

Manatee County Public Schools

Access To Education



2017-18 Schoolwide Improvement Plan

Access To Education

6423 9TH STREET E, Bradenton, FL 34203

<https://www.manateeschools.net/domain/5241>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 03-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	64%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Access To Education

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Access to Education is to provide positive educational experiences that lead to a purposeful and fulfilling quality of life.

b. Provide the school's vision statement.

Access to Education will be a recognized site for exceptional student education services to students with significant disabilities.

- Student achievement is our primary focus and our educational environments convey the commitment to instruction and safety.
- All staff will be united as a team promoting mutual respect, personal dignity, professional development, and shared learning to meet the needs of our students, and their families.
- Access to Education staff will be provided with the necessary training to facilitate successful learning.
- Families will be provided individual support, training and meaningful opportunities to be active participants in their child's education.
- Each student's learning activities will be individualized, motivating reflect IEP goals and objectives, and connect to the Access Points curriculum.
- Positive reinforcement will be a vital component of the program.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students who attend the Access to Education School are students in need of a small and intensive learning environment. Before a student enrolls, a meeting is held with the IEP team to review data and determine if the student would benefit from a small and intensive learning environment. The Access to Education site administrator is an integral participant when there is conversation of a student attending Access to Education.

Once the IEP team has determined the student would benefit from the small and intensive learning environment, all available information is provided to the receiving teacher. The receiving teacher has an opportunity to review the current IEP, Functional Behavior Assessment (FBA) and Behavior Intervention Plan(BIP) to ensure the classroom is ready for the student's arrival.

An intake meeting takes place at Access to Education, allowing parents and student an opportunity to tour Access to Education and meet the student's teacher prior to the student's first day of school. This also provides an opportunity to register and address any specific medical needs with school nurse, prior to the student's first day of school. There is an opportunity for the receiving teacher to interview the parent and the child, if appropriate, to determine student's likes/dislikes, interests, any additional information the parent would like to share with staff.

Once the student is enrolled and attending Access to Education, a daily communication report is sent home noting specifics about the child's goals and other pertinent information about the student's day. Parents are encouraged to provide feedback respective to their child's home life. Access to Education

maintains a diverse culture with respect to its students, staff and cultural knowledge. Diverse literature and activities are embraced and encouraged.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Due to the significant needs of the students who attend Access to Education all students are monitored continuously. Students are in the presence of and actively supervised by an Access to Education staff member while on campus. All students are escorted on and off the bus by an adult. During times of transition to various areas on the campus, students are directly supervised and escorted by Access to Education staff.

We have a campus crisis response team and all members of the team are PCM trained. Access to Education is located on the Harlee School campus. There is an SRO located on campus daily to ensure safety for all students who attend Access to Education.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Access to Education is starting its seventh year of service. The school is based on the principles of behavior analysis and positive behavior reinforcement. All staff at Access to Education use person first language. Dignity and respect of our students is inherent in the school culture. Access to Education ensures that the students' social-emotional needs are met by formal and informal staff conferences to discuss student specific cases and to develop positive behavioral strategies when necessary. Parents are actively involved and engaged in determining the most appropriate implementation of interventions, strategies, and supports needed by the student as an individual. All staff are informed of students' medical, behavioral and sensory needs, to ensure that everyone is responding in the same positive manner to meet the individual needs of the student. Behavioral strategies and interventions are infused throughout the Access to Education campus. All staff support the academic, social-emotional, communication, and independent growth of our students.

Classrooms incorporate visual schedules, predictable routines, sensory elements, and highly structured procedures to ensure students are familiar with the expectations for each instructional setting. When necessary, we utilize the support of the behavior specialist who works with the teacher, the student, and family, as necessary and appropriate. Lastly, referrals to the family regarding outside resources are provided as needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Access to Education has a behavior specialist assigned to its school. The specialist brings her expertise to facilitate positive systems, and proactive strategies to further ensure a safe educational setting. Staff have previously been trained in Behavior Tools and receive ongoing training as needed. The behavior specialist provides training opportunities to teachers and paraprofessionals, as well as parents and care givers.

