The Dove (Developing Opportunities Thru Voc. Ed.)

2022-23 Ungraded Schoolwide Improvement Plan

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5229 EZELL RD, Graceville, FL 32440

[no web address on file]

Demographics

Principal: Charles Chervanik   Start Date for this Principal: 1/3/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-Adult
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Dove Vocational Academy we will take students at their individual levels of achievement and bring them to their maximum potential through academic and vocational instruction. Students will be given an opportunity to academically achieve by providing adequate and effective support to all students, by implementing the principles of research-based effective instruction, strategic use of appropriate technologies, flexible learning environments, and engaging individualized learning pathways. In a safe and supportive environment, students will grow as individuals and have the ability to customize/monitor their' individual academic plan that allows them to explore and access any of the post-secondary options for career development.

Provide the school's vision statement.

At Dove Vocational Academy we will empower our students by making them a part of their professional progress monitoring plan, promoting a learning community where collaboration, teamwork, and a growth mindset are fostered. The youth will TRUST in themselves and their ability to learn in academics and vocational courses. Youth will achieve and succeed in an effort to be productive citizens personally and professionally by Developing Opportunities through Vocational Education.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The DOVE Academy serves females, ages 14 to 18, in a therapeutic community combined with a cognitive behavioral model of treatment. The program provides mental health overlay services (MHOS) substance abuse overlay services (SAOS), and vocational educational services. However, youth who are physically aggressive, have serious mental health issues or educational limitations are not considered appropriate for placement.

The anticipated average length of stay depends on the youth's pace of success in completing the individualized treatment plan and goals.

The DOVE Academy is a Type 2 program offering Type 3 services which include English, Math, Science, Social Studies, and one elective course. The elective course is typically used to provide additional reading assistance to students in need or for vocational training.

Education and vocational services are provided through the Jackson County School District. Vocational opportunities include: Culinary Operations and Information Technology.

This program serves as an SAT, ACT®, and GED test site.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miller, Nicole	Principal	The Educational Director will be responsible for all aspects of the day to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Administrator will hire, oversee, and evaluate faculty and staff. The Administrator will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The administrator will report to the board on the school's operations and finances and is expected to communicate with the board in order for the school's operational needs to be met. The Principal: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of the school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Mitchell, Kecia	Registrar	To provide technical information and research support and subsequently applications development services relating to systems development processes. Provide leadership to personnel and functions supporting these processes. To maintain essential records fundamental to the management of the school setting. 1. Facilitate and maintain the development, implementation and maintenance of student, staff and finance databases which meet local, state and federal requirements. 2. Oversee computer operations including communications, security, printer functions, work status and other peripherals. 3. Assist other MIS personnel in providing services to the District. 4. Provide for technical assistance for hardware and software purchases. 5. Evaluate information technology processes for effective production analysis and delivery of management information. 6. Produce data files for submission to 3rd party vendors used by the district. 7. Produce data files for submission to testing companies used by the district. 8. Load test results from testing companies to the district SIS. 9. Maintain F.A.S.T.E.R. and Bright Futures transmissions within the district. 10. Perform other incidental tasks consistent with the goals and objectives of this position. (1)Maintain all registration records. (2) Maintain all incoming/outgoing student records. (3) Provide student membership data input and monitor accuracy of data. (4) Type memoranda and letters as requested. (5) Request student records. (6) Maintain health records. (7) Maintain automated attendance records. (8) Operate computer terminal. (9) Process FTE data and reports.

