

Manatee County Public Schools

Access To Education



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	21

Access To Education

6423 9TH STREET E, Bradenton, FL 34203

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

Demographics

Principal: Nicole Cox

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 03-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	21

Access To Education

6423 9TH STREET E, Bradenton, FL 34203

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

School Demographics

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

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

All students who attend Access to Education 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 current data and gather input from those individuals who can speak to the student's current level of performance and need. The IEP team reviews the data and determines if the student would benefit from a small and intensively supported learning environment. The Access to Education site administrator is an integral participant when there is conversation of a student potentially attending Access to Education.

Once the IEP team has reviewed the data and determined the student would benefit from the small and intensive learning environment, available information is provided to the receiving teacher. The receiving teacher has the ability to review the current IEP, Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). Parents are invited to tour the campus, prior to the student's first day to ensure parents have an opportunity to meet faculty who will be working with the student.

Parents are provided daily communication which highlight the student's instructional, communication, behavioral, independent functioning activities, as well as health care and personal hygiene needs. The daily communication also notes student's performance toward mastery of IEP goals and objectives.

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

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, reflective of IEP goals and objectives, and connect to the Access Points curriculum.
- Positive reinforcement will be a vital component of the program.

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 team member while on campus. All students are escorted by staff members during student arrival and dismissal. Students are directly monitored and supervised by Access to Education staff members to ensure student safety.

There is a campus crisis response team and all members of the team are Professional Crisis Management (PCM) trained. New staff members are trained according to training sessions provided by

the Manatee County School District. There is a School Resource Officer (SRO) on campus. Entrances and exits to Access to Education are secured, at all times.

Access to Education is in its eighth year, providing educational programming to students who benefit from a small and intensely supported environment. Access to Education serves, primarily, middle and high school aged students. Access to Education implements principles of behavior analysis, positive behavior reinforcement, uses person first language, and protects and respects the dignity of all students of Access to Education. Access to Education staff regularly discuss the specific needs of individual students in all areas of need - communication, academic instruction, behavior, independent function, and health care. Parents are actively involved and engaged in determining the most appropriate implementation of interventions, strategies, and supports needed by the individual student. Communication, behavioral, academic instruction, and independent functioning strategies and interventions are incorporated throughout the students day and in all student environments.

Classroom environments incorporate visual schedules, predictable routines, sensory elements, and highly structured procedures to ensure students are familiar with the expectations for each instructional setting. Behavior Specialist and other district level support is utilized on a continual basis. Referrals and information related to outside agencies are provided to families as needed.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Allen, Chad	Teacher, ESE	<p>Principal -</p> <p>Provides oversight at the district level. Approves funding for requested supplies. Apprises staff about new policies and procedures relevant to exceptional student education. Hires personnel. Completes teacher evaluations. Completes all necessary state and district reports.</p> <p>Site Administrator -</p> <p>Provides classroom management and curriculum support. Provides parents/ guardians information regarding resources related to SSI, Med-Waiver, and Agency for Persons with Disabilities. Is a liaison for families, students, and staff with the school district. Prepares payroll, provides support for behavior interventions based on individual student data. Organize and facilitate training to increase efficacy for student needs and knowledge of instructional strategies. Complete all necessary state and district reports, review student data portfolios. Ensure progress monitoring is conducted on a continual and on-going basis. Conducts faculty meetings, faculty training, facilitate test coordination at the district and state level. Coordinate information related to therapies for school, district, and state based purposes. Coordinate with district administration as to needs of those students and staff with Access to Education - transportation, construction, professional development, school improvement, food service and Exceptional Student Education (ESE) departments. Coordinate with school based administration for requests and completion of work orders. Order supplies and coordinate support services with school based custodial, food service, and building personnel. Provide necessary information to registrar to maintain compliance for district and state audit. Maintain ESE records to ensure compliance and district and state requirements. Coordinate parent engagement sessions to provide the most up to date information and available resources to families.</p> <p>Exceptional Student Education (ESE) Teachers -</p> <p>Maintain classroom management systems. Implement appropriate instructional strategies to meet the educational needs of students. Differentiate instructional, behavioral, communication, and sensory strategies based on the individual needs of the student. Maintain data and other documentation to</p>

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

demonstrate implementation of strategies. Develops IEPs with input from all members of the IEP team. Provides information regarding student progress, grades, data, and goals to parents other service providers and site administrator. Develops and implements necessary and appropriate data collection methods and progress monitoring tools to maintain compliance with IEPs, district, and state requirements. Assists with all student needs relevant to the students communication, behavioral, instructional, independent functioning, and health care (as appropriate).