Access to Education staff receive PCM training and are either a level one or level two responder. As indicated above, staff have attended Behavior Tools training which equips staff with strategies and interventions to engage students in a proactive manner and, as necessary, provide support, to de-escalate students. Clear behavioral expectations are provided through the use of visual supports, classroom expectations and visual schedules that are inherent in all classrooms. Additionally, an opportunity for students to make choices and therefore exert more control over their life is

encouraged within all educational settings.

All restraints are in accordance with the law and are reviewed each time with all individuals involved. Lastly, the staff at the school coordinates with other professionals both within the district as well as with outside agencies to ensure that the needs of the students are met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

a. Overall student attendance rate – Reporting based on 41 students and reflective from August 1, 2016 through May 1, 2017. When reviewing attendance data, all students enrolled with Access to Education have been included. 87.6% of the student body is in attendance 70% or above. Over half of our students are in attendance 90% or more. 12.0% of the student body has an attendance rate of 69% or below, totaling 5 students. Further investigation reflects, of those 5, 60% of those students are considered medically fragile; attendance may be impacted due to individual health concerns and medical needs related to the individual student. One student of the five, whose attendance falls below 70% had an extended hospitalization during the first semester of the 2016-2017 school year. Additionally, one remaining student registered with Access to Education, after the first quarter.

b. Incidents of restraint/seclusion – It was previously indicated Access to Education reported 2 restraints and seclusions for the 2016-2017 school year. At the time, when compared with 2015-2016 school year, restraints and seclusions appeared to have decreased by 1 incident. The decrease in incidents was thought to have been the result of proactive behavior management systems and behavioral interventions/strategies implemented within the classroom setting.

Further investigation found, during the 2016-2017 school year, there was a total of 3 restraint/seclusion incidents on the Access to Education campus for the 2016-2017. When compared with 2015-2016 school year, restraints and seclusion did not increase, during the same time period. This is significant because enrollment increased during the 2016-2017 school year. That restraints/seclusions did not increase may continue to be the result of proactive behavior management systems and behavioral interventions/strategies implemented within the classroom setting.

One or more suspensions, whether in school or out of school
Access to Education does not suspend students. We are an exceptional education program and suspension is not utilized as a behavioral intervention/strategy.

Course failure in English Language Arts or mathematics- Due to the nature of instructional strategies and structures implemented within the instructional setting, students are supported to ensure they demonstrate success with course work in English Language Arts and mathematics.

Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students scoring a level 1, 2, or 3 on the Florida Alternate Assessment. There was a change on the Florida Alternate Assessment administered in spring of 2015-2016. Upon consulting with district staff, 2015-2016 results did not appear to be complete.

Florida State Alternate Assessment and EOCs administered in the Spring of 2016-2017 resulted in the following:

English Language Arts -

Level 1 - 11, Level 2 - 2, Level 3 - 0, Level 4 - 1

Access ELA 1 -

Level 1 - 1, Level 2 - 1, Level 3 - 0, Level 4 - 0

Access ELA 2 -

Level 1 - 2, Level 2 - 1, Level 3 - 0, Level 4 - 0

Mathematics -

Level 1 - 12, Level 2 - 2, Level 3 - 0, Level 4 - 1

Access Algebra 1 -

Level 1 - 1, Level 2 - 2, Level 3 - 0, Level 4 - 0

Science -

Level 1 - 2, Level 2 - 4, Level 3 - 0, Level 4 - 0

Access Bio 1 -

Level 1 - 3, Level 2 - 1, Level 3 - 0, Level 4 - 0

Access Civics -

Participation - 3

Access US History -

Participation - 9

Access to Education did not have any students participating in the FSAA Datafolio assessment.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	1	1	3	3	2	2	2	5	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	1	4	3	5	1	2	0	2	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	1	1	3	3	1	2	0	2	13

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Due to the significance of our students, it is likely we will have a higher absence rate than an other school. Absences that are verified and meet acceptable absence criteria are documented as

excused. Attendance is monitored by the classroom teacher and the school administrator. Parents are contacted by Access to Education staff when a student is absent for two days. Due to the nature of our student's disabilities, absences are always parent initiated. If a pattern of truancy develops, administration contacts District level staff.