Name	Position Title	Job Duties and Responsibilities
		(10) Schedule work according to priority. (11) Proof-read documents and reports for accuracy and clarity. (12) Assist with master schedule and student schedules.
Bush, Nancy	Other	1. Checks and reviews the overall educational program and related activities in compliance with policy and maintenance of standards. 2. Assures that all assessments on all new students are completed within required timelines 3. Prepares special teaching plans, courses, activities, and learning experiences appropriate for the specific students assigned by reviewing previous records. 4. Assures that all IEP files are updated and reviewed on a monthly basis with documentation on the cumulative services log. 5. Supervises Certified Teachers and others engaged in teaching academic and Pre-vocational courses as well as providing educational counseling service. – Teachers will submit all lesson plans in a specified template. 6. Ensures that all requirements for teacher certification are completed. 7. Confers with students and teachers in evaluation results of conducted classes. 8. Coordinates activities and classes in conjunction with appropriate school districts. 9. Attends and assists in the preparation of staff meetings and training sessions.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Twin Oaks Juvenile Development

Demographic Information

Principal start date
Monday 1/3/2022, Charles Chervanik

Total number of students enrolled at the school.
27

Total number of teacher positions allocated to the school.
4

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
1

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 9/21/2022

2021-22 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	0	12	7	4	0	24
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	12	7	4	0	24
Course failure in Math	0	0	0	0	0	0	0	1	0	11	7	4	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	0	11	7	4	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	5	0	0	13

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		48%	51%					56%	56%
ELA Learning Gains								49%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		25%	38%					43%	51%
Math Learning Gains								39%	48%
Math Lowest 25th Percentile								33%	45%
Science Achievement		33%	40%					66%	68%
Social Studies Achievement		42%	48%					69%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Last year the Areas of Focus included:
Common Assessment Math
Common Assessment Reading
Components Specifically Relating to Graduation
Components Specifically Relating to Industry Certifications

In order to effectively address these components, as well as other areas of identified need in our academic programming we created a new position within our education leadership structure the "Accountability and Assessment Coordinator" This person worked with the Director of Education to implement strategies to target areas of focus and ensure data fidelity, as well as provide targeted support as needed.

Which data component showed the most improvement? What new actions did your school take in this area?

As there are no ESSA subgroups identified below Federal Index threshold, reflection in this area will focus on the DJJ Accountability ratings as well as the DJJ School compliance tool to guide our practices. We have also taken results from our school BPIE (best practices in education,) the DJJ Climate Survey, and the DJJ annual survey to ensure we are planning for systems improvement in all areas.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

As there are no ESSA subgroups identified below Federal Index threshold, reflection in this area will focus on the We are using the DJJ Accountability ratings as well as the DJJ School compliance tool to guide our practices. That being said, our area of need is in post secondary enrollment and data fidelity.

What trends emerge across grade levels, subgroups and core content areas?

There are no ESSA subgroups identified below Federal Index threshold.

What strategies need to be implemented in order to accelerate learning?

We believe that in order to accelerate learning our teachers would benefit from professional development, professional learning communities, and additional support from leadership in regards to data driven decision making.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Our teachers are provided with the same professional development opportunities as their district counterparts. We work closely with PD providers such as our district, PAEC, FDLRS, SEDNET, Project 10, and more as they become available.

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This was identified as a critical need from our BPIE (Best Practices for Inclusive Education) school level assessment. The team determined that while we have time to collaborate and socialize as a team, we felt as though this time can be used more productively and efficiently to best serve our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	DOVE will host 10 PLC meetings during the 2022-2023 school year, attended by 100 percent of education staff. Using PLC meetings, team will create at least two unit lessons involving 100 percent of teachers, for project based learning activities. Using PLC meeting, education staff will come up with a training plan to engage and train 100% of residential care staff in classroom management best practices.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Formalized PLC agendas and sign in sheets will be used to document these meetings.
Person responsible for monitoring outcome:	Nancy Bush (nancy.bush@twinoaksfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities: Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. Professional Learning Communities will be focused on standards based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFours PLC question: What is it we want our students to learn? How will we know if each student has learned it? How will respond when some student do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to provide our students the opportunity to engage in standards based instruction and learning opportunities, teachers will be supported through a structure for professional

learning communities focused on
effective teaching methods for learning.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish Structure and Expectations for PLCs
- Review and adjust master schedule to ensure common planning times for similar content areas
- Establish structure and expectations of content PLCS
- Leadership will coordinate with Professional Development Providers such as PAEC, FDLRS, SEDNET, FIN to provide meaningful and targeted professional development.

Person Responsible	Nancy Bush (nancy.bush@twinoaksfl.org)

Analyze Student Data
-Implement Student Work Protocol within the PLC process
-Teachers will identify project based learning themes
-Teachers will bring student work to PLC
-Teachers will analyze and sort student work
-Collectives teachers and admin will identify trends, opportunities to adjust instructional practices, identify areas of need, and develop plan for implementation.

Person Responsible	Nancy Bush (nancy.bush@twinoaksfl.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The program does not have any subgroups being monitored for low performance based on most recent data.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Florida Common Assessment for Mathematics (CA Math) is designed to benchmark student-level learning gains between entry and exit from a DJJ education program. The CA Math is aligned to the Common Core Standards. The items are directly aligned to the core foundational Algebra I for Grades 6-8 and the Grade 9 Common Core Standards covered by the Algebra I EOC Assessment. Within our DJJ 2022 Accountability outcome ratings which is based on the 2019-20 fiscal school year cohort, it was identified as an area of deficit due to the lack of reported learning gains shown. Our scores were 67% gains in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 6/30/23, 50% of students tested will show improvements in DJJ Common Assessment Math scores from pre-test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will verify that each eligible student is tested upon entry and exit. We will incorporate the use of the Adapted Progress Monitoring (APM) test to monitor learning gains and deficiencies during the school year. The APM is designed to monitor the growth the students have based on individualized standards through the the Florida Common Core standards. This information will be shared with the team in the form of Professional Learning Communities and treatment teams and used to further guide instruction.
Person responsible for monitoring outcome:	Nancy Bush (nancy.bush@twinoaksfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities: Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. Professional Learning Communities will be focused on standards based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFours PLC question: What is it we want our students to learn? How will we know if each student has learned it? How will respond when some student do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency? In our PLCs we will also review grades in progress, FAST scores, progress monitoring plans, treatment team notes, and more.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This evidence based strategy was chosen to address this area of need for our students. By having students actively engaged in the goal creation and progress monitoring process students are provided the opportunity to have accountability in their learning process. This will enable them to focus on learning standards and their own growth. Using the FAST, progress monitoring plans, and formal / informal assessments as a consistent progress monitoring tool will ensure we are getting consistent and updated

data to continue to drive instruction. It will also help the students see real time success and learning gains to help them continue to strive to do their best.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Lead educator will ensure assessments are administered upon entry and exit to the program.

| **Person Responsible** | Nancy Bush (nancy.bush@twinoaksfl.org) |

Testing coordinator will ensure that all teachers are trained and have necessary information to conduct FAST.

| **Person Responsible** | Nancy Bush (nancy.bush@twinoaksfl.org) |

Data will be shared with content area teacher, student, and treatment team.

| **Person Responsible** | Kecia Mitchell (kmitchell@twinoaksfl.org) |

The student and educational treatment team will work together to create initial goals and update them as needed

| **Person Responsible** | Nancy Bush (nancy.bush@twinoaksfl.org) |

Teachers and lead educator will meet to identify areas of need and create a plan to ensure student success and learning gains.

| **Person Responsible** | Nancy Bush (nancy.bush@twinoaksfl.org) |

The program will explore services and resources of Comprehensive Adult Student Assessment Systems, Imagine Learning, and teacher quality improvements.

| **Person Responsible** | Nicole Miller (nicole.miller@jcsb.org) |

Develop process and procedures on Progress Monitoring Plans, the implementation of a master schedule that is equitable to non-DJJ schools, and improve processes for recruitment, professional development, and access to substitutes.

| **Person Responsible** | Nicole Miller (nicole.miller@jcsb.org) |

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The program does not have any subgroups being monitored for low performance based on most recent data.

