

Manatee County Public Schools

Just For Girls Elementary School



2020-21 Schoolwide Improvement Plan

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Just For Girls Elementary School

1011 21ST ST E, Bradenton, FL 34208

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

Demographics

Principal: Crystal Beatty

Start Date for this Principal: 7/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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.

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<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)
Elementary School KG-5	Yes	%
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

Grade

School Board Approval

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SIP Authority

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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.

To meet the specific intellectual, emotional, and physical needs of girls by providing an innovative, research-based, quality education through which elementary girls will succeed, develop confidence and character, and accomplish measurable improvements in knowledge, attitudes, behaviors, and skills.

Provide the school's vision statement.

A community where today's young girls grow up feeling safe, capable, and smart, having developed respect for themselves and others, with courage and confidence to be healthy and to achieve their full potential academically. Reaching one girl at a time we will break the cycle of poverty and strengthen our families, neighborhoods, schools, and community.

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
Beatty, Crystal	Principal	Daily Operations Support staff and student development Conduct staff observations/evaluations Monitor K-5 Curriculum and Instruction Collect, analyze, and organize data Oversee school-wide behavior management system Facilitate vertical-collaborative planning Participate as administrator of the MTSS process Organize and lead professional development
Thompson, Heidi	Teacher, ESE	MTSS Lead/Test Coordinator

Demographic Information

Principal start date

Monday 7/13/2020, Crystal Beatty

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.*

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.*

Total number of teacher positions allocated to the school

6

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	7	12	10	19	15	16	0	0	0	0	0	0	0	79
Attendance below 90 percent	1	8	5	15	3	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	10	4	6	2	3	0	0	0	0	0	0	0	25
Course failure in Math	0	10	4	5	2	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	10	4	8	2	3	0	0	0	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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/8/2020

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	10	9	15	17	17	14	0	0	0	0	0	0	0	82
Attendance below 90 percent	0	2	2	1	5	3	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	3	3	4	4	6	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12

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	2	0	1	7	3	0	0	0	0	0	0	0	13

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	5	6	3	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	10	9	15	17	17	14	0	0	0	0	0	0	0	82
Attendance below 90 percent	0	2	2	1	5	3	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	3	3	4	4	6	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12

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	2	0	1	7	3	0	0	0	0	0	0	0	13

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	5	6	3	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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%	57%	0%	50%	55%
ELA Learning Gains	0%	57%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	55%	53%	0%	53%	52%
Math Achievement	0%	63%	63%	0%	55%	61%
Math Learning Gains	0%	68%	62%	0%	59%	61%
Math Lowest 25th Percentile	0%	53%	51%	0%	47%	51%
Science Achievement	0%	48%	53%	0%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(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
03	2019	15%	51%	-36%	58%	-43%
	2018	24%	49%	-25%	57%	-33%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	0%	56%	-56%	58%	-58%
	2018	0%	51%	-51%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		-24%				
05	2019	6%	52%	-46%	56%	-50%
	2018	46%	52%	-6%	55%	-9%
Same Grade Comparison		-40%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	11%	60%	-49%	62%	-51%
	2018	10%	56%	-46%	62%	-52%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	0%	65%	-65%	64%	-64%
	2018	0%	61%	-61%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
05	2019	6%	60%	-54%	60%	-54%
	2018	31%	58%	-27%	61%	-30%
Same Grade Comparison		-25%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	6%	48%	-42%	53%	-47%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	31%	49%	-18%	55%	-24%
Same Grade Comparison		-25%				
Cohort Comparison						

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
ELL		40			80						
BLK	18	27		6	73						
HSP		50		7	90						
FRL	9	30		5	60		6				
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	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	160
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Both ELA Achievement and Math Achievement have low proficiency results at a level one. Just For Girls Elementary is an alternative education program in which many of our students enter in with 2 or more risk factors including low socioeconomic status, single-parent families, English Language Learners, homeless, and other Early Warning Systems such as low achievement/grades, attendance, and behavior problems.

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

The fourth-grade cohort had the largest decrease in achievement performance. This particular cohort also experienced the greatest amount of negative external impacts including the death of a classmate and an increase of negative behavior from a new student. These changes occurred during the captured time and had a physical and emotional effect on students.

