

Manatee County Public Schools

Just For Girls Elementary School



2022-23 Ungraded 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

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
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)	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-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.

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's 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 Staff and Student Development Staff Observations and Evaluations K-5 Curriculum Collect, Analyze and Organize Data Oversee PBIS and Student Support Systems Facilitate Vertical Collaborative Planning Participate in the MTSS / RTI process Organize and Lead Professional Development
Thompson, Heidi	Teacher, ESE	ESE Specialist ESOL Coordinator
Pearce, Kristen	Reading Coach	Reading Interventionist Testing Coordinator MTSS Management

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**

Monday 7/13/2020, Crystal Beatty

Total number of students enrolled at the school.

42

Total number of teacher positions allocated to the school.

7

Number of teachers with professional teaching certificates?

7

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

2

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.

0

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	5	7	6	5	12	7	0	0	0	0	0	0	0	42
Attendance below 90 percent	0	2	3	3	5	1	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	4	3	1	0	0	0	0	0	0	0	17
Course failure in Math	0	4	4	4	4	1	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	7	2	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	4	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	3	2	2	4	7	1	0	0	0	0	0	0	0	19

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	5	4	4	9	2	0	0	0	0	0	0	0	24

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	

Date this data was collected or last updated

Monday 8/29/2022

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	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	

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		55%	56%					52%	57%
ELA Learning Gains								57%	58%
ELA Lowest 25th Percentile								55%	53%
Math Achievement		50%	50%					63%	63%
Math Learning Gains								68%	62%
Math Lowest 25th Percentile								53%	51%
Science Achievement		65%	59%					48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	15%	51%	-36%	58%	-43%
Cohort Comparison		0%				
04	2022					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		-15%				
05	2022					
	2019	6%	52%	-46%	56%	-50%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	11%	60%	-49%	62%	-51%
Cohort Comparison		0%				
04	2022					
	2019	0%	65%	-65%	64%	-64%
Cohort Comparison		-11%				
05	2022					
	2019	6%	60%	-54%	60%	-54%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	6%	48%	-42%	53%	-47%
Cohort Comparison						

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
BLK	14	46			33						
FRL	31	58		10	22		10				
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				

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	25
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	126
Total Components for the Federal Index	5
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

English Language Learners	
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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?

The first area of focus was to increase reading proficiency by 50% for students in grade 3-5 and for all JFGE students including subgroups of Hispanic students and Economically Disadvantaged Students. Of the 36 students in grades 3-5 who took the FSA, 31% were approaching proficiency and 25% were proficient or higher. JFGE achieved 106% in ELA for the Annual Typical Growth in iReady school-wide, including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

The next area of focus was to increase math proficiency by 50% for students in grade 3-5 and for all JFGE students including subgroups of Hispanic students and Economically Disadvantaged Students by 55%. Of the 36 students in grades 3-5 who took the FSA, 11% were approaching proficiency and 8% were proficient or higher. JFGE achieved 88% in math for the Annual Typical Growth in iReady school-wide, including subgroups of Hispanic Students and Economically Disadvantaged Students, reached reading gains goal.

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 3rd grade cohort showed the most Annual Typical Growth at 132%. In addition to maintaining highly effective teachers that support student gains and proficiencies, the new actions taken by JFGE was the addition of two teacher earning their reading endorsement, better organization of data school wide, and smaller group sizes for intervention. Students met with their homeroom teachers for tier 2 intervention and the reading endorsed interventionists 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 2 with an Annual Typical Growth of 23% in ELA. In grade 2, student's percentages decreased by 10% in High Frequency Words showing a need for more specific attention to that specific component.

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 need for Improvement in comprehension of Literature. What tends to emerge as a common trend School-wide and subgroups is the need for improvement in vocabulary and comprehension of informational text.

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

The Instructional Leadership Team (ILT) will continue to 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), Benchmark Advanced (Weekly Vocabulary), LLI (Leveled Literacy Intervention), and progress monitoring through Dibels, Star CBM, 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 and mouse, typing, and navigating educational programs (iReady and Renaissance) will support students on FAST assessments. Having classroom computers will also add to the benefits to students.

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.

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 Benchmark Advanced, PEER, IEP, MTSS, Envision, Success Maker, Star CBM, Project Based Learning and intervention supports such as LLI and Dibels. In addition, the staff will connect weekly to discuss and analyze data using the data binders and data wall in the IST room.

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.

The 2021-2022 data demonstrated that 16 of the 36 students in grades 3-5 were unable to achieve proficiency higher than a 1 on the FSA. JFGE has identified a need in the area of reading proficiency for all students including subgroups of ELL, African American, 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 50% of students including subgroups will demonstrate reading gains as measured by grade level equivalency.

Monitoring:

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

Classroom and intervention teachers, in collaboration with the Instructional Reading Coach and administration, will monitor various data sources including classroom, common assessments, i-Ready Diagnostic, and FAST.

