

Manatee County Public Schools

# Just For Girls Middle School



2020-21 Schoolwide Improvement Plan

## Table of Contents

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Just For Girls Middle School

1500 10TH ST W, Palmetto, FL 34221

<http://www.myjfg.org/>

### Demographics

**Principal: Dee Ralph**

Start Date for this Principal: 8/1/2000

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Manatee County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Just For Girls Middle School

1500 10TH ST W, Palmetto, FL 34221

<http://www.myjfg.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year	2012-13	2011-12
Grade		

### School Board Approval

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### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Our mission is to provide the framework within which girls can aspire to more successful lifestyles, to seek a better education, to secure meaningful, financially equitable employment and become responsible, caring members of society.

#### **Provide the school's vision statement.**

Our vision is a community where today's young girls grow up feeling safe, capable, and smart, having developed self-respect and self-confidence so they keep their bodies healthy and are inspired to achieve academically. Reaching one girl at a time we will break the cycles of poverty and failure among girls and women and strengthen our families, neighborhoods and communities.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Ralph, Dee	Principal	<p>Position: Alternative Education Program Principal  Employment Period: Full Time  Hourly/Salary: Salary  Reports to: Chief Executive Officer  Location Palmetto Center</p> <p>FUNCTION: Direct, manage, coordinate, develop, supervise, and organize the educational, administration and counseling components of the alternative education program pursuant to the mission, goals, objectives and strategies of grantor's requirements in accordance with the policies, procedures and practices of Just for Girls.</p> <p>Organizational Relationships</p> <ul style="list-style-type: none"> <li>• Reports to the Chief Executive Officer</li> <li>• Works closely with AEP Teachers, School Counselor, Registrar, ASP staff, JFG Corporate Staff</li> </ul> <p>ESSENTIAL DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> <li>• Direct and coordinate educational, administrative and counseling activities of the alternative educational program at the Palmetto Center of Just for Girls;</li> <li>• Develop and evaluate educational program to ensure conformance to state, county and school board standards and requirements;</li> <li>• Develop and coordinate educational programs through meetings with staff, review of teachers' activities and issuance of directives;</li> <li>• Confer with teachers, students and parents concerning educational, emotional and behavioral problems;</li> <li>• Requisition and allocate supplies, equipment, and instructional materials as needed pursuant to budget restrictions and limitations;</li> <li>• Confer regularly with the Executive Director;</li> <li>• Observe and evaluate program and staff;</li> <li>• program participant, interviews, intake, and process in accordance with program requirements;</li> <li>• Equip students with the social competencies necessary for coping with interpersonal and intrapersonal pressures through individual, group and family counseling; life skills development, behavior modification; increase knowledge and awareness; improved attitudes and self-esteem; and increase attendance and decrease in suspension of program participants;</li> <li>• Walk about building and property to monitor safety and security of occupants and report possible safety and security hazards to Accounting Manager and/or Business Manager;</li> <li>• Transport students safely and in accordance with Just for Girls' policies and procedures and city, county, state, and federal regulations and requirements;</li> <li>• Perform all other duties which may be required relative to Just for Girls' obligations</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>and responsibilities.</p> <p><b>SUPERVISORY RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>• Be responsible for the overall direction, coordination, and evaluation of the Alternative Education Program;</li> <li>• Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws:</li> <li>• Responsibilities include: training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.</li> </ul> <p><b>SCHOOL BOARD OBLIGATIONS:</b></p> <ul style="list-style-type: none"> <li>• Include, but or not limited to the following:</li> <li>• Ensure compliance with the school board contract;</li> <li>• Work with area elementary and middle schools for referrals;</li> <li>• Ensure ESE compliance (include, but not limited to the following: transition staffings, IEP reviews, re-evaluations, coordination goals with teachers, maintaining ESE folders);</li> <li>• Ensure ESOL compliance (include, but not limited to the following: staffings, LEP meeting, and modifications);</li> <li>• Develop and implement the School Improvement Plan (SIP), which includes managing goals, and developing monthly report to be submitted to the Executive Director for review by Just for Girls' Board of Directors, and evaluation of SIP;</li> <li>• Develop and maintain Academic Improvement Plans for all students, to include data collection, parent meetings for compliance, remediation goals, and learning the new computerized systems;</li> <li>• Attend meetings for FTE audit compliance;</li> <li>• Work with registrar on student schedules, DOP screens, registration forms, and attendance for input into school board computerized system;</li> <li>• Submit weekly attendance reports to registrar;</li> <li>• Act as Data Coach for FSA, attending required school board meetings regarding use and collection of FSA data;</li> <li>• Input all referrals into student system;</li> <li>• Maintain student records (cum folders) and fulfill all record requests when students leave the program;</li> <li>• Coordinate transportation with the school board.).</li> </ul> <p><b>STUDENTS – OBLIGATIONS:</b></p> <ul style="list-style-type: none"> <li>• Include, but are not limited to the following:</li> <li>• Respond to student discipline problems, to include referrals, in-school suspensions, suspensions, and expulsions;</li> <li>• Respond to school bus disciplinary referrals;</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Work with parents/guardians, foster parents, caseworkers, probation officers, and child protection team investigators;</li> <li>• File and supervise Behavioral Counselor's filing of abuse reports;</li> <li>• Distribute student's medications;</li> <li>• Develop, coordinate, and conduct students' graduation/celebration ceremony;</li> <li>• Adhere to policies and procedures of Just for Girls, including, but not limited to the personnel policies.</li> </ul> <p>QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.</p> <ul style="list-style-type: none"> <li>• Bachelor of Science Degree (BS) in psychology or related field, from four-year accredited college or university;</li> <li>• Demonstrated organizational and writing skills;</li> <li>• Demonstrated ability in data management and presentation;</li> <li>• Proficient computer skills and working knowledge of the Internet; Facebook, Twitter, and other social media outlets;</li> <li>• Demonstrated good judgment, approachable and professional, solid problem solving skills and ability to handle multiple tasks, self motivated and well organized;</li> <li>• Committed to working collaboratively with all constituent groups, including staff, board members, volunteers, donors, program participants, and other supporters;</li> <li>• Agreement with and commitment to the Just for Girls mission, goals and philosophy;</li> <li>• License preferred, but not required;</li> <li>• Commercial Drivers License Class "C", with passenger endorsement.</li> </ul> <p>STANDARDS OF PERFORMANCE:</p> <ul style="list-style-type: none"> <li>• Timeliness and accuracy of reports and other information.</li> <li>• Ability to develop professional relationships with Board of Directors, employees, donors, clients, the press, and the community at large.</li> <li>• Ability to think independently and be a problem solver, yet work as a collaborator with the team.</li> <li>• Ability and willingness to take ownership of and meet or exceed Company standards.</li> <li>• Ability to think creatively in the day-to-day administration of duties.</li> </ul> <p>PHYSICAL/MENTAL DEMANDS AND WORKING CONDITIONS:</p> <ul style="list-style-type: none"> <li>• Typical work week will be 40 hours, some evenings and weekends required.</li> <li>• Ability to lift 25 pounds</li> <li>• General Office and School Setting</li> <li>• Fast paced and high pressure environment</li> </ul>