All students scoring a level 1, 2, or 3 on the Florida Alternate Assessment receive one to one support for all instructional learning. Other interventions include visual supports, behavior analytic strategies and interventions. Access to Education makes use of district approved resources that support all graduation options available to our high schools. Resources are selected that are most appropriate to meet the specific individual academic needs of our students, in order to complete their selected high school graduation option.

It is expected that all students attending Access to Education will successfully complete all necessary and required components to earn a high school diploma.

One barrier to meeting our expected graduation outcome is student absences. Though absences are documented and necessary, due to the nature of disabilities of our students, absences can impact the amount of instructional time an individual student receives in a week.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Access to Education staff communicate daily with families via daily communication reports. The administrator has an open door policy and encourages families to meet with her when they have a need for additional resources and/or family supports. Report cards and quarterly progress reports are sent home for each student. Student progress, related to goals and objectives, within the student's Individual Education Plan, is reported quarterly. The mission and the vision of our school are communicated through the culture of the school, the staff and the educational opportunities provided to the students.

Staff develop portfolios on all students which is shared with the family, of each individual student, during the IEP conference and/or whenever a parent wishes to review the documentation. We seek 100% parent attendance/participation in IEP meetings. In the past IEP meetings have been held in the student's home, hired a cab so that the parent could attend and held phone conferences as necessary to ensure parents have an opportunity to be involved in the educational planning for their student.

As site administration has changed, Access to Education staff and parents have continued the tradition of holding an annual holiday luncheon. We had approximately 125 parents, students, community members, and district staff attend the holiday luncheon during the 2016-2017 school year. During the 2016-2017 school Access to Education also held a Spring parent event incorporating training opportunities for parents of Access to Education students. Moving forward, additional parent training opportunities are being planned for the 2017-2018 school year - one per quarter addressing

topics selected by and specific to the needs of the parents of our Access to Education students. During the 2016-2017 school year, monthly newsletters were published which includes highlights of upcoming events, classroom news, contact information for all staff, resources for parents from therapists, etc. The publication of a monthly newsletter will continue during the 2017-2018 school year.

It is anticipated Access to Education will have information available via Harlee campus website.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

During the first several years of Access to Education, community involvement has not been a priority and is something that will be strengthened in the upcoming year.

We are currently exploring a variety of opportunities to build and sustain relationships with members of the local community. Additionally, we are looking into providing Community Based Instructional (CBI) opportunities for our students, which may be supported by future business partner relationships. CBI would serve to reinforce the independence of the individual student, provide learning opportunities within the real world setting, and allow Access to Education to support local businesses which in turn support Access to Education.

The administrator is actively reaching out to businesses within the local community as well as businesses that may have further reach within the larger community. Once partnerships are established, information regarding community/business support of Access to Education will be provided in the monthly newsletter and other appropriate outlets.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hughes, Cheryl	Administrative Support
	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal - Provides oversight at a District level. Approves funding for requested supplies. Apprises staff about new policies relevant to exceptional education. Hires all personnel. Complete teacher evaluations. Completes all necessary district and state level reports.

Administrator - Provides classroom management and curriculum support. Provides parents/guardian information regarding resources related to SSI, Med-Waiver, and Agency for Persons with Disabilities. Prepares payroll, provides support for behavior interventions based on individual student data, complete teacher evaluations, reviews student portfolios, data collection and progress monitoring. Completes all necessary district and state level reports, conducts faculty meetings and staff trainings, facilitates test coordination, works in conjunction with staff and service providers to generate all school based information regarding therapy times, busing, attendance, data collection methods. Orders supplies, coordinates work orders, custodial support and provides specific school

information to the registrar. Coordinate parent information and training events.

Exceptional Student Education teachers - Maintain classroom management, implements appropriate instruction; differentiated to meet individual student needs. Develops all IEPs with input from all service providers and members of the student's IEP team. Provides information regarding student progress, grades, data and goals. Develops and implements necessary data collection methods and progress monitoring tools. Assists with all student needs relevant to the student's communication, personal care, behavior, independent functioning and health care concerns.

Therapists - physical therapy, occupational therapy, vision, language and speech, deaf and hard of hearing - provides individualized therapeutic support as indicated on the student's IEP.

School Nurse - provides specialized nursing services and support.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Access to Education is a special education program for students who have significant intellectual disabilities. There are no general education supports or programs available on this campus. All programming and instruction is provided by VE teachers and personnel. The program meets all services and supports identified on the individual student's IEP and do not meet the criteria established for Multi-Tiered System of Supports.

Manatee County School District provides staff development pertinent to the needs identified in the exceptional education department. Funding for the Access School is received from the exceptional education department. All students who qualify for free or reduced lunch are provided both breakfast and lunch. The Director of the Exceptional Student Education allocates funding for Access. Federal, state and local funding are utilized to provide support the school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tanya Thomas	Teacher
Josue Reyes	Teacher
Sandra Whatley	Education Support Employee
Wylene Herring-Cayasso	Principal
Cheryl Hughes	Education Support Employee
Fran Padgett	Business/Community
Tewanda Waters	Parent
Michele Mitchel	Parent
Marcy Foertsch	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC met May 10, 2017, to evaluate the 2016-2017 SIP. The following were identified as important SAC activities for the 2016-2017 school year.

1. Transition process to new site for the 2017-2018 school year - advocating for appropriate school setting, discussion and oversight, utilization of floorplans, determination to acquire necessities at new site, and tour of new site for all stakeholders.
2. Increase in family involvement – continued previous tradition of Christmas Party/Luncheon for families, Fall Open House, Spring Parent Information/Training Night with families, students, and staff, tour of new location, weekly email updates to stakeholders, monthly newsletter provided to all stakeholders, and continued communication with stakeholders regarding move to new site.
3. Staff morale – various activities throughout the year to show appreciation for staff and build community.
4. Increase of parent/staff communication - monthly newsletters, weekly email updates, ongoing written and verbal communication between SAC chair and district members about concerns.

b. Development of this school improvement plan

Access to Education has been in the process of transitioning from the Johnson Middle School campus to the Harllee campus. Within this transition a needs assessment was completed in conjunction with district ESE staff, input from classroom teachers and staff, and members of the 2016-2017 SAC. The following items were outlined as needs for Access to Education:

1. Teacher laptops are outdated and slow. ESE Director has requested additional laptops for teachers. This directly impacts effective and efficient use of their time. Teachers utilize laptops continually – providing academic instruction, supplemental activities, completion of school/district reports and documentation, use of electronic gradebook and IEP system.
2. On average each classroom currently has 2 student work stations. ESE Director has requested each classroom be equipped with 5 student work stations. This would allow students to utilize technology on a daily basis for academic instruction and allow further flexibility for teachers in utilizing a center/rotation schedule in the classroom setting.
3. ESE Director is requesting each classroom be equipped with a classroom library with books appropriate for the cognitive functionality and age of the students.
4. Equip each classroom with a projector, as well as sufficient replacement bulbs. Teachers use the projectors for academic instruction, meeting the needs of visual learners, allow teacher to draw attention to and bring out details of presented material.
5. Continue to work with Assistive Technology department to utilize iPads and other suitable electronic communication devices based on individual student need to meet student communication need, preferred mode of communication, and as part of behavioral intervention/reinforcement plans. Work with district to increase use of 1st or 2nd generation iPads. Conduct assistive technology evaluations, based on recommendations of IEP teams and parent consent for evaluation. ESE Director has been in contact with Neeli Renda to secure assistive technology equipment and licenses for necessary equipment and electronic resources (ie ProLoQuo).

