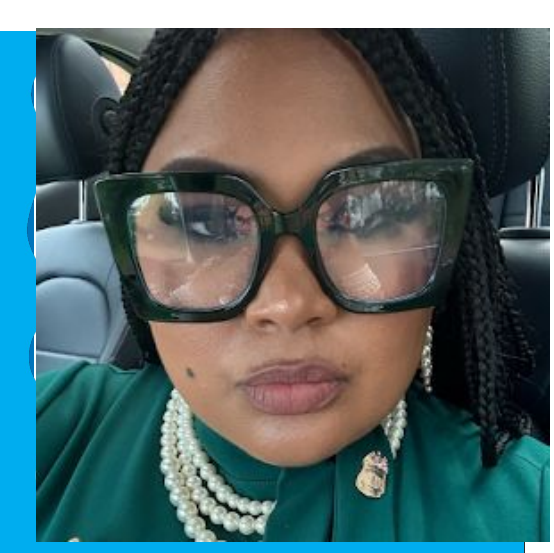


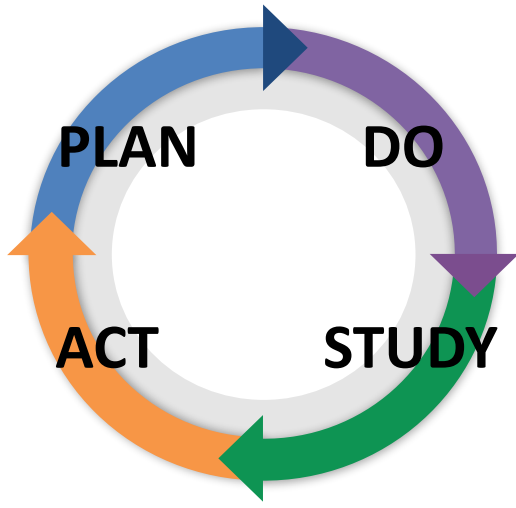
BEE CLUB: BELIEVE, ELEVATE, EXCEL

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Problem Statement

Largo High School faces a critical attendance disparity where female students are disengaging at disproportionate rates, contradicting 2026 NCES national male-centered absenteeism trends and contributing to a local chronic absenteeism rate of 42.3%. This withdrawal is fueled by a lack of social and psychological safety, particularly in the 10th–12th grade where a skewed gender ratio leaves girls feeling "unseen and unheard" according to empathy interviews and teacher feedback. To close the 2.9% attendance gap between female and male students in upper grades, Largo must establish a safe spaces that address the self-esteem and belonging needs essential for girls to thrive socially and remain engaged in the academic setting.



PLAN

The **PLAN** focuses on narrowing the 10th-grade social-emotional and attendance gap by establishing the **BEE Club** as a strategic "safe space" that counters social isolation through peer-led cohorts. The strategy seeks to transform the school environment, ensuring 10th-grade girls feel seen and heard to directly reduce chronic absenteeism, physical + verbal altercations and increase self-esteem

DO

The **BEE Club** will be launched as a supportive safe space where high school aged young womxn participate in workshops focused on public speaking, leadership, and professional etiquette. The program will utilize a structured selection process—including a Statement of Interest and interviews—to recruit members committed to personal growth and building a supportive sisterhood.

ACT

Adapt by:

- Added supper during After-School Sessions
- Removed the Application process to increase access.
- Added a New Teacher to the Trusted Adult list to engage students and build the teacher's capacity for impact.
- Added during the school day support space to intervene in the moment to address student concerns
- Expand the BEE Club to support Male students through the WASP club (W)orthy (A)cademics (S)triving for (P)urpose. To include identifying a male staff member to engage the students.

STUDY

What Happened: Students successfully completed 7 After-School Sessions focused on self-esteem, etiquette and personal growth to **BELIEVE in their potential, ELEVATE their standards and EXCEL in life.**

What Went Well: The "Buzz" for an emotional check-in, "Worker Bee Session" to learn a new skill and "Action" for students to apply their new skill within the coming week.

Challenges: Initial **student recruitment and transportation** (lack of reliable after-school buses) hindered consistent attendance for some members.

Key Learnings:

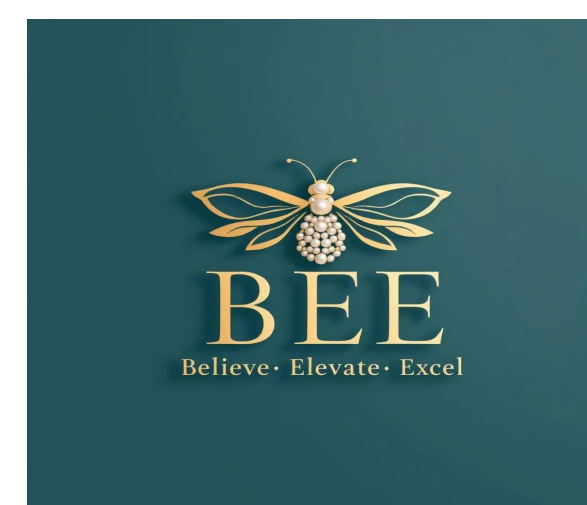
- Students participated in negative self-talk.
- Students had a limited understanding of basic hygiene practices and life skills.
- Students benefited from a dedicated safe space during the school day in order prevent fights with other students and check-ins from a trusted adult.
- Students benefited from a dedicated space to access feminine hygiene products.
- Students utilized a journal, agenda book and were given colored pens, and highlighters with a pencil box to build systems for academic growth.

Key Results

Girls at Largo High School now have a safe space to express their concerns and learn life skills, which impacted school day operations and after-school time engagement for 12 **10th Grade** Girls leading to improved peer to peer relationships and interpersonal skill reflection.

Lessons Learned

Building a sense of belonging led to reduction in physical altercations because girls had a space to report to in order to discuss their concerns and gain social-emotional supports to process life events.



Learn more:

