

Manatee County Public Schools

Just For Girls Middle School



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	15
R.A.I.S.E	0
Positive Culture & Environment	22

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: 10/21/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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.

38% of the students at Just for Girls Middle are in the Hispanic subgroup targeted for improvement and 92% 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 stakeholders' 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, Social Worker, Registrar, ASP support staff, JFG Administrative 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 education 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 participants, 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 MIS/Security Director; • 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 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 or quarterly reports 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 FAST, attending required school board meetings regarding use and collection of FAST 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, education, 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 volunteers, 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 JFG 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. • Ability to lift 25 pounds

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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 Girls

Demographic Information

Principal start date

Friday 10/21/2022, Dee Ralph

Total number of students enrolled at the school.

50

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.

2

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	8	13	8	0	0	0	0	29	
Attendance below 90 percent	0	0	0	0	0	0	4	9	2	0	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	2	7	5	0	0	0	0	14	
Course failure in ELA	0	0	0	0	0	0	2	4	1	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	2	3	0	0	0	0	0	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	6	3	0	0	0	0	13	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	6	8	3	0	0	0	0	17	
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	5	11	5	0	0	0	0	21

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	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

Date this data was collected or last updated

Wednesday 8/24/2022

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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	5	0	0	0	0	10	
Level 1 on 2019 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

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		49%	50%					52%	54%
ELA Learning Gains								56%	54%
ELA Lowest 25th Percentile								51%	47%
Math Achievement		35%	36%					59%	58%
Math Learning Gains								61%	57%
Math Lowest 25th Percentile								54%	51%
Science Achievement		57%	53%					47%	51%
Social Studies Achievement		54%	58%					77%	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	2022					
	2019	29%	52%	-23%	54%	-25%
Cohort Comparison						
07	2022					
	2019	7%	48%	-41%	52%	-45%
Cohort Comparison		-29%				
08	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	7%	57%	-50%	55%	-48%
Cohort Comparison						
07	2022					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison		-7%				
08	2022					
	2019	0%	41%	-41%	46%	-46%
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	0%	45%	-45%	48%	-48%
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	0%	77%	-77%	71%	-71%
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
HSP	21	36		7	45						
FRL	18	40		5	44						
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						

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)	CSI
OVERALL Federal Index – All Students	24
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	144
Total Components for the Federal Index	6
Percent Tested	100%

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	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

For the 21-22 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 21-22 school year 65% of students will demonstrate reading gains as measured by grade level equivalency. Outcome was 71% of students, including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

For the 21-22 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 65% of students will demonstrate math gains as measured by grade level equivalency. Outcome was 77% of students, including subgroups of Hispanic students and Economically Disadvantaged Students, reached math gains goal.

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 21-22 school year 77% of students, across all grade levels increased their grade level equivalency math scores. According to School Improvement ratings both subgroups showed math gains.

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 21-22 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. 92% are living far below the poverty level. They have already, by middle school age, experienced personal trauma and tragedy.

According to data analysis of Early Warning System component of School Improvement Plan Students entering Just for Girls Middle during the 22-23 school year have a higher number of suspensions, including suspensions for aggression and defiance. Students are also entering program with two or more Early Warning System indicators. In addition to reading and math goals, a student engagement goal will be a focus this year to increase motivation and help students begin to apply good decision-making practices in daily situations.

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

Student motivation, demonstration of early and consistent engagement in classes, and the ability to chose behaviors and actions that demonstrate age-appropriate positive behavior will accelerate academic learning. Students will become more self-sufficient in setting and achieving learning and behavior goals.

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.

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.

Teachers and leaders at Just for Girls Middle require professional development opportunities in the area of student engagement and creating emotionally safe schools. 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 areas of creating emotionally safe schools, behavior management strategies, and engaging students with poverty in mind.

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 22-23 school year 70% of the 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 22-23 school year data will be analyzed to determine if reading gains goal were met.

Person responsible for monitoring outcome:

Maria Garcia (garciam2@manateeschools.net)

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

Evidence-based Strategy:

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

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.

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.
7. Reading teacher and content area teachers will engage in professional development, especially in the area of vocabulary development for reluctant readers. Teachers will be evaluated yearly.

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 22-23 school year 70% of the 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 reading 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 22-23 school year data will be analyzed to determine if math 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 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. 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.

No action steps were entered for this area of focus**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.

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.
7. Math teacher will engage in professional development courses through Just for Girls and the Manatee County School District to build capacity in increasing math proficiency. Math teacher will be evaluated annually.

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

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

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 disabled.

Measurable Outcome:

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

Monitoring:

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

Students will participate in Rainbow Days' Curriculum-Based Support Group beginning the first quarter of school. Students will be given a pre/post survey at beginning and end of group. Before session one students will complete a pre test survey, after session five students will complete a short, middle, and long-term goal assignment, and after session ten students will complete a post survey. Students will be assessed using pre and post surveys and Skills Observation Checklist that staff completes.

Student outcomes will be measured using pre/post test scores and rubrics to determine refusal skills. Students will be monitored for learning gains associated with student engagement and interventions required to make healthy choices and increase learning.

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 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:

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

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. 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 for 10 sessions.
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
6. . School staff will engage in professional development courses through Just for Girls and the Manatee County School District to build capacity in helping reluctant learners. School staff will be evaluated annually.

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.

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.

Within 3 school days of entering the program students will receive, review and commit to the school contracts for appropriate behavior. Students will demonstrate early and consistent engagement in prevention classes and demonstrate appropriate behaviors and actions in a school setting. Daily point totals will be reported in student agendas for parents to sign each night. School Counselor will use daily point totals at the end of the week to determine student's level on weekly level system. Students will gain privileges as they obtain higher levels on school-wide level system.

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

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.

Describe how implementation will be progress monitored.

Progress will be monitored on a daily and weekly basis. Students not consistently choosing behaviors and actions that demonstrate age-appropriate positive behavior will be referred to counseling through teachers or other administrators.

Verifications of milestones will take place through observation of student files. Documented daily point sheet totals will serve as verification of students applying good decision-making practices in daily situations.

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
1. Students will be given a copy of the behavior daily point sheet and instruction on how they can obtain points in categories per period.	
2. Students will be instructed on weekly point sheet totals and level systems.	
3. Teachers will award points to students per period and submit totals to counselor at the end of the day.	Ralph, Dee, ralphd@manateeschools.net
4. Students point totals will be entered into agendas for daily communication to parents.	
5. Students will obtain weekly levels based on daily points.	