

Martin County School District

# The Hope Charter Center For Autism



2021-22 Schoolwide Improvement Plan

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# The Hope Charter Center For Autism

2580 SE WILLOUGHBY BLVD, Stuart, FL 34994

[www.hopecenterforautism.org](http://www.hopecenterforautism.org)

## Demographics

**Principal: Joanne Sweazey**

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Martin 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](http://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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## The Hope Charter Center For Autism

2580 SE WILLOUGHBY BLVD, Stuart, FL 34994

[www.hopecenterforautism.org](http://www.hopecenterforautism.org)

### 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 PK-8	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	%

### School Grades History

Year  
Grade

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Opening doors to a limitless future for people with autism spectrum disorder.

#### Provide the school's vision statement.

To provide a bridge of supports and strategies for people with ASD to be successful in school, home, community & career.

### 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
Sweazey, Joanne	Executive Director	To provide the leadership and vision necessary to design, develop, implement and evaluate a comprehensive program of instructional and supportive services which optimize available resources to establish and maintain a safe, caring and enriching environment to promote student success.

### Demographic Information

#### Principal start date

Friday 7/1/2016, Joanne Sweazey

**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.*

5

**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**

73

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

0

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

6

## 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	6	6	9	5	14	8	12	6	3	0	0	0	0	69
Attendance below 90 percent	1	3	4	1	6	3	6	0	0	0	0	0	0	24
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	10	8	7	5	3	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	8	7	5	3	0	0	0	0	32
Number of students with a substantial reading deficiency	6	6	9	5	14	8	12	6	3	0	0	0	0	69

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	5	3	3	0	0	0	0	0	0	11

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	2	0	0	0	0	2

Date this data was collected or last updated

Friday 10/8/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

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

**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	5	14	8	12	6	3	0	0	0	0	48
Attendance below 90 percent	0	0	0	1	6	3	6	0	0	0	0	0	0	16
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	10	8	7	5	3	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	8	7	5	3	0	0	0	0	32

**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	5	3	3	0	0	0	0	0	0	11

**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	2	0	0	0	0	2



## 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					33%	61%		33%	60%
ELA Learning Gains					46%	59%		44%	57%
ELA Lowest 25th Percentile					44%	54%		38%	52%
Math Achievement					61%	62%		58%	61%
Math Learning Gains					64%	59%		61%	58%
Math Lowest 25th Percentile					54%	52%		49%	52%
Science Achievement					31%	56%		30%	57%
Social Studies Achievement					95%	78%		63%	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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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					
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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
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.

I Ready

Benchmark Advance

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0		

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0		

### 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
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
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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	

ESSA Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## 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?

Students at Hope demonstrate significant deficits in language comprehension and executive function skills that affect their ability to demonstrate learned skills.

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

FSA ELA

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

Language impairment

Regression due to pandemic shutdown resulting in skill deficits that had previously been recouped.

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

math

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

Instructional personnel focused on finding accommodations and strategies that improved the math understanding of students while also targeting fluency in acquisition of math facts.

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

Language comprehension strategies that are effective in the development of visual concept imagery along with an increase in executive function skills are needed to close the achievement gap and accelerate learning.

#### 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.

Professional learning communities attended by instructional personnel representing classroom teachers, paraprofessionals, speech-language pathologists, occupational therapists and behavior analysts together reviewing data and determining effective interventions would assist teachers in developing the skills needed for accelerating learning.

**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 2 x a week focusing on adapting and accommodating the Benchmark advance curriculum.

Progress monitoring meetings will occur weekly and include all staff that work within a classroom along with administration. Meetings will focus on a review of behavioral, academic and IEP goal data to determine if current interventions are effective, if new interventions are needed, if professional development is needed to improve fidelity of intervention implementation and whether additional resources are needed to assist the student in closing the achievement gap. Collaborative focus group

