

Manatee County Public Schools

Just For Girls Middle School



2021-22 Ungraded Schoolwide Improvement Plan

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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: 9/7/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

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.

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.

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

Just for Girls Middle serves girls in 6th-8th grade. One out of every four girls attending Just for Girls is already a survivor of abuse or neglect.

31% of the students at Just for Girls Middle are in the Hispanic subgroup targeted for improvement and 100% of the students at Just for Girls Middle are in the Economically Disadvantaged subgroup.

Most of the families Just for Girls Middle serves cannot afford the cost of personalized tutoring, specialized education, or behavioral supports known to provide the protective factors that remediate risks associated with abuse, poverty, trauma, victimization, or compromised family dynamics. For many girls, Just for Girls Middle is the best and only option to resume their education and pursue high achievement through High School and beyond.

Just for Girls Middle curriculum delivery methods and content promote inclusion, empathy, respect, responsibility, emotional health, and academic excellence so that girls mentally thrive in our care and can continue to self-educate in varied and challenging environments. Just for Girls Middle award-winning programs are led by Administrators with degrees in Psychology, Education, and Health & Wellness who understand the importance of stress management, problem-solving, experiential and therapeutic learning. Just for Girls Middle's alternative education program provides structure, reliability, accountability, and the fundamental tools and social skills necessary for girls to overcome challenges and achieve their full potential.

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
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: Reports to the Chief Executive Officer Works closely with AEP Teachers, School Counselor, Registrar, ASP staff, JFG Corporate Staff</p> <p>ESSENTIAL DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Direct and coordinate educational, administrative and counseling activities of the alternative educational program at the Palmetto Center of Just for Girls; • Develop and evaluate educational program to ensure conformance to state, county and school board standards and requirements; • Develop and coordinate educational programs through meetings with staff, review of teachers' activities and issuance of directives; • Confer with teachers, students and parents concerning educational, emotional and behavioral problems; • Requisition and allocate supplies, equipment, and instructional materials as needed pursuant to budget restrictions and limitations; • Confer regularly with the Executive Director; • Observe and evaluate program and staff; • program participant, interviews, intake, and process in accordance with program requirements; • 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; • 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; • Transport students safely and in accordance with Just for Girls' policies and procedures and city, county, state, and federal regulations and requirements;

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

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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Ability to lift 25 pounds • General Office and School Setting • Fast paced and high pressure environment <p>• ** 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.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

MANATEE COUNTY GIRLS CLUB, INC., dba JUST FOR GRILS

Demographic Information**Principal start date**

Tuesday 9/7/2021, Dee Ralph

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

4

Total number of students enrolled at the school.

50

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

0

Demographic Data**Early Warning Systems****2021-22****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	6	12	11	0	0	0	0	29	
Attendance below 90 percent	0	0	0	0	0	0	0	2	4	7	0	0	0	13	
One or more suspensions	0	0	0	0	0	0	0	0	6	0	0	0	0	6	
Course failure in ELA	0	0	0	0	0	0	1	3	4	0	0	0	0	8	
Course failure in Math	0	0	0	0	0	0	2	2	3	0	0	0	0	7	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	5	0	0	0	0	10	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	8	5	0	0	0	0	15	
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	2	9	8	0	0	0	0	19

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	1	0	0	0	0	2	

Date this data was collected or last updated

Saturday 9/4/2021

2020-21 - 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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					52%	54%		50%	53%
ELA Learning Gains					56%	54%		51%	54%
ELA Lowest 25th Percentile					51%	47%		45%	47%
Math Achievement					59%	58%		55%	58%
Math Learning Gains					61%	57%		57%	57%
Math Lowest 25th Percentile					54%	51%		49%	51%
Science Achievement					47%	51%		46%	52%
Social Studies Achievement					77%	72%		84%	72%

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	2021					
	2019	29%	52%	-23%	54%	-25%
Cohort Comparison						
07	2021					
	2019	7%	48%	-41%	52%	-45%
Cohort Comparison		-29%				
08	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	7%	57%	-50%	55%	-48%
Cohort Comparison						
07	2021					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison		-7%				
08	2021					
	2019	0%	41%	-41%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	45%	-45%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

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
HSP	9	30			10						
FRL	20	36		7	19		18				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
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	100
Total Components for the Federal Index	5
Percent Tested	85%
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%	

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%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	12
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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 for low performing ESSA subgroups related to the Areas of Focus?

