

Manatee County Public Schools

Access To Education School



2023-24

Schoolwide Improvement Plan (SIP)

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Access To Education

6423 9TH STREET E, Bradenton, FL 34203

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Allen, Chad	Site Administrator	<p>Provides classroom management and curriculum support. Provides parents/guardians information relating to SSI, Med-Waiver and Agencies of Persons with Disabilities. Is a liaison with families, students and staff with the district. Prepares payroll, provided 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 district and state 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>

Provides oversight at the district level. Approves funding and request for 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The stakeholders are involved in the process by using formal and informal meetings and conversations. Their input is collected from the discussions written forms of communication.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will monitor the SIP plan in the Winter and Spring. The plan will be revised accordingly to attempt to decrease the achievement gap. Due to all of our students having an IEP, and having the most severe cognitive and/or physical disabilities, all of our students are on Access Points curriculum with modified curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	2	1	1	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days									2	1	13
One or more suspensions											0
Course failure in ELA											0
Course failure in Math											0
Level 1 on statewide ELA assessment											0
Level 1 on statewide Math assessment											0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.											0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	2	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	48	53	0	50	55			
ELA Learning Gains				18					
ELA Lowest 25th Percentile									
Math Achievement*	0	57	55	0	40	42	8		
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		53	52		56	54			
Social Studies Achievement*	9	72	68		57	59			
Middle School Acceleration		70	70		53	51			
Graduation Rate		63	74		52	50			
College and Career Acceleration		53	53		76	70			
ELP Progress		46	55		66	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	3
Percent Tested	88
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	18
Total Components for the Federal Index	3
Percent Tested	83
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	3	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	6	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	3	3

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0				9				
SWD	0			0				9			3	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			0							2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	0	18		0								
SWD	0	18		0								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			0								

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students				8								
SWD				8								
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

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.

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

Students need a reliable mode of communicating what they know and understand. 85% of our students are non-verbal. 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.

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.

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.

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

According to 2023 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of concern are in the FSAA testing and scores due to the students' disabilities. 100% of our students have severe cognitive and/or physical disabilities.

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

- Student attendance
- Student engagement
- Parental involvement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2021-2022 attendance rate.

Monitoring:

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

This area of focus will be monitored by the Instructional Leadership Team during PLC times through data reviews following the three data collection periods.

Person responsible for monitoring outcome:

Chad Allen (allenc@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Without students in the classroom, teachers are not able to help them meet their goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

eachers 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)

By When: Spring 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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.

Monitoring:

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

Data will be review by the staff at the end of each quarter. Teachers will communicate with parents daily through Daily communication logs. The communication gives the parents the opportunity to be involved in their child's education.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

By When: Spring 2024

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 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 2022-2023 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:

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

Progress monitoring of student growth in core academic areas with emphasis placed on literacy throughout the content areas will drive data discussions and student portfolio development. Graduation rate will be monitored through Project 10.

Person responsible for monitoring outcome:

Chad Allen (allenc@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mid-year report to stakeholders

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reporting to the stakeholders gives ACCESS to Education the opportunity to review the data and give the staff the opportunity to analyze their data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

By When: Spring 2024

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes