Manatee County Public Schools

Just For Girls Elementary School

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
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-respected 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.

Most of the families Just for Girls Elementary 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 Elementary is the best and only option to resume their education and pursue high achievement through High School graduation and beyond.

Just for Girls Elementary 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 Elementary award-winning programs are led by Administrators with degrees in Psychology, Sociology, Education, and Health & Wellness who understand the importance of stress management, problem-solving, experiential and therapeutic learning. Just for Girls Elementary 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
Beatty, Crystal	Principal	Daily Operations Support staff and student development Conduct staff observations and evaluations Monitor K-5 Curriculum Instruction Collect, analyze, and organize data Oversee PBIS and student behavior systems Facilitate vertical-collaborative planning Participate as administrator of the MTSS/RTI Organize and lead professional development
Thompson, Heidi	Teacher, ESE	MTSS Lead/Testing Coordinator

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

MANATEE COUNTRY GIRLS CLUB, INC., dba JUST FOR GIRLS

Demographic Information

Principal start date
Monday 7/13/2020, Crystal Beatty

Number of teachers with professional teaching certificates?
7

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
7

Total number of students enrolled at the school.
46

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.
3

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	5	4	4	15	7	11	0	0	0	0	0	0	0	46
Attendance below 90 percent	0	0	2	6	4	4	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	3	6	3	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	3	3	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	3	4	11	2	6	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	7	4	3	0	0	0	0	0	0	0	18

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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 9/8/2021

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	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	

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%	57%		50%	56%
ELA Learning Gains					57%	58%		54%	55%
ELA Lowest 25th Percentile					55%	53%		47%	48%
Math Achievement					63%	63%		60%	62%
Math Learning Gains					68%	62%		61%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement					48%	53%		49%	55%

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
03	2021					
	2019	15%	51%	-36%	58%	-43%
Cohort Comparison						
04	2021					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		-15%				
05	2021					
	2019	6%	52%	-46%	56%	-50%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	11%	60%	-49%	62%	-51%
Cohort Comparison						
04	2021					
	2019	0%	65%	-65%	64%	-64%
Cohort Comparison		-11%				
05	2021					
	2019	6%	60%	-54%	60%	-54%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	6%	48%	-42%	53%	-47%
Cohort Comparison						

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
BLK	13			17							
FRL	18	33		18	27						
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

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	19
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	96
Total Components for the Federal Index	5
Percent Tested	90%

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	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
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	19
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?

Since students did not have an opportunity to assess using the FSA in the 2019-2020 year due to the pandemic, the iReady diagnostic was used for measurement of gains in 2020-2021 school year.

The first area of focus was to increase reading proficiency by 41% for students in grade 3-5 and for all JFGE students including subgroups of Hispanic students and Economically Disadvantaged Students by 55%. JFGE achieved a 59% increase for students in grade 3-5 and reached an increase of 39% in ELA gains school-wide including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

The second area of focus was to increase the number of students identified in the MTSS process by 15%. Students identified for MTSS will show an extended growth according to i-Ready diagnostics. JFGE placed 86% of students in the MTSS process and had Annual Typical Growth of 39% in reading and 35% in math.

The third area of focus was to increase math proficiency by 41% for students in grade 3-5 and for all JFGE students including subgroups of Hispanic students and Economically Disadvantaged Students by 55%. JFGE achieved a 50% increase for students in grade 3-5 and reached an increase of 35% in math gains school-wide including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

The fourth area of focus was for 51% of the students enrolled at JFGE to increase attendance by 10% Attendance decreased by 4% during the pandemic.

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

The iReady diagnostic revealed that the reading data component showed the most improvement school-wide. According to the data, the 5th grade cohort showed the most Annual Typical Growth at 112%. In addition to maintaining effective-highly effective teachers the support student gains and proficiencies, the new actions taken by JFGE was more intentional intervention for all grades but specifically 3-5. Students met with their homeroom teachers daily for tier 2 intervention and the MTSS coordinator daily for tier 3 intervention.

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 iReady diagnostic indicates that the greatest need for improvement resides in grade 4 with an Annual Typical Growth of only 5%. Student's percentages decreased by 12% on both vocabulary and informational text showing a need for more specific attention to those specific components.

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

What tends to emerge as a common trend across grades 3-5 and subgroups is the lack of improvement in the areas of vocabulary and informational text. According to the final iReady diagnostic, grade 3 remained the same in vocabulary and decreased by 12%, grades 4 decreased by 18% in both vocabulary and informational text, and grade 5 decreased by 15% in vocabulary and 23% in informational text.

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 home laptop computers. Just for Girls was able to purchase, loan laptops to families in need.

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

The Instructional Leadership Team (ILT) will collaborate with homeroom teachers to build tier groups and interventions that target specific components of the areas that are most problematic. More intensive intervention will be provided using strategies such as; Words their Way (Word Sorts), Reading Wonders (Weekly Vocabulary), LLI (Leveled Literacy Intervention), and progress monitoring through Dibels and iReady. To target support in the area of informational text, Just for Girls Elementary will be adopting a Project Based Learning (PBL) approach. This approach will in turn improve overall knowledge of the content area and increase student vocabulary.

Allowing students more opportunities to interact with technology to familiarize them with computer operations and specific skills such as logging onto the computer, operating a keyboard, mouse, and navigating educational programs (Teams/iReady) will support students both on campus and at home.

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.

Based on these contributing factors and strategies identified to support student gains in both vocabulary and informational text, teachers will participate in professional development for Words Their Way, Project Based Learning and intervention supports such as LLI and Dibels. In addition, the staff will connect weekly to discuss and analyze data.