Paraprofessionals -

Work side by side ESE teacher to support instructional, communication, behavioral, independent functioning, and health care needs. Integral to the care of students' personal hygiene needs and safety.

Therapists -

Physical therapist, occupational therapist, vision therapist, deaf and hard of hearing therapist, speech and language therapist, orientation and mobility therapist - provide individualized therapeutic support as indicated in the student's IEP. Active members of the IEP team for individual students, as appropriate. Conduct evaluations to ensure students' needs are appropriately addressed.

School Nurse -

Provides skilled and specialized nursing care/services and supports, as necessary and appropriate, based on individual student need and medical status.

Principal

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	4	3	7	4	7	2	20	47
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	4	5
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	0	2	3	5	4	6	2	11	33

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

9

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	2	3	0	0	0	5	12
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	1	1	5	5	4	2	3	0	8	29

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

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	2	2	3	0	0	0	5	12
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	1	1	5	5	4	2	3	0	8	29

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	61%	0%	55%	57%
ELA Learning Gains	0%	57%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	47%	51%
Math Achievement	0%	64%	62%	0%	54%	58%
Math Learning Gains	0%	63%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	55%	52%	0%	49%	50%
Science Achievement	0%	54%	56%	0%	48%	53%
Social Studies Achievement	0%	83%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey											
Indicator	Grade Level (prior year reported)										Total
	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	4 (0)	3 (0)	7 (0)	4 (0)	7 (0)	2 (0)	20 (0)	47 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (2)	0 (2)	1 (3)	0 (0)	0 (0)	0 (0)	4 (5)	5 (12)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (1)	0 (1)	2 (5)	3 (5)	5 (4)	4 (2)	6 (3)	2 (0)	11 (8)	33 (29)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	5	15		5	27						
WHT				10							
FRL	6	19		5	27						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	52
Total Components for the Federal Index	5
Percent Tested	92%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	10
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to the students' severe mental and physical disabilities, all students, including economically disadvantaged and white students, have medical issues which result in their low performance on the FSAA.

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

Due to the students' severe mental and physical disabilities, all students, including economically disadvantaged and white students, have medical issues which result in their low performance on the FSAA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to the students' severe mental and physical disabilities, all students, including economically disadvantaged and white students have medical issues which result in their low performance on the FSAA.

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

Due to the students' severe mental and physical disabilities, all students, including economically disadvantaged and white students, have medical issues which result in their low performance on the FSAA.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our goal is to improve students gains toward goals of meeting FSAA proficiency.

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

Have students meet gains toward goals in FSAA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Attendance
Rationale	Student attendance and their access to educational programming is a critical component to increasing student learning gains, performance, and proficiency, as measured by classroom performance and FSAA and EOC exams.
State the measurable outcome the school plans to achieve	Based on enrollment of 47 full-time enrolled students, increase total number of students with attendance rate of 90% or above, by 4% (2 students), when compared with 2018-2019 attendance rate.
Person responsible for monitoring outcome	Chad Allen (allenc@manateeschools.net)
Evidence-based Strategy	Teachers will maintain contact with families regarding student attendance. If a student is reported as unexcused absence within the course of an instructional week, site administration will contact family to offer assistance and support. Monthly attendance reports, by classroom will be shared with classroom based faculty and staff. Overall attendance reports will be shared with SAC members, during monthly meetings. District level support, via school social worker will be utilized, as needed.
Rationale for Evidence-based Strategy	Without students in the classroom, teachers are not able to help them meet their goals.
Action Step	
Description	Teachers will maintain contact with families regarding student attendance. If a student is reported as unexcused absence within the course of an instructional week, site administration will contact family to offer assistance and support. School administration will contact students of poverty and white students with histories of absenteeism to address the lack of success of those two subgroups. Monthly attendance reports, by classroom will be shared with classroom based faculty and staff. Overall attendance reports will be shared with SAC members, during monthly meetings. District level support, via school social worker will be utilized, as needed.
Person Responsible	Chad Allen (allenc@manateeschools.net)