Name	Title	Job Duties and Responsibilities
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- \*\* Many positions overlap, and it is not unusual to be asked to perform a task not listed in this position description. This is not necessarily an exhaustive list of responsibilities, skills, duties and working conditions associated with the job. It is intended to be an accurate reflection of the current job; however, management may revise the job tasks based on business needs including emergencies, staffing needs and workload.

### Demographic Information

#### Principal start date

Tuesday 8/1/2000, Dee Ralph

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

4

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade

	2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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	16	15	13	0	0	0	0	44	
Attendance below 90 percent	0	0	0	0	0	0	4	8	5	0	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	4	2	4	0	0	0	0	10	
Course failure in ELA	0	0	0	0	0	0	9	2	1	0	0	0	0	12	
Course failure in Math	0	0	0	0	0	0	6	3	3	0	0	0	0	12	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	7	7	4	0	0	0	0	18	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	11	9	8	0	0	0	0	28	

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	10	10	7	0	0	0	0	27

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	1	0	0	0	0	0	1	

**Date this data was collected or last updated**

Monday 9/7/2020

**Prior Year - As Reported****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	8	13	15	0	0	0	0	36	
Attendance below 90 percent	0	0	0	0	0	0	1	7	7	0	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	3	4	3	0	0	0	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	5	9	0	0	0	0	0	14	