6. Equip classrooms with Smartboard or comparable presentation systems. Identify available systems and relocate to classrooms and in the multi-purpose room. Utilizing Smartboard systems or comparable equipment, has the potential to add depth and rigor to classroom instruction. Continue to work with Assistive Technology department to provide training for faculty in the use of the system. Proposed request for 2 Smartboard systems. Classrooms to be selected based on teacher application as to how the Smartboard system would enhance the academic instruction and performance of their students. Expectation of teachers and classrooms with the Smartboard system would be to serve as model classrooms in order to support teacher awareness, training, and potential expansion of Smartboard use.

c. Preparation of the school's annual budget and plan

Access to Education does not receive SAC Lottery funds. Purchase requests and general needs of Access to Education are presented to the District ESE Department. Any requests for purchases and/or general needs are considered and completed utilizing funds available through the district ESE Department.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Access to Education does not receive SAC Lottery funds. Purchase requests and general needs of Access to Education are presented to the District ESE Department. Any requests for purchases and/or general needs are considered and completed utilizing funds available through the district ESE Department.

If appropriate utilize Lottery funds to increase parental involvement. Continue events from this school year and increase parent training opportunities – Tentative plan includes continuation of two parent luncheons (Winter and Spring Celebration). Plan increases parent training/involvement opportunities from one to four (held quarterly). Additionally, Back to School and Open House events will continue.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Access to Education publicized notice to parents regarding the need to have parent representatives for the 2017-2018 SAC. Notice was provided in weekly updates, August and September newsletters, and during Open House/Parent Involvement night. Voting took place via ballot to all parents. We will continue to recruit parent members throughout the year.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
------	-------

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Access to Education provides ESE programming for students from elementary to and including students who are 22 years of age. Access to Education is considered a center program, providing highly structured and supported programming for students who are intellectually disabled and generally demonstrate non-verbal or limited communication skills. Some students have been diagnosed with Autism Spectrum Disorder (ASD) and/or display ASD like behaviors. Best practices for ASD classrooms instruction are implemented and infused throughout the students' instructional day. Access to Education provides a smaller learning environment to meet the support needs of the individual student.

Instructional staff and site administrator work in conjunction with speech language therapist, assistive technology department, and other relevant district support to address the communication needs of all students enrolled with Access to Education. Communication strategies and structures are incorporated within every learning environment and setting. Staff implement a combination of visual structures, electronic communication devices, PECS, sign language and oral language to increase communication abilities of all students. Much of the communication focus involves such things as students identifying what their needs and wants are and exerting individual choice.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Access to Education School embraces opportunities for teachers and staff to collaborate within their professional learning community. Specialized training opportunities for teachers and support staff are planned for and provided to correlate with the needs of our students. Access staff meet weekly to discuss student specific concerns and solutions to those concerns. All staff are apprised of the needs of all students who attend. The staff work closely together to develop thematic units and activities that are motivating to the students. Staff at Access to Education are committed to the mission and vision of the program and share their values about teaching and learning. Staff utilize data on student performance to drive instruction and goal development. There is continuous monitoring and discussion of data, IEP goals, and assessment information pertinent to students who attend Access to Education.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Access administrator has the unique opportunity to individually mentor new teachers. Due to the small nature of the program, staff have the opportunity to meet with other like minded teachers who educate similar students on a daily basis. There is a strong culture of support for all teachers and support staff at Access and this is felt to be a cornerstone of this program. Staff work, within collaborative instructional teams to develop lessons, data sheets, thematic units etc. During staff meetings, student concerns and solutions are discussed by the entire Access team.

Additionally, the administrator meets with teachers on a regular basis to discuss program implementation plans and/or ways in which we can further ensure quality services and supports to best meet the needs of the students.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Through the resources of the school district, new staff are trained in Behavior Tools, Professional Crisis Management (PCM), TeachTown, Unique Learning, and a variety of other curriculum resources, strategies and assistive technology for the purposes of delivering effective and meaningful instruction.