#2	
Title	Student Achievement and Learning Gains
Rationale	During the 2019-2020 school year, increase the overall number of students earning a Level 2 or higher on the FSAA ELA, ELA1 EOC, ELA2 EOC, FSAA mathematics, and Alegbra1 EOC, by 1 student, at each grade level assessed, when compared with those assessed during the 2018-2019 school year.
State the measurable outcome the school plans to achieve	Access to Education intends to move additional students closer to proficiency based on the individual performance of students taking FSAA and EOCs.
Person responsible for monitoring outcome	Chad Allen (allenc@manateeschools.net)
Evidence-based Strategy	Mid-year report to SAC members and stakeholders.
Rationale for Evidence-based Strategy	Reporting to the SAC members and stakeholders gives ACCESS to Education the opportunity to review the data and give the staff the opportunity to analyze their data.
Action Step	
Description	Further training and resources will be provided to classroom staff related to academic instruction, behavior support, and communication. Staff will analyze trends on district based assessments to modify instructional strategies within the classroom setting targeting the success of students of poverty and white students, who have historically struggled to meet goals. Staff will analyze student performance related to IEP goals to further inform instructional practice and implementation of instructional strategies. Quarterly data discussions with site administrator to monitor student performance and identify needed resources for classroom instruction. Utilize district level resources, as needed.
Person Responsible	Chad Allen (allenc@manateeschools.net)

#3	
Title	Parent Engagement and Involvement
Rationale	Increased parent engagement and involvement may have a positive impact on student attendance and student achievement. Increased parent engagement and involvement may assist in building a positive sense of community for all Access to Education stakeholders.
State the measurable outcome the school plans to achieve	During the course of the 2019-20 school year, 6 parent engagement and involvement activities will be planned, executed, and attended by parents and stakeholders of Access to Education.
Person responsible for monitoring outcome	Chad Allen (allenc@manateeschools.net)
Evidence-based Strategy	Mid-Year report and end of year report to include documented activities with evidence of sign in sheets, agendas, and planning.
Rationale for Evidence-based Strategy	Parent involvement is critical to student achievement. Parents are notified daily about the students accomplishments, and notified of student activities so they support practice at home.
Action Step	
Description	Develop survey to gather parent input for topics of most interest, as well as preferred days and times for activities to be held. Families of low income households and white families that have been historically less engaged will be specifically invited to increase input gathered to determine ways to support their students going forward. Continue with traditional activities of Access to Education (Winter Meal, Spring Fling). Explore non-traditional plans for increasing parent engagement/involvement activities and opportunities.
Person Responsible	Chad Allen (allenc@manateeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Access to Education staff communicate daily with families via daily communication reports. Families are encouraged to meet with school based administrator and staff. Quarterly Progress Reports are provided at the mid-point of each academic quarter. Report cards and quarterly IEP progress reports provided every nine weeks, to parents and families, which outline student's progress toward mastery of goals and objectives, in the student's Individual Education Plan (IEP). 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 for students which are shared with the student's family, during the IEP conference and/or whenever a parent wishes to review the documentation. We seek 100% parent attendance/participation in IEP meetings and work with parents to ensure their involvement.

Members of the Access to Education community have continued the tradition of holding an annual holiday luncheon. During the 2017-2018 school year; approximately 125 parents, students, community members, and district staff attended the holiday luncheon. During the 2018-2019 school Access to Education also held a Spring parent event incorporating training opportunities for parents. During the 2018-2019 school year, the annual holiday luncheon was held with approximately 130 guests and parent engagement events were held throughout the school year. Events focused on agency presentations, day training programs, and information related to establishing guardianship for students approaching their 18th birthday. 2019-2020 school year will focus on furthering parent engagement activities based on survey results from parents and families.

During the 2017-2018 and 2018-2019 school years, monthly newsletters were published which included highlights of upcoming events, classroom news, contact information for all staff, resources for parents from therapists, etc. 2019-2020 effort will be made to provide information in Spanish and establish a website with additional information for parents.

PFEP Link

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

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. The behavior specialist works with staff to collect, organize, and analyze data. Staff have previously been trained in Behavior Tools and receive ongoing training in behavior strategies and interventions. 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 deescalate 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 and environments.

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.

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.

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 to Education. Federal, state and local funding are utilized to provide support the school.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Student Achievement and Learning Gains	\$0.00
3	III.A.	Areas of Focus: Parent Engagement and Involvement	\$0.00
Total:			\$0.00