**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	3	7	7	0	0	0	0	17

**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	

**Prior Year - 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	8	13	15	0	0	0	0	36	
Attendance below 90 percent	0	0	0	0	0	0	1	7	7	0	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	3	4	3	0	0	0	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	5	9	0	0	0	0	0	14	

**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	3	7	7	0	0	0	0	17

**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	

## Part II: Needs Assessment/Analysis

### School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	52%	54%	0%	47%	52%
ELA Learning Gains	0%	56%	54%	0%	52%	54%
ELA Lowest 25th Percentile	0%	51%	47%	0%	44%	44%
Math Achievement	0%	59%	58%	0%	54%	56%
Math Learning Gains	0%	61%	57%	0%	58%	57%
Math Lowest 25th Percentile	0%	54%	51%	0%	50%	50%
Science Achievement	0%	47%	51%	0%	39%	50%
Social Studies Achievement	0%	77%	72%	0%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

### Grade Level Data

**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	2019	29%	52%	-23%	54%	-25%
	2018	9%	47%	-38%	52%	-43%
Same Grade Comparison		20%				
Cohort Comparison						
07	2019	7%	48%	-41%	52%	-45%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		7%				
Cohort Comparison		-2%				
08	2019	0%	54%	-54%	56%	-56%
	2018	7%	55%	-48%	58%	-51%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	7%	57%	-50%	55%	-48%
	2018	0%	52%	-52%	52%	-52%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	0%	57%	-57%	54%	-54%
	2018	10%	54%	-44%	54%	-44%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
08	2019	0%	41%	-41%	46%	-46%
	2018	0%	41%	-41%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	45%	-45%	48%	-48%
	2018	7%	45%	-38%	50%	-43%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	71%	-71%
2018	25%	78%	-53%	71%	-46%
Compare		-25%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

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
HSP	18	45			27						
FRL	14	43		5	14						
2018 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 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

### ESSA Data

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)	CS&I
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	85
Total Components for the Federal Index	4

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0



Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

When comparing the 18-19 school year early warning indicators to the 19-20 warning indicators the lowest performance was in student attendance. This program is for middle school girls who are at an elevated risk for delinquency, truancy, violence, academic failure, victimization, and the potential to drop out.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline is the same as the lowest performance student attendance. Many students attending Just for Girls are living in extreme poverty with a single female head of household. Many of these students are often missing school to translate, help with childcare, or filling another adult role in the household.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The largest gap within reporting continues to be achievement as measured by state testing. It should be noted that students attending Just for Girls Middle often enter the program three or four years behind their peers in reading and math. District averages include gifted and average students compared to the students at Just for Girls who are at-risk, struggling and impoverished learners. Growth is often shown in progress through other assessments such as STAR Reading and STAR Math where improvement is shown individually. It should be noted that Just for Girls Middle is a small school choice program with fifty FTE units and a small sample size. A small sample size is affected

by small changes in the target population causing the group average to be affected in drastic ways inconsistent with large group sample sizes such as the district.

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

Students in 7th and 8th grade who are returning students to Just for Girls Middle showed improvement in the number of days suspended when comparing the 18-19 school year to the 19-20 school year. A part-time social worker was employed to help the students learn respect and build healthy relationships with educators and authority figures. Just for Girls Middle focuses on small classes and an ABC (Academics, Behavior, Character) method with a Whole Child approach focusing on physical, mental, emotional, health, family, creative discipline and behavior modification.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Improve reading proficiency and prevent school dropout. Currently 61% of the students who are enrolled have two or more early warning indicators including: attendance below 90 percent, one or more suspensions, course failure in ELA or Math, and Level 1 on Statewide assessment. Most girls enrolled in Just for Girls Middle are highly truant, multiple grades behind in reading and demonstrate a disconnection from academics and educators

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improve reading proficiency.
2. Prevent School Dropout.
3. Improve math proficiency