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus Description and Rationale:</b>	An average of 26% of students made progress towards annual typical growth during the 2020 2021 school year. All students remained deficient in literacy. The core deficits associated with autism spectrum disorder are directly impacting student ability to comprehend language across all areas including reading comprehension.
<b>Measurable Outcome:</b>	By June 2022, 75% of students will demonstrate improved reading comprehension skills.
<b>Monitoring:</b>	Benchmark Advance assessments (Fluency quick checks for all grade levels with visual answer choices as needed for students who have a need for visual supports) and Individual Education Plan goals will be used to determine student progress.
<b>Person responsible for monitoring outcome:</b>	Joanne Sweazey (jsweazey@hopecenterforautism.org)
<b>Evidence-based Strategy:</b>	Differentiated instruction in decoding, fluency and comprehension will be implemented across all students using evidence based practices including Benchmark Advance Intervention, Concept Imagery instruction will be supported by the Visualizing and Verbalizing program through Lindamood Bell. Fluency will be addressed through precision teaching approaches supported by the Great Leaps program. Decoding instruction will be supported by reading mastery - direct instruction; Smile, Foundations and benchmark advance intervention. Professional learning communities will meet weekly among educators at Hope and monthly to include area experts in speech and language as well as literacy.
<b>Rationale for Evidence-based Strategy:</b>	Deficits in concept imagery are central to the deficient reading comprehension demonstrated by people with autism spectrum disorder making this the most appropriate evidence based intervention. . Implementation of differentiated interventions will address the often scattered skillset of students with autism. A varied approach with ongoing progress monitoring and professional development to support instruction will result in improved student outcomes. A 2010 study published in the Journal of Autism Development Disorders found that direct instruction, anaphoric cueing, reciprocal questioning comprehension strategy, collaborate learning, peer tutoring, computer based instruction to improve vocabulary and pragmatics instruction were some of the strategies identified to address reading comprehension deficits. Considering the scattered skillset common for students with autism, an array of evidence based interventions will be needed.

**Action Steps to Implement**

Aphantasia collaborative focus group

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Pre/post comprehension checks to inform instruction, intervention and enrichment.

**Person Responsible** [no one identified]

Adapt assessments and instruction to meet the instructional needs of the population of students at Hope.

**Person Responsible** [no one identified]

**#2. Other specifically relating to Parent Education**

**Area of Focus Description and Rationale:** Regardless of student needs, parents who are involved in their child's education demonstrated improved social skills, behavior and adaptive skills. Parent implemented intervention is an evidence based strategy associated with improved outcomes for people with autism. The rapid switch to remote learning in March 2020 revealed the need for improved and differentiated parent education to support family settings, community success and student outcomes. Attendance at Hope is deficient, but often a result of challenges the child and family must overcome to get to school daily. With improved understanding of autism, parents will increase their skills needed to effectively address the challenges faced by families.

**Measurable Outcome:** By June 2022 student attendance will improve by 25%.

**Monitoring:** Student attendance is monitored using the Focus student information system.

**Person responsible for monitoring outcome:** Joanne Sweazey (jsweazey@hopecenterforautism.org)

**Evidence-based Strategy:** Parent implemented intervention along with parent education are evidence based practices recommended to improve outcomes for students. Instruction for parents will be differentiated based on needs. For some parent, education will target the development of skills needed to be effective social coaches using the PEERS program out of UCLA. According to Autism Speaks, 2021, mothers of children with ASD work fewer hours per week and earn 56 % less than mothers of children with no health limitations and 35 % less than mothers of children with other disabilities or disorders. This can result in challenges with mental wellness, finances and social connections for families that can be supported through parent support groups, counseling and parent education.

**Rationale for Evidence-based Strategy:** Parent education is an evidence based practice as determined by the National Standards Project through the May Institute.

**Action Steps to Implement**

Establish regularly scheduled parent support groups with topics based on a parent survey.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Establish social coach training for families.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Educational tips for parents on the run that is adaptable for mobile communication. Blogs, questions, etc... to offer support for families.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Parent support group to meet at 1:00 at Hope.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Send a survey home for parents to determine what works best for them.



**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

### #3. Other specifically relating to Behavior

**Area of Focus** During the 2020 2021 school year students enrolled at The Hope Center and the Hope Academy demonstrated a 54% increase in appropriate behavior and a 42% decrease in problem behaviors.

**Description and Rationale:**

**Measurable Outcome:** By June 2022 students will demonstrate a 65% increase in appropriate behavior and a 30% decrease in problem behavior.

**Monitoring:** Problem and replacement behavior data is collected using individualized data sheets and then entered into the RTIb database.

**Person responsible for monitoring outcome:** Joanne Sweazey (jsweazey@hopecenterforautism.org)

**Evidence-based Strategy:** Functional behavior assessment and behavior intervention plans are evidence based practices that are grounded in a review of data to determine effective interventions. Ongoing data collection and analysis supports continued progress and ensures that interventions are effective.