#3. Other specifically relating to Common Assessment Data Integrity

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This component was identified as a critical need per our DJJ accountability scores. In the 20-21 Accountability report we scored a 20 for data fidelity, while in the 21-22 accountability ratings we scored a 35. While this is marked improvement, as an agency our core principals include: proactivity, data driven, planning with a purpose, and consistency. It is imperative we have the highest level of fidelity to guide instruction and our procedures.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 10/25/22 100% education personnel will be trained in common assessment administration, to ensure successful timelines kept in place and increase data fidelity to 75%. - With additional training, documentation, and administrative oversight, DOVE will increase data fidelity to 75% by the 6/30/23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by the Director of Education and the Assessment & Accountability Coordinator. We have already coordinated with Holly McFadden from WIN learning to set up the training for common assessment, and added these components to our internal documentation system.
Person responsible for monitoring outcome:	Nancy Bush (nancy.bush@twinoaksfl.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Data-Based Decision-Making for School Improvement: Research Insights and Gaps Schildkamp, Kim Educational Research, v61 n3 p257-273 2019
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This is an indicator on the programs state rating system that is controlled by the program's actions and oversight. The program will continue to monitor and implement strategies to support high outcomes for this indicator.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By 10/25/22 100% education personnel will be trained in common assessment administration, to ensure successful timelines kept in place and all students are tested.

Person Responsible	Nicole Miller (nicole.miller@jcsb.org)

The district will collaborate with DOVE to develop a process to review common assessment data. Process must include procedures for administration of assessments, reporting verification, utilize merge and exemption features, and comply with state statute and rule.

Person Responsible	Nancy Bush (nancy.bush@twinoaksfl.org)

Utilize a data tracking document to ensure all common assessments are administered timely and use data to have data chats within the school.

Person Responsible	Nancy Bush (nancy.bush@twinoaksfl.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the	The program does not have any subgroups being monitored for low performance based on most recent data.

Area of Focus as it relates to all
ESSA subgroups not meeting the
41% threshold according to the
Federal Index.

#4. DJJ Components specifically relating to Postsecondary Enrollment

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This was identified as an area of critical need based on our DJJ Accountability Report. We felt that although we have a good percentage of GED and high school graduates, our post secondary enrollment numbers could increase. We are aware that there are a variety of factors that play a part in whether or not a youth follows through with attending post secondary school options but we are committed to setting each student up for success while with us.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 6/30/23, we will increase the number of post secondary enrollments by 10 percent.

Based on student interest and review of the trends, Dove education will facilitate at least two vocational center
tours (virtual or in person) to increase student awareness of post secondary options by 6/30/23.

100 % of eligible students will take the ACT and / or SAT before 6/30/23. The education team, to include the lead educator and the education administrative assistant, will work closely with the facility transition specialist
to ensure records are properly documented and sent.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The transition specialist works with youth to complete financial aid applications, research possible colleges/vocational schools, and complete applications. The transition specialist assists youth in completing scholarships including the DJJ STARS. They call colleges and set up meetings with advisors and upon enrollment work on securing residential information. The transition specialist transfers all records to the youth's JPO and after care service as well as follows up with any additional help and support needed. The transition specialist checks in with the JPO or aftercare service for updates on the youth once they have exited the program. We continue to have youth use FAFSA to help youth who may not attend school due to financial issues gain grants, loans, and scholarships. We set up meetings with academic advisors within colleges and vocational schools to ensure youth get the appropriate help and are put on the correct academic path for success.

Person responsible for monitoring outcome:

Nancy Bush (nancy.bush@twinoaksfl.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Access to financial aid is a significant barrier for our students. By ensuring they have completed the financial aid process we can help increase the chances our students will enroll in post secondary education.

Increasing Postsecondary Enrollment: A Literature Review of the Effectiveness of Outreach Programs to Improve Postsecondary Education Enrollment and Success of Underrepresented Youth, Summary.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

These specific strategies are being implemented to increase students interest and awareness of post secondary options, decrease financial barriers, and ensure youth are successful.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Plan for a minimum of 2 virtual or in person field trips to post secondary institutions such as Chipola, Panhandle Area Technical College, BCF, FSU, or Haney.

