

# Hope Center for Autism Strategic Plan

## **MISSION STATEMENT**

Open doors for people affected by autism. This is accomplished by providing the supports and services needed by children with autism so that they may reach their full potential.

## **SCHOOL PURPOSE**

The purpose of The Hope Center for Autism Inc. is preparing our students to be college, career and community ready through the implementation of evidence-based interventions designed to support the learning needs of students with autism spectrum disorder. At Hope we believe all students can learn when provided with the supports needed to understand and effectively respond to the academic, communication and social expectations of our world.

## **VISION**

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

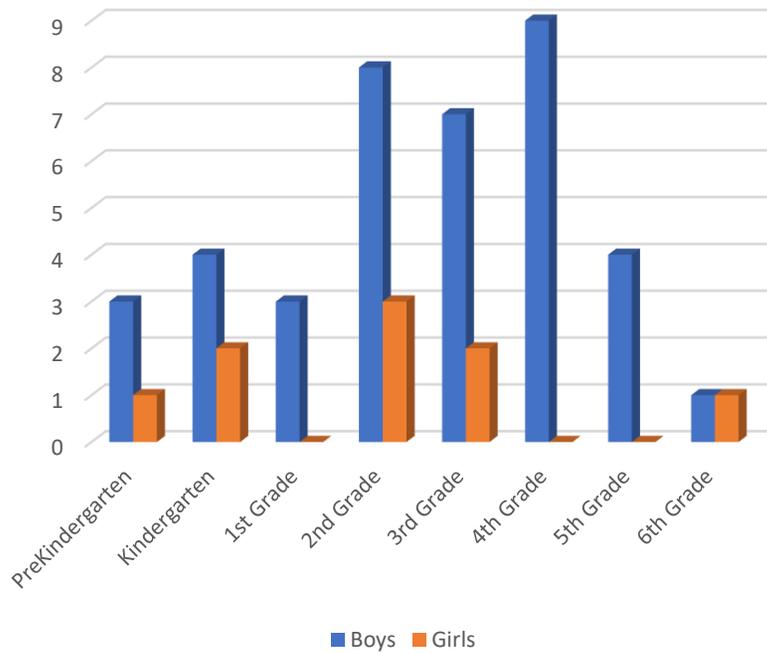
## Belief Statements

At The Hope Center for Autism we believe...

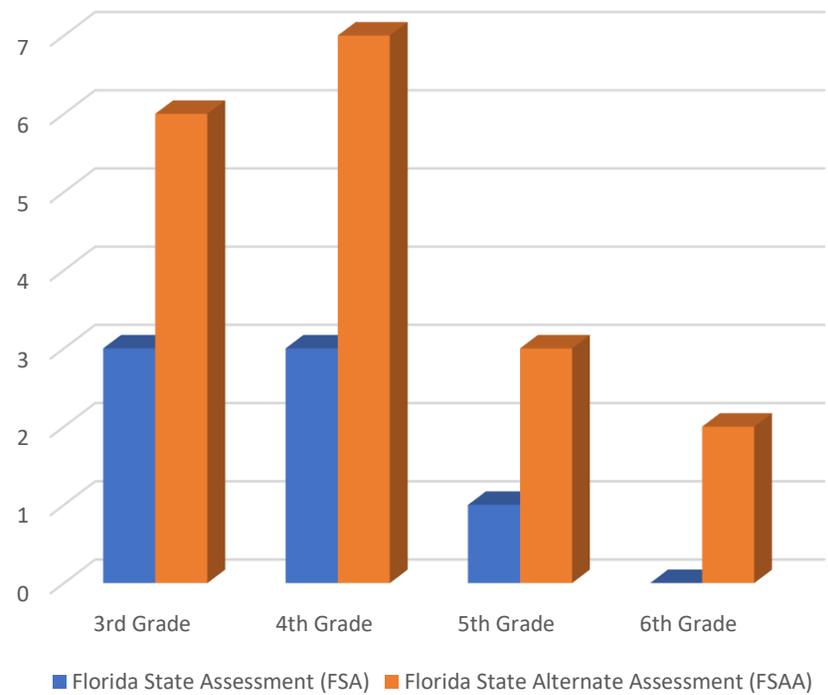


# Demographic Profile

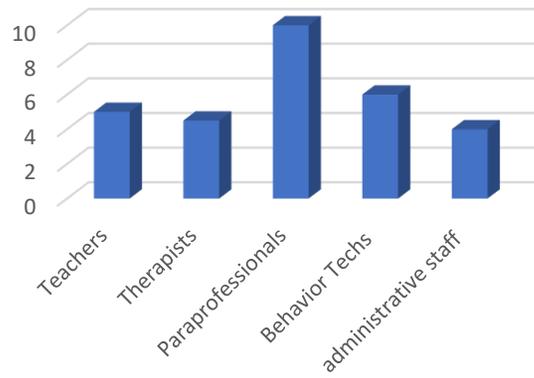
Hope Center for Autism & Hope Academy  
for Autism Florida State Assessment 2019  
2020 Enrollment



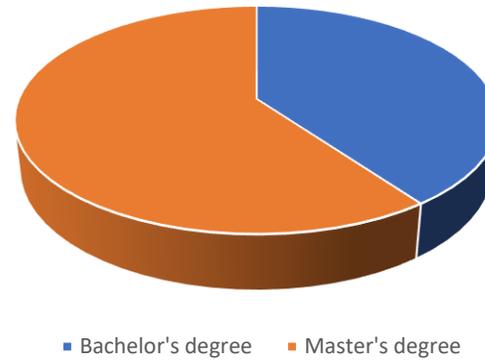
Florida Standards Assessment & Florida  
Alternate Assessment 2019 2020



Staffing  
19-20 school year



Advanced degrees all  
instructional staff  
19 -20



## Strategic Area of Focus: Literacy

BASELINE

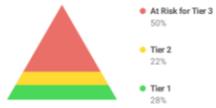
## Diagnostic Results



School: HOPE CENTER FOR AUTISM CS  
 Subject: Reading  
 Academic Year: 2019 - 2020  
 Diagnostic: Most Recent  
 Prior Diagnostic: None

Students Assessed/Total: 18/19

### Overall Placement



### Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	100%	5/6
Grade 1	100%	2/2
Grade 2	18% / 82%	11/11

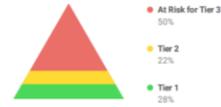
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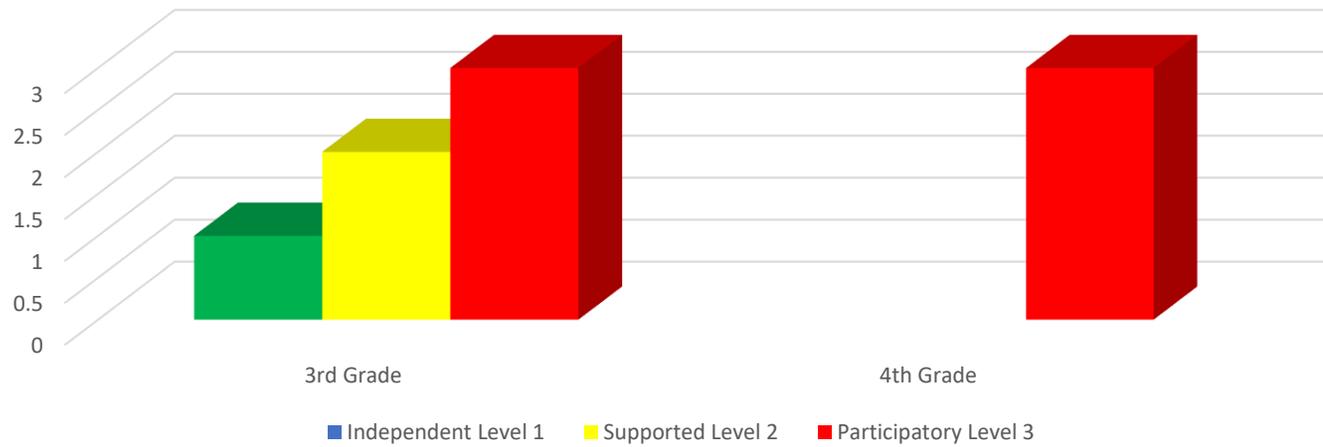
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Showing 3 of 3

Grade	Overall Grade-Level Placement	Students Assessed/Total
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English Language Arts  
FSA Scores 2018 2019



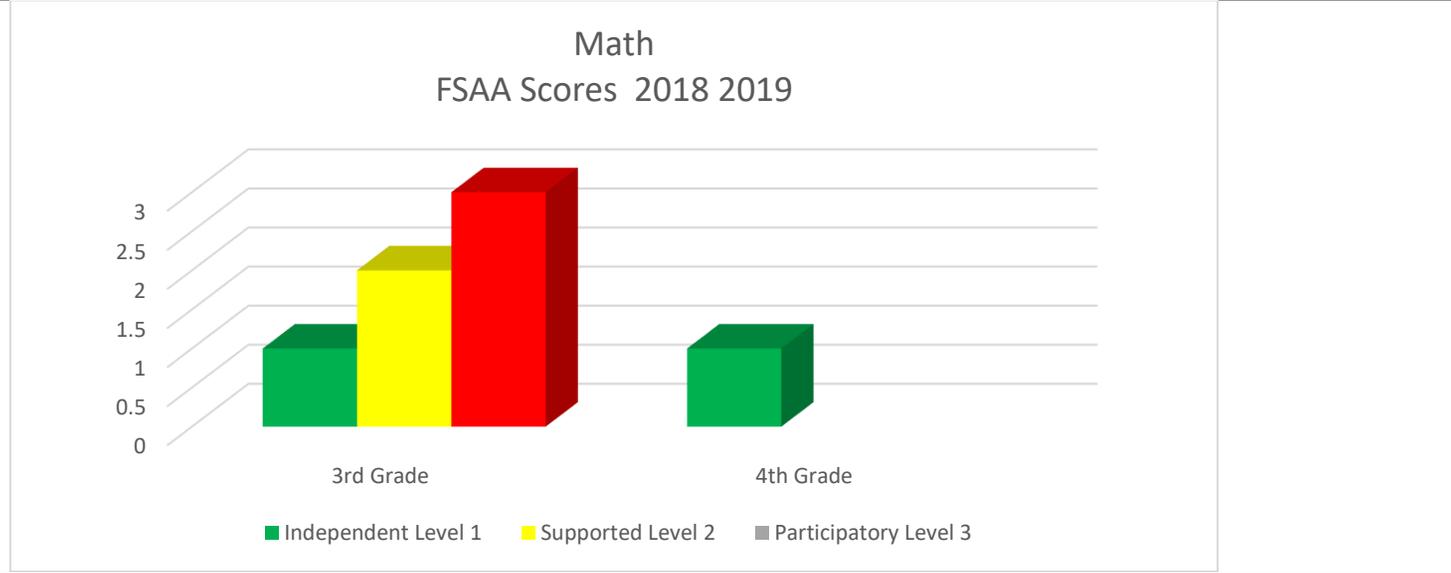
<p><b>Building Level Problem of Practice</b></p>	<p>The Hope Center and Hope Academy students struggle with skill acquisition due to language, sensory and executive function deficits. It is our job to find the instructional approaches that will help each child to improve. A variety of evidence-based curriculums are implemented, and progress is monitored on a regular basis. Changes are made when progress is stagnant.</p>
<p><b>Theory(ies) of Action</b></p>	<p>Students need to be able decode and comprehend effectively to progress in all academic areas. Theory of mind deficits affect our students’ ability to comprehend the actions, perspectives and intentions of characters in literature. Baseline data was gathered in August through assessment and parent surveys on student theory of mind ability. Interventions will be implemented throughout the year alongside ongoing professional development for staff. Interventions will be taught throughout the day through teacher modeling, whole group, small group and individual instruction, guided and independent practice opportunities and interactive software application designed to address literacy deficits. Parents and volunteers will read with students on a regular basis using the Read together, talk together books developed with questions and accommodated with core language boards for each story.</p>
<p><b>Goal:</b> By June 2020 100% of students in Pre-Kindergarten through 6<sup>th</sup> grade will meet their typical growth progression in English Language Arts according to the Spring I ready diagnostic.</p>	