Instructional staff, new to Access to Education, are teamed with a neighboring teacher who is a veteran of Access to Education. Knowledge of individual students, routines, procedures, processes of Access to Education, and general support are provided as needed. It is our desire to ensure staff feel and are fully supported, having a network of people to reach out to.

Instructional teams have been developed, this year, to allow teachers, with students at similar skill levels, the opportunity to share resources and plan for academic activities in a collaborative effort.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All staff have received training on the Florida Standards Access Points for students with significant disabilities. Curriculum resources used at Access to Education are Unique Learning System, TeachTown, Small Steps, ABBS and TEACCH work systems. The school is based on the principles of Applied Behavior Analysis. Many of the aforementioned resources include specific alignment to Florida's standards. Staff ensure that all other resources align with the Access Points curriculum at the student's grade level through content mapping. Reading and math curriculum resources for students with the most significant cognitive disabilities continue to be challenging. These students demonstrate at a pre-learner level and are focusing on aspects of learning such as attending, eye contact and beginning to understand the correlation of concrete items to symbolic references. There is a need for development of resources in this area and staff often implement Instruction from a variety of resources or create resources appropriate to the instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The ongoing data collection provides for data based decision making. During professional learning community engagement activities, teachers and administration review student data to enhance instruction, develop goals, and to address the student's strengths and weaknesses. Differentiated instruction is inherent with all students, since the classrooms at Access to Education are mixed grade levels and abilities. Teachers implement a variety of modifications to include: scaffolding, time extensions, varying methods of communication, visual supports and schedules, and flexibility of scheduling for individual learning.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 720

Some Access to Education students are eligible for Extended School Year (ESY) based on documented academic and/or behavioral data collected throughout the school year. Data is shared with IEP teams for consideration of ESY eligibility. The IEP team determines the number of days per week and minutes per day, based on eligibility criteria.

Strategy Rationale

Students attending Access to Education have intellectual disabilities which impacts the progress a student may make in a year. Students attending Access to Education tend to be significantly below their same aged peers. Many students are learning foundational and functional skills. Many students are learning pre-academic, and primer skills in communication. Some are learning to walk and perform basic life functions, such as feeding themselves. Programming is provided to allow students to maintain gains made during the academic year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hughes, Cheryl, hughesc@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected daily, during ESY, and compared with data collected during the most recent school year. Trends will be identified which will lead to adjustments in classroom instruction to ensure students maintain level of proficiency and avoid regression or loss of skill.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Upon enrolling with Access to Education, classroom teacher and administrator develop a course schedule that will allow the individual student the opportunity to complete all necessary and required courses to be promoted to the following grade, as well as obtain their high school diploma.

Access to Education students will explore partnerships with Adult Day Training/Treatment organizations (i.e. Easter Seals, Community Haven, United Cerebral Palsy) to enhance the individual students' opportunities after they age out of the public school setting.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Not applicable - Access to Education students will explore partnerships with Adult Day Training/Treatment organizations (i.e. Easter Seals, Community Haven, United Cerebral Palsy) to enhance the individual students' opportunities after they age out of the public school setting.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Not applicable - Access to Education students will explore partnerships with Adult Day Training/Treatment organizations (i.e. Easter Seals, Community Haven, United Cerebral Palsy) to enhance the individual students' opportunities after they age out of the public school setting.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Not applicable - - Access to Education students will explore partnerships with Adult Day Training/Treatment organizations (i.e. Easter Seals, Community Haven, United Cerebral Palsy) to enhance the individual students' opportunities after they age out of the public school setting.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Not applicable - Access to Education students will explore partnerships with Adult Day Training/Treatment organizations (i.e. Easter Seals, Community Haven, United Cerebral Palsy) to enhance the individual students' opportunities after they age out of the public school setting.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During the 2017-2018, provide academic instruction, to raise the total number of students scoring Level 2 or higher on the 2017 FSAA by 50%, when compared with 2016-2017 FSAA results.
- G2.** During the 2017-2018 school year, decrease in episodes of restraint/seclusion by 33%, when compared to 2016-2017 data.
- G3.** During the 2017-2018 school year, increase parent involvement by providing increased parent training nights throughout the school year and continue traditions of Access to Education - at least one per quarter.
- G4.** During the 2017-2018 school year, increase overall staff attendance by at least 15%, when compared with 2016-2017 data.
- G5.** Students - During the 2017-2018 school year, increase those students attending 90% or more of the total school, to 60% or higher.
- G6.** During the 2017-2018 school year, increase opportunities for teachers to develop and demonstrate skills of highly effective teachers.
- G7.** During the 2017-2018 school year, increase training opportunities and utilization of best practices for improving communication skills for students with ASD and/or Intellectual Disability.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. During the 2017-2018, provide academic instruction, to raise the total number of students scoring Level 2 or higher on the 2017 FSAA by 50%, when compared with 2016-2017 FSAA results. 1a