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.

Trend data is demonstrating that few students are able to achieve proficiency higher than a 1 on the FSA. Just for Girls is an alternative education program made up of 93% economically disadvantaged and 83% minority students. 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 instructions aligned with state standards, use curriculum road maps and base intervention on individual student data. This paired with increasing programming in creative disciplines (Project Based Learning/Words Their Way), more support from interventionists (Behavioral/Instructional) will create the desired environment for students to succeed.

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

50% 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 subgroups, will see a 60% increase in gains in ELA in iReady.

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 iReady reading diagnostic. The intervention reading teacher will set quarterly goals for each student. The iReady reading diagnostic 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:

Crystal Beatty (beattyc@manateeschools.net)

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

Teachers will provide a rigorous, standards-based curriculum. As they provide standards-based instruction students will have extra emphasis on vocabulary and informational text 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 previously make connections. Teachers will follow benchmarks, monitor outcomes, and make adjustments using progress monitoring data (Words Their Way, Leveled Literacy Intervention, Dibels and iReady) to increase achievement for all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use iReady, curriculum-based assessments, as well as documentation of formative assessments to monitor the growth of students. We will see growth on i-Ready and FSA to demonstrate achievement and gains for all students including our economically disadvantaged, ELL, African-American, and Hispanic subgroups.

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. Teachers will provide standard-based instruction using the assigned curriculum
2. Teachers will plan additional vocabulary and project based learning activities; bring in cultural connections and provide additional visual supports to students.
3. Teachers will provide daily intervention lessons to tiered groups to support instruction.
4. Teachers will develop individualized learning plans for each student identifying gaps to target in small group instructions.
5. Teachers will record and monitor data and make adjustments as necessary.
6. Parents will be contacted on a regular basis through Classroom Dojo, phone calls, and documents 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)

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.	Trend data is demonstrating that few students are able to achieve proficiency higher than a 1 on the FSA. Just for Girls is an alternative education program made up of 93% economically disadvantaged and 83% minority students. 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 when teachers deliver instructions aligned with state standards, use curriculum road maps and base intervention on individual student data. This paired with increasing programming in creative disciplines (interactive journals), more support from interventionists (Behavioral/Instructional) will create the desired environment for students to succeed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50% 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 subgroups, will see a 60% increase in gains in math in iReady.
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 iReady math diagnostic. The intervention math teacher will set quarterly goals for each student. The iReady math diagnostic 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 gains goal were met.
Person responsible for monitoring outcome:	Crystal Beatty (beattyc@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide a rigorous, standards-based curriculum. As they provide standards-based instruction students will have extra emphasis on math vocabulary and interactive math journals to assist with building a foundation 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 fundamentals in math to previously make connections. Teachers will follow benchmarks, monitor outcomes, and make adjustments using progress monitoring data (Dibels and iReady) to increase achievement for all students.)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers will use iReady, curriculum-based assessments, as well as documentation of formative assessments to monitor the growth of students. We will see growth on i-Ready and FSA to demonstrate achievement and gains for all students including our economically disadvantaged, ELL, African-American, and Hispanic subgroups.

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. Teachers will provide standard-based instruction using the assigned curriculum

2. Teachers will plan additional math vocabulary and interactive math journal activities; bring in cultural connections and provide additional visual supports to students.

3. Teachers will provide daily intervention lessons to tiered groups to support instruction.

4. Teachers will develop individualized learning plans for each student identifying gaps to target in small group instructions.

5. Teachers will record and monitor data and make adjustments as necessary.

6. Parents will be contacted on a regular basis through Classroom Dojo, phone calls, and documents to support their understanding of what the student needs to know and to improve their academic interactions with students.

7. Parents will be given the option to attended CCLC and Scholastic Saturday's

Person Responsible   Crystal Beatty (beattyc@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. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

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

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

1. Each week a Focus report will show the redundancies of absenteeism per student per class.
2. Per MCSD; "If a student has accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues."
3. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action
4. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/ unexplained absences.

Person responsible for monitoring outcome:

Crystal Beatty (beattyc@manateeschools.net)

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

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Making connections with the students and families has been proven to increase school involvement and attendance. Developing interest and excitement about learning also increases school success. JFGE works diligently on making home-school connections and creating a unique, hands-on atmosphere to support students desires to learn.

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. Daily phone calls for student 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. Check-in and check-out systems will be in place.
5. Implementation of the character education program and creative disciplines into our school day.

Person Responsible   Crystal Beatty (beattyc@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.

Upon admission, parents meet with the Family and Support Coordinator to complete registration. Parents/guardians and students are involved in setting short and long-term educational goals during academic planning and IEP meetings. Parents/guardians are provided quarterly and mid-term progress reports of achievements. Students take home agendas on a daily basis with information on special events, daily assignments, field trips, homework and behavior reports. Parents/guardians are given the opportunity to attend parent meetings focusing on the emotional and academic needs of our girls. Parent workshops, parent resouce library, and back to school events are held during before, during, and afterschool hours or on Saturday's to accommodate the needs of working parents.

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 Elementary Principal, Crystal Beatty, has reliably and effectively led JFG Elementary since July of 2020, developing a positive environment for staff and reinforcement models that are emulated throughout other schools and organizations. Ms, Beatty's degree in Education and Health and Wellness, international experience, training in social emotional learning and behavior management, skills in collaboration and leadership development, provides a positive and productive environment for staff, parents, guardians, and volunteer stakeholders.

A culture of caring and effective leadership is modeled at every level and is evidenced by the unwavering commitment of JFG's teachers, support staff, 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.