Palm Beach School For Autism School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm Beach School For Autism

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School Board Approval

This plan was approved by the Palm Beach County School Board on 12/11/2023.

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 Palm Beach School for Autism is to provide innovative education and behavioral support to empower individuals with autism.

Provide the school's vision statement.

All individuals with autism lead fulfilling lives.

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
Eisenberg, Ann	Executive Director	The Executive Director oversees all aspects of the school including financial stability, fundraising, state and district funding and compliance, as well as providing leadership and support for administrative team. The Executive director also manages and directs intakes of the school's rolling enrollment process, guides families through the process and provides supports to those families as needed. The Executive director is instrumental in the ongoing success of the school and it's day to day operations.
Ballin, Allison	Associate Director of Education and Behavior Services	The Associate Director oversees all curricula, implementation across school programs. Supervises all behavior therapists, trains staff in utilization of behaioral principles. The Associate Director is also integral in the intake process of enrolling students, providing support and guidance to families. Collaborates care between school and outside service providers and families. Assists with program development and planning as well as support and training with administrative team.
Bliss, Juliet		The Principal for PreK through 5th grade assists the staff listed above in supporting the enrollment process of all incoming students from pre-kindergarten through 5th grade. The principal also ensures compliance with IEP, data collection toward annual goals, compliance with curricula, as well as state and district wide assessment processes. Principal participates in training teachers and staff in areas of classroom management, IEP goal writing, student and family support services, and collaborates with outside service providers as needed to optimize student learning, academic progress, and behavior growth/success. The principal's responsibilities also include ensuring teacher understanding and compliance with standards and/or access points for students as applicable and engages teachers and staff with scheduling and instructional support. Principal hires, and retains highly qualified teachers and staff, and quickly and proactively addresses problems in instruction, student learning, and behavior. Finally, the principal assists with program development and planning as well as support and training for staff as needed.
Coyle, Jonathan		The Principal for 6th - 12th grade assists the staff listed above in supporting the enrollment process of all incoming students in middle and high school grades. The principal also ensures compliance with IEP, data collection toward annual goals, compliance with curricula, as well as state and district wide assessment processes. Principal participates in training teachers and staff in areas of classroom management, IEP goal writing, student and family support services, and collaborates with outside service providers as needed to optimize student learning, academic progress, and behavior growth and success. The principal's responsibilities also include ensuring teacher understanding and compliance with standards and/or access points for students as applicable and engages teachers and staff with scheduling and instructional support. Principal hires, and retains highly qualified teachers and staff, and quickly and proactively addresses problems in instruction, student learning, and behavior. Finally, the principal assists with program development and planning as well as support and training for staff as needed.

Name	Position Title	Job Duties and Responsibilities
Pierre, Patrick	Director Project Next (Transition Program ages 18-22)	The Director of Project Next, the school's transition program for students who have deferred graduation from ages 18 through 22, assists the staff listed above in supporting the transition of the school's young adults into productive work skills, activities of daily living, as well as self care and independence. The director aslo participates in training teachers and staff in areas of classroom management, IEP goal writing, student and family support services, and collaborates with outside service providers as needed to optimize student learning, academic progress, and behavior growth and success. The director's responsibilities also include obtaining and fostering community partners to engage our young adults in opportunities for on the job training. The Director hires, and retains highly qualified teachers and staff, and quickly and proactively addresses problems in instruction, student learning, and behavior. Finally, the principal assists with program development and planning as well as support and training for staff as needed.

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.

- Palm Beach School for Autism holds monthly parent trainings specific to the needs of families of children with autism. These trainings provide opportunities for parents to connect with outside service providers, learn about various strategies for working with their children, accessing support from the communirty, and making connections with other parents of children with Autism. As a charter school, our community of families come from all over the district, therefore we also provide parents the opportunity to participate in virtual training opportunities as well.
- Palm Beach School for Autism contracts with a behavioral health agency to provide mental health and behavioral services for our students.
- Palm Beach School for Autism has a security officer present every day while students are on campus as well as any after school/before school events where students are present in compliance with state law. The school has a single point of entry and uses key fob entry for all internal hallway access points. Security cameras are also in use in all common areas of the building. All teachers, staff, and volunteers are fingerprinted and badged in order to be on campus working or volunteering in the building.