For the 20-21 school year the first area of focus was to Increase Reading Proficiency for all students including subgroups of Hispanic students and Economically Disadvantaged Students. The measurable outcome stated upon completion of the 20-21 school year 60% of students will demonstrate reading gains as measured by grade level equivalency. Outcome was 72% of students, including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

For the 20-21 school year the second area of focus was to Increase Math Proficiency for all students including subgroups of Hispanic students and Economically Disadvantaged Students. The measurable outcome was upon completion of the 20-21 school year 60% of students will demonstrate math gains as measured by grade level equivalency. Outcome was 91% of students, including subgroups of Hispanic students and Economically Disadvantaged Students, reached math gains goal.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on progress monitoring Math Proficiency showed the most improvement. Math remediation occurred within the classroom Math teacher focused on implementing Accelerated Math lessons while also teaching grade-level standards based curriculum. Upon completion of the 20-21 school year 91% of students, across all grade levels increased their grade level equivalency math scores.

In addition to Accelerated Math students also started implementing individual math practice with online Freckle Math. Freckle Math adapts to each individual student's math level and offers student-friendly incentives and age-appropriate designs to provide a balance of fun and learning.

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?

The area that requires the greatest need for improvement is Reading Proficiency for all students including subgroups of Hispanic Students and Economically Disadvantaged Students. During the 20-21 school year students were assessed using the STAR Reading test within 15 days of admission to the program. The intensive reading teacher was able to analyze individual data and grade level data to set reading goals. Through data chats, quarterly reading goals, STAR testing throughout the school year progress monitoring of students and cohorts found that reading progress lagged behind math progress.

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

Students entering Just for Girls Middle are typically two grade levels behind their peers. Students lack basic vocabulary and word acquisition making it difficult to comprehend passages across core content areas.

This program is for middle school girls, 6th-8th grade, who are at an elevated risk for delinquency, truancy, violence, academic failure, victimization, and the potential to drop out of school. Our students are intimately familiar with hardship and loss. 100% are living far below the poverty level. They have already, by middle school age, experienced personal trauma and tragedy.

During the pandemic, students had difficulty accessing online education due to lack of computers. Through an extensive needs assessment survey Just for Girls determined students needed laptop computers. Just for Girls was able to purchase laptops and loan to families in need.

Students are lacking critical keyboarding instruction. Since it is commonplace for all students to be using computers to meet educational demands, it is critical that effective keyboarding instruction be implemented both for struggling and non-struggling students. Keyboarding instruction and sufficient practice opportunities are crucial for developing keyboarding proficiency in students. The School Improvement Team has identified that across all grade levels and subgroups student writing scores are lower on computer based FSA administered tests than paper based diagnostic tests and practice tests. Data indicates that students are lacking keyboarding skills.

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

Keyboarding skills need to be implemented across all grade levels and subgroups to enhance learning. Students should understand fundamental concepts of technology operations including how to use devices and basic knowledge of software application to become more self-sufficient in setting and achieving learning goals. Students require computer competency and keyboarding skill for composing and creatively expressing ideas digitally.

Scholastic Saturdays will be offered to all students including the subgroups of Hispanic Students and Economically Disadvantaged Students. Three hours of engaging activities, interactive learning, and academic support will be provided. E-learning and homework help, tutoring and support for Science, Technology, English/Language Arts, and Math will be offered. Students will also have FSA test practice and a healthy snack.