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.

Just for Girls Elementary 3-5th grades as a whole have a large gap when compared to the state average in both ELA and Math. Our girls enter into Just For Girls Elementary significantly lower than the state average. We see gains on benchmark assessments such as I-Ready however that has not transferred to the state assessment proficiencies.

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

The fifth-grade cohort showed the most improvement in ELA. Our ELA scores are slightly stronger than our Math proficiency scores. Just for Girls Elementary has worked hard to retain effective - highly effective teachers to support student gains and proficiencies. This in combination with the strengthening of the MTSS process and the hiring of an interventionist/lead MTSS teacher has shown impacts to the student gains.

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

Two area's of concern identified in our EWS data include attendance and a level 1 proficiencies on statewide assessments.

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

1. Closing the achievement gap for all our students by providing intentional, data-driven, standards-based instruction using a rigorous curriculum for both ELA and Math.
2. Reinforcing our MTSS process.
3. Decreasing the number of student absences.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Trend data is demonstrating that few students are able to achieve proficiency higher than 1. Just for Girls is an alternative education program made up of 95.1% Economically disadvantaged and 87.2% minorities. Students often enter into Just For Girls Elementary significantly below grade level in ELA. As students make gains in ELA it will increase proficiency levels over time. Student Achievement will improve in ELA on the FSA when teachers deliver instruction aligned with Florida Standards, use curriculum maps and based on the individual data. This paired with increase programming in creative disciplines, gardening, and support from a behavior interventionist will create the desired environment for students to succeed.
Measurable Outcome:	41% of 3-5 grade students including the economically disadvantaged, ELL, African-American, and Hispanic subgroups, will show an increase in proficiency for level as demonstrated on the FSA. All of Just For Girls Elementary, including our subgroups, will see a 55% increase in gains in ELA.
Person responsible for monitoring outcome:	Crystal Beatty (beattyc@manateeschools.net)
Evidence-based Strategy:	Teachers will provide a rigorous, standards-based curriculum. As they provide standards-based instruction students will have extra emphasis on vocabulary to assist with building schema and making personal connections to material. The teachers will also use numerous visual cues and supports to create a deeper understanding of the content. These strategies will further support the learning of our ELL, Hispanic, and African-American students that do not have the background information to make connections from. Teachers will follow benchmarks, monitor outcomes, and make adjustments using data to increase achievement for all students.
Rationale for Evidence-based Strategy:	Teachers will use I-Ready, curriculum-based assessments, as well as documentation of formative assessments to monitor the growth of students. We will see growth on I-Ready diagnostics, district quarterly assessments, and FSA data demonstrating achievement and gains for all students including our economically disadvantaged, ELL, African-American, and Hispanic subgroups.

Action Steps to Implement

1. Teachers will provide standard-based instruction using the assigned curriculum
2. Teachers will plan additional vocabulary activities, bring in cultural connections and provide additional visual supports for students.
3. Teachers will provide Daily I-Ready lessons to support instruction.
4. Teachers will develop Individualized Learning Plans for each student identifying gaps to target in small group instruction.
5. Teachers will monitor Data and make adjustments as necessary.
6. Parents will be contacted on a regular basis through newsletters and phone calls to support their understanding of what the student needs to know and to improve their academic interactions with students.

Person Responsible Crystal Beatty (beattyc@manateeschools.net)

#2. Other specifically relating to Tier 2 and Tier 3 Intervention for lowest Quartile at each grade level K-5

Area of Focus Description and Rationale: If students receive appropriate interventions to support gaps in learning, students will build stronger foundations which will support academic growth.

Measurable Outcome: There will be an increase of 15% of identified students in the MTSS process. Students identified for the MTSS process will show extended growth according to I-Ready diagnostics.

Person responsible for monitoring outcome: Crystal Beatty (beattyc@manateeschools.net)

Evidence-based Strategy: Teachers will review data and present students to the MTSS/Data Team at designated meetings where students will then enter into the MTSS process. Students will receive additional interventions from the MTSS Lead Teacher with documentation. At the end of a 6-8 week cycle, the student's data will be reviewed by the team and changes to the process will occur.