Person responsible for monitoring outcome:

Kristen Pearce (pearcek@manateeschools.net)

Evidence-based Strategy:

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

Differentiation meets the needs of all students based on the ongoing use of progress monitoring data to adjust instruction in a timely manner. Additionally, homogeneous grouping of students during Intervention time will be implemented. Both of these evidence based strategies, when implemented with fidelity, yields high results.

Rationale for Evidence-based Strategy:

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

When teachers/coaches consistently monitor student progress, they are able to analyze and interpret the data, resulting in the increased ability to respond to students needs in a timely manner by planning and adjusting instruction. Additionally, the consistent monitoring of student data in intervention and enrichment allows for timely adjustments to be made to their programs.

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.

Data based decisions will drive instruction. Instruction will be differentiated as identified by student need. This will be evident in small group instruction, tiered intervention, enrichment and tutoring groups. A minimum of 3 data points will be used to progress monitor and adjustments will be made on a quarterly basis.

Person Responsible

Kristen Pearce (pearcek@manateeschools.net)

The ESE Resource Teacher will push in, pull out and provide Support Facilitation to meet the needs of the students with disabilities. The ESE Resource will plan on a weekly basis with general education teachers to ensure access to the B.E.S.T. ELA standards through the implementation and High Yield strategies and compliance of accommodation implementation.

Person Responsible

Heidi Thompson (thompson3h@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

According to the Federal Index the ESSA Federal Index our ESSA subgroups was 25% and did not meet the 41% threshold. Our subgroups will be monitored at the beginning of the year (BOY) and end of the year (MOY) using progress monitoring data and the iReady diagnostic. In addition, areas of deficiency in reading and math will be identified for each subgroup and those will be monitored

ESSA subgroups not meeting the 41% threshold according to the Federal Index.

using CBM's. The data will be graphed on a regular basis and discussed often.

#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.

The 2021-2022 data demonstrated that 29 of the 36 students in grades 3-5 were unable to achieve proficiency higher than a 1 on the FSA in math. JFGE has identified a need in the area of math proficiency for all students including subgroups of ELL, African American, 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 50% of students including subgroups will demonstrate math gains as measured by grade level equivalency.

Monitoring:

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

Classroom and intervention teachers, in collaboration with the Instructional Support Team (IST) and administration, will monitor various data sources including classroom, common assessments, i-Ready Diagnostic, and FAST.

Person responsible for monitoring outcome:

Heidi Thompson (thompson3h@manateeschools.net)

Evidence-based Strategy:

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

Differentiation meets the needs of all students based on the ongoing use of progress monitoring data to adjust instruction in a timely manner. Additionally, homogeneous grouping of students during intervention time will be implemented. Both of these evidence-based strategies, when implemented with fidelity, yields high results.

Rationale for Evidence-based Strategy:

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

When teachers/coaches consistently monitor student progress, they are able to analyze and interpret the data, resulting in the increased ability to respond to students needs in a timely manner by planning and adjusting instruction. Additionally, the consistent monitoring of student data in intervention and enrichment allows for timely adjustments to be made to their programs.

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.

Data based decisions will drive instruction. Instruction will be differentiated as identified by student need. This will be evident in small group instruction, tiered intervention, enrichment and tutoring groups. A minimum of 3 data points will be used to progress monitor and adjustments will be made on a quarterly basis.

Person Responsible

Heidi Thompson (thompson3h@manateeschools.net)

The ESE Resource Teacher will push in, pull out and provide Support Facilitation to meet the needs of the students with disabilities. The ESE Resource will plan on a weekly basis with general education teachers to ensure access to the B.E.S.T. ELA standards through the implementation and High Yield strategies and compliance of accommodation implementation.

Person Responsible

Heidi Thompson (thompson3h@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

According to the Federal Index the ESSA Federal Index our ESSA subgroups was 25% and did not meet the 41% threshold. Our subgroups will be monitored at the beginning of the year (BOY) and the middle of the year (MOY) using progress monitoring data and the i-Ready diagnostic. In addition, areas of deficiency in reading and

the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

math will be identified for each subgroup and those will be monitored using CBM's (Success Maker). The data will be graphed on a regular basis and discussed often.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-2022 progress monitoring data using i-Ready, there is a concern for the rising 3rd graders (past year 2nd grade) who are not on track to score a level 3 or above on the statewide, standardized ELA assessment. Their diagnostic score indicated that the Annual Typical Growth was 23% and that only 40% of the students improved in placement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the most recent statewide ELA assessment 2021-2022, 25% of the students were proficient or higher. (Score of 3 or above) and 31% were approaching proficiency (Score 2).

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

50% or more of the students in grades K-2 including subgroups will demonstrate on the new coordinated screening and progress monitoring system that they will be on track to pass the Florida Assessment of Student Thinking (FAST).