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))

-The school improvement plan is a living document that memorializes the continuous work we do at Palm Beach School for Autism. The SIP will be monitored throughout the school year. The leadership team will continue to review pertinent information and collaborate to ensure the students continue to receive the support, accommodations, and instruction necessary for their educational and behavioral growth.
-IEP data as well as progress toward standards will continue to be reviewed multiple times a year to

ensure students mastery of goals and growth toward standards.

-Students will continue to participate in state assessments as outlined in their IEPs and the data will be used to help guide placement as well as to provide additional data for present levels of performance in their IEPs.

- Benchmarks and growth measures will continue to provide progress monitoring toward standards.

- Multidisciplinary team meeting occur weekly to discuss and monitor students of concern and provide solutions and strategies for teacher and staff support.

-The leadership team will continue to monitor by:

**Reviewing lesson plans, submitted monthly by teachers

**Classroom walk-throughs and observations

**PLCs

**Student attendance

**IEP data review

**ASD Tool

- The leadership team meets weekly to collaborate, review data, problem solve any issues with curricula, staffing, and student progress. The team will also review the SIP throughout the school year to maintain accuracy and monitor progress.

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 PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 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	14	11	8	18	11	12	13	8	9	104
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	3	4	1	1	7	19
Level 1 on statewide Math assessment	0	0	0	30	3	4	2	2	5	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	23	9	3	3	4	1	1	7	66

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	3	3	4	2	1	5	18

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	
Students retained two or more times	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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	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	

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	

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	
Students retained two or more times	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*	24	49	53	37	52	55	38		
ELA Learning Gains				47			39		
ELA Lowest 25th Percentile				34			25		
Math Achievement*	32	51	55	41	45	42	45		
Math Learning Gains				51			33		
Math Lowest 25th Percentile				31			14		
Science Achievement*	13	46	52	35	48	54	38		
Social Studies Achievement*	24	63	68	31	57	59	30		
Middle School Acceleration		68	70		51	51			
Graduation Rate	92	73	74	100	38	50	100		
College and Career Acceleration	0	39	53	0	62	70	0		
ELP Progress		53	55		64	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)	ATSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

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	31	Yes	1	1
ELL				
AMI				
ASN				
BLK	9	Yes	4	1
HSP	23	Yes	4	1
MUL				
PAC				
WHT	26	Yes	1	1
FRL	23	Yes	4	1

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	41			
ELL				
AMI				
ASN				
BLK	36	Yes	3	
HSP	36	Yes	3	
MUL				
PAC				
WHT	44			
FRL	37	Yes	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	24			32			13	24		92	0	
SWD	24			32			13	24		0	7	
ELL												
AMI												
ASN												
BLK	9			19			0				3	
HSP	22			32			15	20			5	
MUL												
PAC												
WHT	30			35			14	25			4	
FRL	22			28			10	22			5	

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	37	47	34	41	51	31	35	31		100	0	
SWD	37	47	34	41	51	31	35	31		100	0	
ELL												
AMI												
ASN												
BLK	29	54	55	20	42		18					
HSP	29	43			42	53		28	18			
MUL												
PAC												
WHT	45	48	25	49	53	30	45	45		100	0	
FRL	31	43	31	33	44	21	25	37		100	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	38	39	25	45	33	14	38	30		100	0	
SWD	38	39	25	45	33	14	38	30		100	0	
ELL												
AMI												
ASN												
BLK	28	35		31	33							
HSP	26	35		40	38		18	18				
MUL												
PAC												
WHT	47	43		54	33		39	38		100	0	
FRL	32	40	17	37	32	18	36	26		100	0	

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.
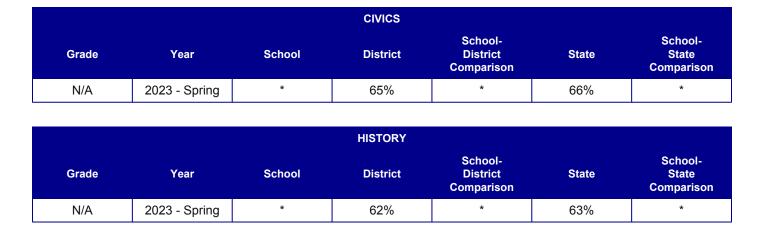
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
05	2023 - Spring	*	56%	*	54%	*
07	2023 - Spring	*	48%	*	47%	*
08	2023 - Spring	*	47%	*	47%	*
09	2023 - Spring	*	48%	*	48%	*
04	2023 - Spring	*	58%	*	58%	*
06	2023 - Spring	*	45%	*	47%	*
03	2023 - Spring	*	48%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	*	57%	*	59%	*
04	2023 - Spring	*	52%	*	61%	*
08	2023 - Spring	*	65%	*	55%	*
05	2023 - Spring	*	56%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	46%	*	44%	*
05	2023 - Spring	*	51%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	*	65%	*	66%	*

HISTORY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	*	62%	*	63%	*

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.