Rationale for Evidence-based Strategy: The MTSS process with intervention materials is successful strategy to support student achievement. Following an analysis of the I-Ready data, we determined that our process did make an impact and is likely to continue to be successful.

Action Steps to Implement

1. Data team will meet to discuss data and review MTSS information for students in the process.
2. Plans and supports for student success at each TIER will be shared.
3. Interventions will occur in the classroom.
4. Observations and feedback between the data team will occur.
5. Data/MTSS team will review TIER data to make adjustments for identified students.

Person Responsible Crystal Beatty (beattyc@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Trend data is demonstrating that few students are able to achieve proficiency higher than 1. Just for Girls is an alternative education program made up of 95.1% Economically disadvantaged and 87.2% minorities. Students often enter into Just For Girls Elementary significantly below grade level in Math. As students make gains in Math it will increase proficiency levels over time. Student Achievement will improve in Math on the FSA as teachers deliver instruction aligned with Florida Standards, curriculum maps and based on individual data.
Measurable Outcome:	41% of 3-5 grade students including our economically disadvantaged, ELL, African-American, and Hispanic subgroups, will show an increase in proficiency level as demonstrated on the FSA. JFGE including our economically disadvantaged, ELL, African-American, and Hispanic subgroups, will see a 55% increase in gains in Math.
Person responsible for monitoring outcome:	Crystal Beatty (beattyc@manateeschools.net)
Evidence-based Strategy:	Teachers will provide a rigorous, standards-based curriculum. Math will be presented in different modalities including hands-on, pictorial representation and an emphasis will be placed on math vocabulary. These strategies will support the needs of our students, especially the ELL, Hispanic and African-American subgroups. Teachers will follow benchmarks, monitor outcomes, and make adjustments using data to increase achievement for all students including economically disadvantaged, ELL, African-American, and Hispanic subgroups.
Rationale for Evidence-based Strategy:	Teachers will use I-Ready, curriculum-based assessments, as well as documentation of formative assessments to monitor the growth of students. The data from I-Ready diagnostics, district quarterly assessments, and FSA will demonstrate achievement and growth in gains.

Action Steps to Implement

1. Teachers will provide standard-based instruction using assigned curriculum
2. Teachers will do daily Number talks to support higher-level mathematical thinking
3. Teachers will develop Individualized Learning Plans for each student identifying gaps to target in small group instruction.
4. Teachers will monitor Data and make adjustments as necessary.
5. Parents will be contacted on a regular basis through newsletters and phone calls to support their understanding of what the student needs to know and to improve their academic interactions with students.

Person Responsible Crystal Beatty (beattyc@manateeschools.net)

#4. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Trend data shows a correlation between chronically absent students and low/lower achievement data.

Measurable Outcome:

51% of the girls enrolled at Just For Girls Elementary will increase attendance by 10%

Person responsible for monitoring outcome:

Crystal Beatty (beattyc@manateeschools.net)

Evidence-based Strategy:

The school personnel including the behavior interventionist, student and family coordinator, registrar, and principal will monitor attendance and make chronically absent students a high priority for phone calls. Check-in and check out systems will be used. In addition Just for Girls Elementary will increase interest and involvement by providing creative disciplines during our specials times and character education program to support and drive intrinsic motivation.

Rationale for Evidence-based Strategy:

Making connections with the students and families have been proven to increase school involvement and attendance. Developing interest and excitement about earning also increases school success. Just for Girls Elementary works diligently on making home-school connections and creating a unique, hands-on atmosphere to support student desire to learn.

Action Steps to Implement

1. Daily phone calls for students with absences.
2. Identification of students showing a high number of absences even before they hit the 10 unexcused thresholds.
3. Contact with families showing trends of chronic absenteeism.
4. Continue the check-in and check-out systems.
5. Implementation of the character education program and creative disciplines into our school day.

Person

Responsible Crystal Beatty (beattyc@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Just For Girls Elementary is strengthening the positive discipline approach to support the behavior distractions in the school. Along with additional changes including a Rainbows character development program supported by a behavior interventionist, Just For Girls Elementary is working to make students successful. Just For Girls Elementary is also working to retain effective to highly effective teachers to support the students in the school.

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 Family and Student Support Coordinator 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 or on Saturdays 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.