Grades 3-5: Measureable Outcome(s)

50% or more of the students in grades 3-5 including subgroups will demonstrate that they are on track to test proficient on the Florida Assessment of Student Thinking (FAST)

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Grade level teams will meet weekly with the Instructional Support Team (IST) to review data, and instructional planning in response to the data, under the guidance of the Reading Coach and administration. Students demonstrating ongoing reading difficulty will be closely monitored to ensure the support and differentiation required during small group and interventions. Those students who demonstrate increases in proficiency in reading will be scheduled into enrichment to ensure they maintain their proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Pearce, Kristen, pearcek@manateeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

With the implementation of the B.E.S.T. standards curriculum (Benchmark Advanced), the focus on foundational reading skills of phonemic awareness, phonics and fluency to support reading proficiency will include the use of i-Ready tools for instruction, Star CBM (K-2). For grades 3-5, in addition to instruction in the B.E.S.T. standards, the i-Ready tools for instruction and the use of DIBELS will continue to be implemented. Differentiation of the instructional strategies will be ensured through the ongoing process of progress monitoring and responsive instructional planning.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

It was evident that there was a need to get back to foundational skills instruction when teaching reading. Students demonstrated deficits in phonemic awareness and phonics which had an impact on fluency and reading comprehension.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Ongoing professional development among classrooms teachers and interventionists to deepen their understanding of the BEST standards and the new state progress monitoring tool F.A.S.T. This is JFGE's first year implementing the B.E.S.T standards and utilizing F.A.S.T as a progress monitoring tool. Admin will ensure teachers and support staff have access to Manatee County's professional development platform (MYPGS) to attend trainings.	Beatty, Crystal, beattyc@manateeschools.net
The creation of the Instructional Support Team (IST) is to ensure teachers are utilizing data to identify and to place students needing support in the appropriate TIER groups. The IST lead, our Reading Coach will meet weekly with teachers to support the progress utilizing our MTSS framework and to ensure that teachers are trained in and implement with fidelity the instructional strategies and programs needed to ensure their students' progress and proficiency. The capacity for data analysis will be increased by the Reading Coach leading grade level teams in data meetings, reviewing assessments, and other classroom data sources.	Pearce, Kristen, pearcek@manateeschools.net

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.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

- Teachers will record attendance on the daily attendance sheet and in FOCUS at the beginning of the school day.
- The registrar will collect the attendance sheet and verify FOCUS before calling parents to confirm absences.
- The registrar will monitor attendance input from teachers to ensure that all students have an attendance marking for each day. Excused absences are updated daily by the registrar. Absences are excused under the direction of the principal and designated staff according to the School Board Policy. (F.S. 1003.21)
- The registrar will send the schoolwide attendance data to the Response-to Intervention Team each week.
- The Response-to-Intervention Team will monitor and review attendance data from FOCUS to identify at risk students in need of tier 2 and 3 intervention.

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

Regular attenders are at school more than 90% of school days. Just for Girls Elementary, will promote regular attendance during morning announcements, lunch periods, afternoon announcements, a common bulletin board, student assemblies, and/or newsletters.

Describe how implementation will be progress monitored.

- The Registrar will call and/or email parents to verify absences each day.
- Just for Girls Elementary will regularly share appropriate information regarding current data for student attendance at parent conferences and through our parent communication tools such as ALL CALL, Classroom Dojo, agendas, school newsletters.

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
<p>Tier 1: Engage Students and Families and Provide Personalized Outreach</p> <ul style="list-style-type: none"> • The Registrar and the Student and Parent Support Liaison will ensure that parent phone numbers and email addresses remain current and reach out to parents when contact information needs to be updated. • Attendance information is included on the SDMC student report cards to display the number of days present, absent, and tardy. • Assign a “YET Mentor” to each student. A YET Mentor will check in with a student weekly to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable student who attends more than 95% of school days. 	<p>Beatty, Crystal, beattyc@manateeschools.net</p>
<p>Tier 2: Engage Students and Families</p> <ul style="list-style-type: none"> • Utilize “Attendance Success Plans” and “Attendance Contracts” for students with excessive absences (excused or unexcused). Help families set attainable goals and establish successful home routines. • Contact the parents of the student by phone, email, or virtual meeting when there is a concern about the student’s attendance. • Refer the student to appropriate supports as soon as possible when barriers are identified, <p>Tier 2: Provide Personalized Outreach</p> <ul style="list-style-type: none"> • A YET Mentor will check-in with a student daily to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable student who attends more than 95% of school days. • Parent conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional District support or community partners. 	<p>Beatty, Crystal, beattyc@manateeschools.net</p>
<p>Tier 3: Engage Students and Families</p> <p>Assess student and family needs and intensify outreach:</p> <ul style="list-style-type: none"> • Personal communication that is positive and supportive early in the school year may mitigate the need for additional Tier 2/3 interventions later in the school year. • Determine if the student and their family is, or should be, agency involved. If they are, work to set up a meeting to coordinate services. • Refer students and families to appropriate service agencies (e.g. social services, human resources, counseling, housing, and health services). <p>Tier 3: Provide Personalized Outreach</p> <ul style="list-style-type: none"> • Ensure continued positive and regular contact with the family. • Check in on agreements at appropriate intervals with the student and parents. • Follow through on commitments of support to the family. • When the student is absent from school, ensure assigned personnel is following up on each absence. 	<p>Beatty, Crystal, beattyc@manateeschools.net</p>