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

Teachers and leaders at Just for Girls Middle require professional development opportunities in the area of technology. Staff will be provided professional development opportunities through the Manatee County School Board professional development department. Just for Girls Middle staff will be encouraged to watch webinars and online training modules in the area of keyboarding skills for middle school students and Microsoft TEAMS for educators

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase Reading Proficiency for all students including subgroups of Hispanic Students and Economically Disadvantaged Students.

Measurable Outcome:

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

Upon completion of the 21-22 school year 65% of students will demonstrate reading gains as measured by grade level equivalency.

Monitoring:

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

Within 15 school days of entering the program baseline data for grade equivalent reading level will be determined by the STAR Reading assessment. Intensive reading teacher will set quarterly goals for each student. STAR Reading assessment will be conducted again in Winter and Spring to monitor individual students for progress. Upon completion of 21-22 school year data will be analyzed to determine if reading gains goal were met.

Person responsible for monitoring outcome:

Dee Ralph (ralphd@manateeschools.net)

Evidence-based Strategy:

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

Just for Girls uses Renaissance Learning products, including STAR Reading, for student assessment and Accelerated Reader for personalized practice.

Just for Girls uses Scholastic Classroom Magazines for reading and content area courses.

Renaissance assessment and practice solutions are nationally recognized for excellence. Renaissance Learning's research base has been endorsed by the National Dropout Prevention Center.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Scholastic Classroom Magazines provide rich, timely content to help students of all ages develop new skills, make real world connections, and access leveled content that they are excited to read. Teachers can use these relevant, cost-effective magazines and related digital resources to motivate students, supplement the curriculum, and involve students' families as they provide high-quality literacy instruction across disciplines to meet higher standards in literacy education.

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.

1. Students will be assessed using STAR Reading test within 15 school days of admission to determine baseline grade level equivalency.
2. All students will be enrolled in a 100-minute intensive reading class for the purpose of remediation and to increase reading time in non-content area courses.
3. Reading teacher will set quarterly goals for each individual student based on Zone of Proximal Development.
4. Students will have data chats with reading teacher, core content teachers, and/or administrative staff.
5. Teachers will differentiate instruction to meet the needs of their learners including ESE and ESOL

students.

6. Teachers in all areas will use Scholastic Magazines featuring high interest reading articles.

Person Responsible

Dee Ralph (ralphd@manateeschools.net)

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.

#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.

Increase Math Proficiency for all students including subgroups of Hispanic Students and Economically Disadvantaged Students.

Measurable Outcome:

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

Upon completion of the 21-22 school year 65% of students will demonstrate math gains as measured by grade level equivalency.

Monitoring:

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

Within 15 school days of entering the program baseline data for grade equivalent math level will be determined by the STAR Math assessment. The math teacher will set quarterly goals for each student. STAR Math assessment will be conducted again in Winter and Spring to monitor individual students for progress. Upon completion of 21-22 school year data will be analyzed to determine if math goal was met.

Person responsible for monitoring outcome:

Maria Garcia (garciam2@manateeschools.net)

Evidence-based Strategy:

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

Just for Girls uses Renaissance Learning products, including STAR Math for student assessment and Renaissance Freckle Math. Freckle continuously adapts for student practice in math providing differentiated instruction while offering the teacher the ability to focus on grade-level standards.

Just for Girls uses Scholastic Math magazines.

Renaissance assessment and practice solutions are nationally recognized for excellence. Renaissance Learning's research base has been endorsed by the National Dropout Prevention Center.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Scholastic MATH connects current events, exciting cross-curricular topics, and your students' interests to the math you're teaching them. Our engaging stories, real-world practice problems and thrilling multimedia resources build middle schoolers' math skills and confidence

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.

1. Students will be assessed using STAR Math test within 15 school days of admission to program to determine baseline grade level equivalency.
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 Freckle Math software system to provide student practice and differentiated instruction.
6. Math teacher will use Scholastic Math magazines to focus on real-world math problems.

Person Responsible

Maria Garcia (garciam2@manateeschools.net)

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.

#3. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase technology competency for all students including subgroups of Hispanic Students and Economically Disadvantaged Students.