G097659

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative instructional teaming utilizing supports provided by district personnel.

Plan to Monitor Progress Toward G1. 8

Quarterly IEP goal progress reports.

Person Responsible

Cheryl Hughes

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Comparison of 2016-2017 FSAA scores with scores from 2017-2018 administration of the FSAA.

G2. During the 2017-2018 school year, decrease in episodes of restraint/seclusion by 33%, when compared to 2016-2017 data. 1a

G097660

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- District behavior specialist support and training for staff and parents.

Plan to Monitor Progress Toward G2. 8

Reports of restraint/seclusion. Documentation of behavior training updates provided to teachers and staff.

Person Responsible

Cheryl Hughes

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Restraint and seclusion reports reviewed monthly with final report pull at the end of the 2017-2018 school year.

G3. During the 2017-2018 school year, increase parent involvement by providing increased parent training nights throughout the school year and continue traditions of Access to Education - at least one per quarter.

1a

G097661

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	4.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support personnel. Community resources.

Plan to Monitor Progress Toward G3. 8

Feedback/input/survey from parents about needs and wants for training topics.

Person Responsible

Cheryl Hughes

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Copies of attendance/sign in sheets from parent involvement/training events held throughout the year.

G4. During the 2017-2018 school year, increase overall staff attendance by at least 15%, when compared with 2016-2017 data. 1a

G097662

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Incentives developed with Access to Education for paraprofessionals. Incentives for teachers as addressed by district leadership.

Plan to Monitor Progress Toward G4. 8

Monthly attendance reports for staff.

Person Responsible

Cheryl Hughes

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Data showing comparison of staff absences from 2016-2017 to 2017-2018 school year.

G5. Students - During the 2017-2018 school year, increase those students attending 90% or more of the total school, to 60% or higher. 1a

G097663

Targets Supported 1b

Indicator	Annual Target
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Attendance rate	60.0
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social worker and other district level support personnel.

Plan to Monitor Progress Toward G5. 8

Weekly and monthly student attendance reports.

Person Responsible

Cheryl Hughes

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Copies of weekly and monthly attendance reports and records of contacts with parents.

G6. During the 2017-2018 school year, increase opportunities for teachers to develop and demonstrate skills of highly effective teachers. 1a

G097664

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided training and certification opportunities.

Plan to Monitor Progress Toward G6. 8

Copies of presentation material, sign in sheets, teacher/staff reflection, evidence of implementation.

Person Responsible

Cheryl Hughes

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Lesson plans, student IEPs, sign in sheets, documentation of teacher leadership implementation.

G7. During the 2017-2018 school year, increase training opportunities and utilization of best practices for improving communication skills for students with ASD and/or Intellectual Disability. **1a**

 G097665

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Quality PD	100.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District level resources and supports.

Plan to Monitor Progress Toward G7. **8**

Supports provided by speech/language therapist and assistive technology resources, copies of training materials, teacher provided evidence of implementation.

Person Responsible

Cheryl Hughes

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Teacher created articles of evidence.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Total:	\$0.00
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