Person Responsible   Nancy Bush (nancy.bush@twinoaksfl.org)

Develop a plan to involve students in the development of their post-secondary goals on their education transition plan.

Person Responsible   Nancy Bush (nancy.bush@twinoaksfl.org)

Collaborate with students' Juvenile Probation Officer to ensure eligible students are referred to Project Bridge/Connect for transition/aftercare services and provide transition service providers information about students' post-secondary goals.

Person Responsible   Nancy Bush (nancy.bush@twinoaksfl.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | The program does not have any subgroups being monitored for low performance based on most recent data.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

As PBIS and classroom management strategies are directly correlated, we have chosen to focus on this area. At DOVE Academy our students will learn to develop essential character traits and achieve their full potential. Youth will flourish in their academic coursework as well as their chosen vocational education career paths. All of this will occur in a safe, and structured environment. Our school culture will promote the development of successful, responsible, productive and accountable citizens by fulfilling the social, emotional, physical, and spiritual needs in an all-inclusive caring and supportive environment. To this end, we've created a thoughtfully prepared, learning environment that values and nurtures the whole child: mind, body, and spirit. The classroom and vocational training spaces are the epicenter of the school experience for our students. The classrooms at DOVE Academy are tidy, well organized, and promote a safe and orderly learning environment. Our teachers serve to guide the students not only in their academic and vocational endeavors but in their personal and behavioral growth, as well. In addition, some of the biggest contributors to our positive school culture is our investment in relationship building amongst one another and our students. When people feel valued, staff and students alike, they are likely to work harder, stay the course, and enjoy their work. When students feel liked and respected by their teachers, they find more success in school, academically and behaviorally (Lewis, Schaps & Watson, 1996). We believe in celebrating all of our youths accomplishments, and ensuring our staff and students feel appreciated. As an education team we set clear, appropriate and consistent expectations, involve stake holders as possible and promote collaborative relationships. This along with our positive behavior support system to reinforce positive interactions and increase engagement in education.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Our stakeholders includes members of our education department, residential program, and community members. The treatment team is one of our best ways of ensuring the whole team is working together to ensure educational equity, promote positive culture, and have an open line of communication at all times. The treatment team consists of case managers, mental health counselors, program director, recreational therapist, transition specialist, boys and girls club, and education members.
Dove Vocational Academy administration and faculty participate actively in community activities that are appropriate for community relations and to enhance communication with families, business partners, and all stakeholders. For example, Dove faculty, support staff, and administration participated in the quarterly "Family Day," Dove students participated in community service and extracurricular activities such as field trips and incentive trips. The following are Dove Vocational Academy Business partners: United Methodist Church Jackson County Board of Commissioners, Graceville Public Library, My Father's Closet, Graceville High
School. Graceville Elementary School, Baptist College of Florida, and more. There is a Weekly Education Report that is sent out to stakeholders that give an update.

Describe how implementation will be progress monitored.

DOVE has collected, reviewed, analyzed, and responded to data focusing on key areas of the program operation monthly through a process called TRENDSTAT. In TRENDSTAT process, data is submitted monthly by program directors to the corporate leadership team. Examples of data submitted include: Graduation Rate, Grade Promotion, Industry Certifications, Career Portfolio, Learning Gains. A call is held monthly by the COO, to review the data and to address trends. Immediate action steps designed to address negative trends and reviewed each month to determine their effectiveness. The Director of Education host weekly Professional Learning Community meetings with the Education Coordinators across Twin Oaks campuses who then host meetings with their teams. The purpose of PLCs is to improve the skills and knowledge of the education team, through expertise exchange, collaborative study, data review, and function as a form of action research; to continually question, evaluate, and improve educational service delivery model.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Ensure that the positive behavior system is continuing to be implemented in the classrooms and follow through with the incentives and consequences, whichever applies.	Bush, Nancy, nancy.bush@twinoaksfl.org