**Rationale for Evidence-based Strategy:** The identification of problem behaviors through the collection of antecedent - behavior - consequence data to determine the function of a behavior is an evidence based practice effective in identifying the appropriate interventions for improved student progress. Ongoing data collection ensures that student progress remains a focus and changes are made when progress isn't made.

### Action Steps to Implement

Weekly progress monitoring meetings will review student behavior progress.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

During the month of August data will be gathered and reported using antecedent - behavior - consequence format to assess validity of current behavior plans, re-address functional behavior assessments and develop new functional behavior assessments and behavior intervention plans as applicable for all students.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Students who do not show an increase in use of replacement behaviors and a decrease in demonstration of problem behaviors for more than 2 weeks with no known cause for the lack of progress (medication changes, home situation, etc.) will be observed by administration and behavior data in A-B-C format will be collected and analyzed to determine if the initial function of the behavior was accurate and if new interventions are needed.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

**#4. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** Students with autism demonstrate deficits in executive function skills that affect their ability to initiate, engage in and complete an assigned task. The inability to complete tasks often results in failed coursework, classroom disruption and unexpected behaviors. Addressing this deficit is essential to preparing our students for future participation in less restrictive settings.

**Measurable Outcome:** By June 2022, 90% of students will initiate, engage in and complete an assigned task when provided with an engineered workspace.

**Monitoring:** Student work completion will be monitored through data collection

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Visual engineering of the classroom environment is an evidence based practice per the May Institute National Standards Project.

**Rationale for Evidence-based Strategy:** Visual engineering builds on the strengths of students with autism who often respond well to visually structured supports, consistent routines and supports that decrease the reliance on language skills for success.

**Action Steps to Implement**

Develop a flow chart for attendance monitoring and intervention.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Meet with parents who have a history of poor attendance or tardiness to determine interventions to assist them at home in transitioning their child to school.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

**#5. Culture & Environment specifically relating to Community Involvement**

**Area of Focus Description and Rationale:** Students with autism do not read environmental situations and pick up cues about what behavior is acceptable and what isn't. Some of these deficits affect student social interactions and others can affect their independence and well being in the community. Students enrolled in Hope need to learn life skills in addition to the academics that they are instructed in daily. Without direct instruction in life skills, students will not be able to function appropriately in society which will negate any positive outcomes from academic progress.

**Measurable Outcome:** By June 2022, 100% of students will acquire one or more life skills required for independence in home or community. Skills to be acquired include eating, drinking, dressing, addressing health care needs, dental needs and recreational needs.

**Monitoring:** IEP goal progress will measure student success in acquiring life skills.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Modeling, video modeling, naturalistic teaching strategies and story based interventions are all identified as evidence based strategies for students with autism.

**Rationale for Evidence-based Strategy:** The use of modeling, video modeling, naturalistic teaching strategies and story based interventions allow generalization across settings including home and community making these interventions and approaches most appropriate for this population.

**Action Steps to Implement**

Afterschool programs will be offered during aftercare for students with the support of Hope staff to ensure positive outcomes. Programs will include Tae Kwan Do, Cheer, Scouts, Art, etc...

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Community resources will be brought to Hope to provide instruction for students and families. Possible resources include dentists, doctors, nutritionists, etc...

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Student eating, dressing and hygiene issues will be addressed at natural times throughout the school day with the assistance of occupational therapists if applicable.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

Hygiene kits will be provided for all students and used with instruction during the school day. Kits will be age appropriate.

**Person Responsible** Joanne Sweazey (jsweazey@hopecenterforautism.org)

**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.

### 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.

A positive school culture and environment begins with a clear and mutually understood mission that serves as the foundation for all activities at Hope. Collaboration among educators and support staff is a regular part of school culture. Supporting the development of staff, providing opportunities for advancement, respecting the roles and responsibilities of all staff and celebrating success while supporting weakness through professional development are all required for a positive school culture.

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

Administration is essential in prompting a positive culture. Administrators are here to support all school staff with their role being to serve and develop employees rather than to manage them. Leaders throughout the school must each be respected for the value that they bring to our staff and students daily.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Other: Parent Education	\$0.00
3	III.A.	Areas of Focus: Other: Behavior	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
Total:			\$0.00