Social studies achievement was the lowest performing test result, at 31. The contributing factors to the low social studies achievement scores are the following:
For students with autism spectrum disorder, standardized assessments prestent a host of difficulties. When testing students with ASD, it may be difficut or impossible to adhere to the administration guidelines and still elicit the student's best performance. Tests that are highly dependent on language comprehension, for example, may be biased against students with ASD (Watson & marcus, 1999). Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the perfomance subtests, receptive language skills are required to understand the directions. The communication deficits faced by all students with ASD puts them at a disadvantage on tests dependent on receptive an expressive language use. Other characteristics of Autism specutrum disorders affect the standardized testing situation. In addition to language skill deficits, a student with ASD may lack other skills required in the testing situation. Atypical interests, repetitive behaviors, stereotypic behviors, disruptivebehaviors, and inattention demonstrated by many students with ASD may further complicate the testing situation.
Social studies curriculum typically requires reading and literacy skills, comprehension, prediction, and inference skills related to problem solving, and social understanding. It should also be noted, the four primary areas covered in language studies are listening, reading, speaking and writing. A language cannot be mastered without first mastering its vocabulary. The acquisition of vocabulary is an important part of the learning process, especially in English language learning. Having English language skills, whether for students who are generally developing or students with autism, can aid them in the future with their schooling and employment. However, understanding the English language will be almost impossible if they do not understand the vocabulary component of the language.

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

Science achievement showed the greatest decline from 37 in 2019 to 35 in 2022. The contributing factors that impacted the decline in science achievement test scores are as follows:
For students with autism spectrum disorder, standardized assessments prestent a host of difficulties.

When testing students with ASD, it may be difficut or impossible to adhere to the administration guidelines and still elicit the student's best performance. Tests that are highly dependent on language comprehension, for example, may be biased against students iwth ASD (Watson & marcus, 1999). Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the perfomance subtests, receptive language skills are required to understand the directions. The communication deficits faced by all students with ASD puts them at a disadvantage on tests dependent on receptive an expressive language use. Other characteristics of Autism specutrum disorders affect the standardized testing situation. In addition to language skill deficits, a student with ASD may lack other skills required in the testing situation.
In addition,
Students with autism spectrum disorder experience difficulty comprehending science content because of the extensive amount of background knowledge required in conjunction with difficulties understanding abstract and figurative language. As students move beyond the primary grades, the focus of their school lives shifts from learning how to read to using reading to learn. From the middle grades on, students are expected to read and to understand increasingly more difficult materials in an array of content areas. Unfortunately, many students are unable to meet this expectation. For them, reading to learn from content area materials can be a struggle. A number of text- and student-related factors can make content area reading difficult for some students. For example, students may have little experience reading expository writing, the kind of text structure found typically in textbooks and other content area materials. Further, they may become frustrated and confused by the content-specific vocabulary and concepts that characterize these materials. Adding to their difficulties, students may have inadequately developed basic reading skills, such as word identification and decoding skills, and so may not be able to read with fluency. Atypical interests, repetitive behaviors, stereotypic behviors, disruptivebehaviors, and inattention demonstrated by many students with ASD may further complicate the testing situation.

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.

The component with the greatest gap when compaired to the state average social studies achievement with a state average at 72 and a school average of 31. This gap can be explained by the following:
For students with autism spectrum disorder, standardized assessments prestent a host of difficulties. When testing students with ASD, it may be difficut or impossible to adhere to the administration guidelines and still elicit the student's best performance. Tests that are highly dependent on language comprehension, for example, may be biased against students iwth ASD (Watson & marcus, 1999). Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the perfomance subtests, receptive language skills are required to understand the directions. The communication deficits faced by all students with ASD puts them at a disadvantage on tests dependent on receptive an expressive language use. Other characteristics of Autism specutrum disorders affect the standardized testing situation. In addition to language skill deficits, a student with ASD may lack other skills required in the testing situation.
In addition, Atypical interests, repetitiv behaviors , stereotypic behviors, disruptivebehaviors, and inattention may further complicate the testing situation. It should also be noted, the four primary areas covered in language studies are listening, reading, speaking and writing. A language cannot be mastered without first mastering its vocabulary. The acquisition of vocabulary is an important part of the learning process, especially in English language learning. Having English language skills, whether for students who are generally developing or students with autism, can aid them in the future with their schooling and employment. However, understanding the English language will be almost impossible if they do not understand the vocabulary component of the language.