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Increase Reading Proficiency of all students including subgroups of Hispanic students and Economically Disadvantaged students.
<b>Measurable Outcome:</b>	Upon completion of the 20-21 school year 60% of students will demonstrate reading gains as measured by grade level equivalency.
<b>Person responsible for monitoring outcome:</b>	Dee Ralph (ralphd@manateeschools.net)
<b>Evidence-based Strategy:</b>	Just for Girls uses Renaissance Learning products including STAR Reading for student assessment and Accelerated Reader for personalized practice.
<b>Rationale for Evidence-based Strategy:</b>	Renaissance assessment and practice solutions are nationally recognized for excellence. Renaissance Learning's research base has been endorsed by the National Dropout Prevention Center.
<b>Action Steps to Implement</b>	
<ol style="list-style-type: none"> <li>1. All students will be assessed using STAR Reading.</li> <li>2. All students will have a 100 minute reading block for the purpose of remediation and to increase reading time.</li> <li>3. Reading teacher will set quarterly goals for each individual student based on Zone of Proximal Development.</li> <li>4. Students will have data chats with reading teacher.</li> <li>5. Teachers will differentiate instruction to meet the needs of their learners including ESE and ESOL students.</li> </ol>	
<b>Person Responsible</b>	Dee Ralph (ralphd@manateeschools.net)

**#2. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus Description and Rationale:** Just for Girls Middle's target population is 6th-8th graders who have an increased potential of becoming pregnant, delinquent, dropping out of school or falling behind in school due to persistent poverty, low bonding to school, frequent school transitions, abuse, neglect, maltreatment or are emotionally or developmentally disabled.

**Measurable Outcome:** Of 6th-8th grade girls at elevated risk for school failure or dropout, 80% will achieve behavior expectations and demonstrate increased knowledge of healthy choices and behavior consequences in risk-related domains.

**Person responsible for monitoring outcome:** Dee Ralph (ralphd@manateeschools.net)

**Evidence-based Strategy:** Just for Girls Middle uses curriculum-specific prevention education materials such as Baby Think It Over by Realityworks, Inc., Everyday Life Skills by American Guidance Service, inc. (AGS), and Rainbow Days' Curriculum-Based Support Group (CBSG) Youth Connection.

**Rationale for Evidence-based Strategy:** Rainbow Days' Curriculum-Based Support Group is endorsed by the U.S. Department of Juvenile Justice and the Department of Health and Human Services as an effective tool to measure and monitor skills, behaviors, and intentions related to grief, trauma, substance abuse, delinquency and violence.

**Action Steps to Implement**

1. School Counselor will maintain daily contact with families regarding student absences.
2. All students will participate in a daily health class focusing on self-esteem, pregnancy prevention, HIV/AIDS, and drug and alcohol prevention.
3. School staff will provide small group and 1:1 academic and behavioral interventions.
4. Students will participate in Rainbow Days' Curriculum-Based Support Group weekly.
5. A school-wide behavior management program, with expectations and rules clearly outlined, will be used daily. Daily behavior points will be shared with parents/guardians via student agendas.

**Person Responsible:** Dee Ralph (ralphd@manateeschools.net)

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Increase Math Proficiency of all students including subgroups of Hispanic students and Economically Disadvantaged students.
<b>Measurable Outcome:</b>	Upon completion of the 20-21 school year 60% of students will demonstrate math gains as measured by grade level equivalency.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Just for Girls uses Renaissance Learning products including STAR Math for student assessment and Accelerated Math for personalized practice
<b>Rationale for Evidence-based Strategy:</b>	Renaissance assessment and practice solutions are nationally recognized for excellence. Renaissance Learning's research base has been endorsed by the National Dropout Prevention Center.

**Action Steps to Implement**

1. All students will be assessed using STAR Math.
2. Math teacher will set quarterly goals for each individual student.
3. Students will utilize Math Vocabulary Journals to aid in math terms comprehension.
4. Math teacher will provide standard-based instruction using assigned curriculum.
5. Math teacher will utilize Accelerated Math Library software system to provide individualized instruction

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Upon admission, parents meet with the School Counselor to complete registration. Parents/guardians and students are involved in setting short and long-term educational goals during academic planning meetings and IEP meetings. Parents/guardians are provided quarterly and mid-term progress reports of achievements. Students take home agendas on a daily bases with information on special events, daily assignments, field trips, homework and behavior reports. Parents/guardians are given the opportunity to attend parenting meetings focusing on the emotional and academic needs of our girls. Parent workshops, parent resource library, and back to school events are held during after-school hours to accommodate the needs of working parents. Parents are notified daily of student absences.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.