Measurable Outcome:

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

Upon completion of the 21-22 school year 65% of students will achieve a benchmark accuracy (95%) and speed (25 wpm) on a keyboard (typing) skills test.

Monitoring:

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

Within 15 school days of entering the program an individual keyboard skills test will be administered. Students will take bi-quarterly keyboard skills tests to monitor progress. Upon completion of the 21-22 school year data will be analyzed to determine if technology competency gains have been met

Person responsible for monitoring outcome:

Dee Ralph (ralphd@manateeschools.net)

Evidence-based Strategy:

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

Just for Girls uses typing.com. Typing.com offers a comprehensive curriculum to strengthen student's typing abilities with a customizable experience for both educators and students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Typing.com has earned a Seal of Alignment by ISTE (The International Society for Technology in Education). ISTE verifies that this product: promotes critical technology skills, supports the use of technology in appropriate ways, and contributes to the use of technology for teaching and learning.

Computer-based testing is required by the Florida State Assessment and is incorporated into both summative and formative methods of evaluation. This form of testing requires proficient mouse skills in addition to free-text entry relying on efficient keyboarding skills.

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.

1. Students will be assessed using typing.com keyboarding skills test within 15 school days of admission to program to determine accuracy and speed on test. .
2. All students will receive 30 minutes of practice and/or instruction in keyboarding skills three times per week in reading remediation class.
3. Reading teacher will set bi-quarterly goals for each individual student.
4. Students will receive practice time on computers upon completion of daily assignments in reading class or during core content classes.
5. Students will receive instruction on digital citizenship in health education classes.
6. All staff will participate in online learning webinars and videos associated with implementation of technology in the classroom.

Person Responsible

Dee Ralph (ralphd@manateeschools.net)

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.

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.

Just for Girls Middle provides smaller class sizes, specialized learning groups, personalized academic attention, and opportunities for accelerated learning and recovery for learning delays and deficits in an environment that inspires, motivates, and fosters success. Just for Girls has an ABC (Academics, Behavior, Character) method with a Whole Child approach focusing on physical, mental, emotional, health, family, creative discipline and behavior modification.

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 progress reports of achievements. Students take home agendas on a daily basis with information on special events, daily assignments, homework and behavior reports. Parents/guardians are given the opportunity to attend parenting meetings focusing on the emotional and academic needs of girls. Parents are notified daily of student absences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

JFG was founded in 1968 by mission-driven educators and community leaders focused on providing inclusive, equitable programs for generations of girls and young women in underserved communities in Manatee County. JFG's founders provided long-range, strategic planning to chart the course for the organization's future sustainability and success in meeting the changing needs of the high-risk population we serve. Over 50 years later, JFG's board of directors includes stakeholders in areas of education, law enforcement, legal and justice, business, finance, and community development, and its leadership continues to develop and promote successful strategies that have won national recognition with the U.S. Dept. of Education, U.S. Dept. of Juvenile Justice Office and Delinquency Prevention, FL Governor's Best Practices Award, and recognition from FLDOE for Excellence in Education.

Just for Girls Middle Principal, Dee Ralph, has reliably and effectively led JFG Middle since its early

development and initial implementation in 1993, developing positive behavior reinforcement models that are emulated throughout other schools and organizations. Ms. Ralph's degree in Psychology and extensive experience and training in crisis intervention, aggression-control techniques, self-esteem enhancement, skill and leadership development, peer counselor training and character building, provide a Results-First foundation for staff, parents, guardians, and volunteer stakeholders.

A culture of caring and effective leadership is modeled at every level and is evidenced by the tenure and commitment of JFG's teachers and volunteers, who are committed to unlocking the potential for high achievement within every student. Exceptional communication skills and a high level of trust and rapport, strengthen parent/teacher/student relationships and improve program efficacy for marginalized and struggling students. JFG's counselors, teaching staff, tutors, interventionists, specialists, and community partners are dedicated to developing and promoting healthy environments that are diverse, inclusive, equitable, and sustainable; teaching girls to think critically, self-modulate and educate, and maintain high expectations for their future.