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

The data component showing the most improvement was the school's ELA lowest 25th percentile; increasing from 17 in 2019 to 34 in 2022.

The actions taken by Palm Beach School for Autism included more teacher trainings with Unique Learning System (ULS) curriculum.

ULS provides scaffolded lessons differentiated for three levels of ability which allow students to begin at their level, them move up to more challenging content with repeated exposure to high-frequency words, vocabulary and key concepts, phonics/early reading instruction, nonfiction/informational text, and thematic units that cover a full range of reading and ELA standards.

ULS has always been aligned to the latest in literacy research, which is a key to meaningful growth for unique learners. It's the only curriculum that's aligned to the Science of Reading and specially designed for students with moderate to severe disabilities across all grade levels. ULS also provides age-appropriate, direct, systematic instruction in alphabet knowledge and phonological awareness. For preschool and elementary students, the focus is on recognizing that spoken language is made up of sounds and those sounds can be used to communicate through reading and writing. Unique Learning System builds phonics comprehension by exploring the sounds of consonants and vowels, strengthening letter-sound knowledge, and showing how to use patterns to decode words. Students are provided opportunities to decode and encode words, read high frequency words, and put this knowledge into practice during shared and independent reading tasks.

Finally, Unique Learning System's lesson plans incorporate differentiation and high-leverage instructional practices like modeling to meet a variety of needs. They include instructional targets in reading and step-by-step instructional routines. Lessons involve shared reading and multiple reads of the same text. Through this strategic guidance, all students get exposure to rich texts and fluent reading. This provides purposeful listening and reading opportunities.

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

Reflecting on the EWS data, it is obvious the two areas of greatest concern for our students at Palm Beach School for Autism are in the content areas of Science and Social Studies achievement.

or students with autism spectrum disorder, standardized assessments prestent a host of difficulties. When testing students with ASD, it may be difficut or impossible to adhere to the administration guidelines and still elicit the student's best performance. Tests that are highly dependent on language comprehension, for example, may be biased against students iwth ASD (Watson & marcus, 1999). Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the perfomance subtests, receptive language skills are required to understand the directions. The communication deficits faced by all students with ASD puts them at a disadvantage on tests dependent on receptive an expressive language use. Other characteristics of Autism specutrum disorders affect the standardized testing situation. In addition to language skill deficits, a student with ASD may lack other skills required in the testing situation. Atypical interests, repetitive behaviors, stereotypic behviors, disruptivebehaviors, and inattention demonstrated by many students with ASD may further complicate the testing situation.

Social studies curriculum typically requires reading and literacy skills, comprehension, prediction, and inference skills related to problem solving, and social understanding. It should also be noted, the four primary areas covered in language studies are listening, reading, speaking and writing. A language cannot be mastered without first mastering its vocabulary. The acquisition of vocabulary is an important part of the learning process, especially in English language learning. Having English language skills, whether for students who are generally developing or students with autism, can aid them in the future with their schooling and employment. However, understanding the English language will be almost impossible if they do not understand the vocabulary component of the language.

Students with autism spectrum disorder experience difficulty comprehending science content because of the extensive amount of background knowledge required in conjunction with difficulties understanding abstract and figurative language. As students move beyond the primary grades, the focus of their school lives shifts from learning how to read to using reading to learn. From the middle grades on, students are expected to read and to understand increasingly more difficult materials in an array of content areas. Unfortunately, many students are unable to meet this expectation. For them, reading to learn from content area materials can be a struggle. A number of text- and student-related factors can make

content area reading difficult for some students. For example, students may have little experience reading expository writing, the kind of text structure found typically in textbooks and other content area materials. Further, they may become frustrated and confused by the content-specific vocabulary and concepts that characterize these materials. Adding to their difficulties, students may have inadequately developed basic reading skills, such as word identification and decoding skills, and so may not be able to read with fluency.

