

Manatee County Public Schools

Access To Education



2021-22 Schoolwide Improvement Plan

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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: 9/15/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 03-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
	Principal	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.
Allen, Chad	Other	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.

Demographic Information

Principal start date

Wednesday 9/15/2021, Nicole Cox

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

46

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	5	1	5	4	10	4	17	46
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	3	6	3	13	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	3	6	3	13	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	5	1	5	4	10	4	17	46

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	5	4	8	3	7	18	45
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	1	0	0	4	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	2	3	6	3	6	13	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	3	6	3	6	13	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	5	4	8	3	7	18	45
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	1	0	0	4	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	2	3	6	3	6	13	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	3	6	3	6	13	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	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		55%	60%
ELA Learning Gains					57%	59%		55%	57%
ELA Lowest 25th Percentile					52%	54%		48%	52%
Math Achievement					64%	62%		61%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					55%	52%		54%	52%
Science Achievement					54%	56%		54%	57%
Social Studies Achievement					83%	78%		81%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used the district benchmark assessments.

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	7	
	Economically Disadvantaged			
	Students With Disabilities	7	7	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	2	
	Economically Disadvantaged			
	Students With Disabilities	1	2	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		2	
	Economically Disadvantaged			
	Students With Disabilities		2	
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		6	
	Economically Disadvantaged Students With Disabilities English Language Learners		6	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	1	
	Economically Disadvantaged Students With Disabilities English Language Learners	1	1	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		3	
	Economically Disadvantaged Students With Disabilities English Language Learners		3	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD				8							
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	8
Total Components for the Federal Index	1
Percent Tested	53%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Our ESSA underperforming subgroups are, White, Students with Disabilities, and Economically Disadvantaged students. All of our White students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students need a reliable mode of communicating what they know and understand. While ELA scores are rising our students are still in need of a reliable mode of communicating what they know and understand. The majority of our students remain a level one across academic areas. School wide focus on core vocabulary and communication modes integrated into all academic areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our students greatest need is to increase opportunities for communication, self-advocacy and improve behavior interactions. Communication is a basic human right an need for all students. Improving communication opportunities will help students to improve quality of life in all aspects of their day; home, school, and community.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to 2019 data and progress monitoring assessments, students are making learning gains but remain below proficiency. Approximately 68% of students enrolled, are listed as meeting two or more of early warning indicators, for on-time graduation. Overall, school-wide attendance hovers around 79%. In addition, when delineated by ESSA subgroup (i.e., White, Students with Disabilities, and Economically Disadvantaged), our student body is performing below the ESSA index 41% threshold. This trend carries over to achievement in core content areas, where the majority of our student population is performing below proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Identifying the most reliable method of FSAA assessment Data-Folio or Performance tasks is critical to assessing the academic success of our students. In addition using grading rubrics identifying the levels of prompting and number of choices necessary for a correct response is key to progress monitoring for academic improvements. Provide more opportunities for students to make academic answer choices using the identified mode of communication.

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

To accelerate learning, our team intends to build upon the actions and strategies above, by working toward implementing them with a higher rate of fidelity and monitoring. This increased emphasis will accompany a renewed focus on student/teacher data chats. Additionally, district staff developers and staff (delineated by grade level and content area), will collaborate in PLCs on a monthly basis, to analyze student achievement data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing secondary (6-12) PLC focused on Content Enhancement Strategies Standards-Based Planning, Instruction and Learning PD focused on (B.E.S.T. and Florida Standards blended) Equity with Excellence for All (PBIS, Restorative Practices, Culturally Responsive Teaching & Equitable practices)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Professional learning Communities will focus on researching and planning for real world academic connections to engage learners in the areas of math and ELA. Ongoing training will be provided on choosing the most reliable mode of assessment through the IEP team and using the communication matrix to guide goal setting

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and 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.

Measurable Outcome: Based on enrollment of 46 full-time enrolled students, increase total number of students with attendance rate of 90% or above, by 4% (2 students), when compared with 2020-2021 attendance rate.

Monitoring:

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 Steps to Implement

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. Other specifically relating to Student Achievement and Learning Gains

Area of Focus Description and Rationale: During the 2020-2021 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 2020-2021 school year.

Measurable Outcome: Access to Education intends to move additional students closer to proficiency based on the individual performance of students taking FSAA and EOCs.

Monitoring:

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 Steps to Implement

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. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and 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.
Measurable Outcome:	During the course of the 2020-21 school year, 6 parent engagement and involvement activities will be planned, executed, and attended by parents and stakeholders of Access to Education.
Monitoring:	
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 Steps to Implement

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

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

The Leadership team will provide the staff with support and training to help engage their students in academic endeavors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 2019-2020 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 2019-2020 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 2019-2020 and 2020-2021 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. 2021-2022 effort will be made to provide information in Spanish and establish a website with additional information for parents.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration - assures that proper procedures are followed in running the business and educational aspects of the school.

Teachers - Provide educational opportunities to the students daily.

Paraprofessionals - support the teachers in the daily operation of the classrooms.

School Nurses - Provide the medical care needed to the students on a daily basis.

Parents - support the school in their daily educational and care endeavors.

Part V: Budget

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

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