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

Improve reading fluency and comprehension skills
Expand language skills to promote improved performance in content areas

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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

All Students ELA Achievement: 37% Prior Year 38
Black ELA Achievement 29% Prior Year 28
Hispanic ELA Achievement 29% Prior Year 26
FRL ELA Achievement 31% Prior Year 32

Teacher use of Benchmark and HMH growth data to support IEP development. Teachers will use this data to identify low-performing students. Students with emerging and/or instructional scores will be identified and instruction will be targeted accordingly through direct instruction with curricula. In addition, the following evidence based interventions will be used to support Palm Beach School for Autism's low-performing subgroups:
- confidence counseling;
- growth mindset;
- direct vocabulary instruction;
- small group collaboration

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

By March 2024, 75% of the teachers at Palm Beach School for Autism will utilize benchmark and HMH data to draft specific, measurable annual IEP goals for their students.

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

-Teacher mentors will be accessible for new/beginning teachers for support in goal development
-Principals and Associate Director will continue to provide support and mentorship for goal development and curricula training
-Progress tracking will be monitored to track progress

Person responsible for monitoring outcome:

Allison Ballin (allib@pbsfa.org)

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.)

1. Direct instruction for professional development from administration will include training from various curricula experts weekly as well as on professional development days.
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan
4. Parent Involvement

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Access to trainings/ use of skill based training will promote exposure to knowledge and provide opportunities for practice and corrective feedback.
2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
3. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
4. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.

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.

Direct instruction for professional development from administration will include training from various curricula experts weekly as well as on professional development days.
1. Establish professional development schedule and schedule curricula experts.
2. Establish and implement Schoolwide Discipline Plan
3. Establish and implement Schoolwide Attendance Plan
4. Establish and implement Parent Involvement Plan

Person Responsible: Juliet Bliss (juliet.bliss@pbcharterschools.org)

By When: Beginning August and ongoing throughout FY24.

#2. Instructional Practice specifically relating to Differentiation

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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan. When examining the data related to learning gains and achievement, Palm Beach School for Autism consistently scored below the state average across all areas. With that in mind, Palm Beach School for Autism identified Instructional practice in the area of differentiation as a crucial need for improvement.
The following evidence based interventions will be used to support Palm Beach School for Autism's low-performing subgroups:
- confidence counseling;
- growth mindset;
- direct vocabulary instruction;
- small group collaboration
Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.
All Students ELA Achievement: 37% Prior Year 38
Black ELA Achievement 29% Prior Year 28
Hispanic ELA Achievement 29% Prior Year 26
FRL ELA Achievement 31% Prior Year 32

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

70% of teachers will conduct benchmark assessments three times by July 2024 to accurately reflect student progress

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

Juliet Bliss, principal PK - 5th grade, Jonathan Coyle, principal 6th - 8th grade, Patrick Pierre, director of Project Next, and Allison Ballin, Associate Director will perform regular checks within the curriculum for entries from teachers by running usage reports from ULS.

Person responsible for monitoring outcome:

Allison Ballin (allib@pbsfa.org)

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.)

1. Palm Beach School for Autism utilizes Unique Learning System Curriculum to meet the varied learning needs of students. Differentiation gives educators a way to deliver appropriately challenging content based on student learning level.
2. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
3. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. ULS allows teachers teachers to differentiate instruction across four main areas: content, process, product, and environment. To differentiate content, teachers consider the objective of a lesson, then provide students with flexible options about the content they study to meet the objective, from subject or topic to approach or presentation. ULS maintains 3 levels of differentiation for each instructional task in a lesson to ensure students learn from activities and materials that best match their capabilities for comprehension and demonstrating knowledge (Level 3 tasks offer fewer supports and increased interactivity compared to those in Levels 1 and 2).
The differentiated instruction through ULS, aligned to Florida's state standards, helps students at all levels, from all backgrounds, achieve their greatest possible gains.
2. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
3. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

During monthly teacher meetings, principals (Juliet Bliss & Jonathan Coyle) will review benchmark usage reports.

Person Responsible: Juliet Bliss (juliet.bliss@pbcharterschools.org)

By When: July 2024

Struggling teachers will be identified and required to attend monthly training sessions.

Person Responsible: Allison Ballin (allib@pbsfa.org)

By When: July 2024

Teachers will create all small group rotational cycles to ensure all students supported at their abilities and supported subgroups in August and ongoing throughout the year.

Person Responsible: Juliet Bliss (juliet.bliss@pbcharterschools.org)

By When: Ongoing throughout FY24.

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for tutorials.

Person Responsible: Juliet Bliss (juliet.bliss@pbcharterschools.org)

By When: Tutorials will begin during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

1.. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Leadership will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Leadership will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Leadership will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Juliet Bliss (juliet.bliss@pbcharterschools.org)

By When: Ongoing throughout FY24.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools was identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.