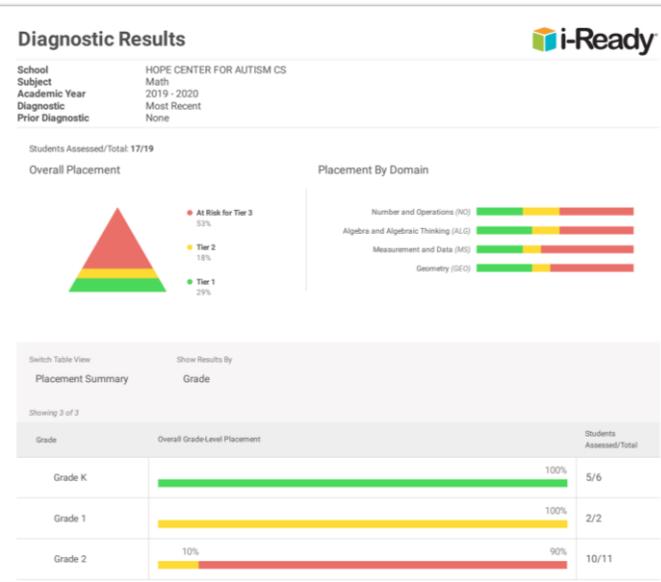
<b>Strategies in action</b>			
<b>Intervention/implementation strategies IF the adults... (insert your 1-2 measurable strategies)</b>	<b>Student results indicators WHEN we expect to see progress towards typical growth</b>	<b>Desired results (What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</b>	<b>Sources of data to monitor (Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</b>
<p>Increase the percentage of time devoted to addressing literacy skill acquisition through whole group, small group, individual instruction, guided and independent practice.</p> <p>Progress monitor student response to intervention and make changes when progress is stagnant after 4 weeks of intervention.</p>	<ol style="list-style-type: none"> <li>1. December 2019 diagnostic</li> <li>2. February 2020 progress monitoring</li> <li>3. April standardized testing</li> <li>4. May Iready Diagnostic</li> </ol>	<p>Teachers will provide literacy instruction at least 150 minutes a day in the areas of decoding, encoding, vocabulary, fluency, sight word identification and comprehension.</p> <p>Daily instruction in visualizing and verbalizing strategies</p> <p>Using a variety of curriculum and supports to instruct students in literacy:            ASD Reading            I Ready Instruction            Reading Mastery            Edmark Reading            SMILE reading            Great Leaps fluency            Units of Study</p>	<p>I Ready diagnostics and lessons</p> <p>Formative assessments</p> <p>ASD Reading</p> <p>FLKRS</p> <p>Reading records</p> <p>VPK Assessment</p> <p>Curriculum Based assessments</p>

		Words their way Foundations	
Directly instruct students in theory of mind skills including joint attention and character Visual perspective taking.		Daily instruction in the acquisition of Theory of mind skills. <u>ToM instructional resources</u> Social thinking worksheets Stand in my shoes The incredible flexible you Superflex School created resources	Spring I ready diagnostic ASD Reading Teacher made assessments

Strategic Focus: Mathematics

BASELINE





**Goal 2:** *By June 2020 80% of our students will increase their math skills by one grade level.*

**Building Level Problem of Practice** Our students demonstrate a wide array of skill deficits in the area of math. The most impactful of these deficits for future math skill acquisition is place value. Place value is a concept that is often difficult for students with autism and impacts their ability to complete mathematical equations.

**Theory(ies) of Action** Students need to understand the concept of place value and apply that knowledge in solving math problems. We need to provide our students with the vocabulary to comprehend the concept of place value and apply that concept across different situations. Teachers will use hands on manipulatives to help students explore and solve mathematical problems involving place value.

**Strategies in action**

<b>Intervention/implementation strategies</b> IF the adults... (insert your 1-2 measurable strategies)	<b>Student results indicators</b> THEN we expect to see an increase in the percent of students make learning	<b>Desired results</b> (What will the adults be doing differently when you are successful at this goal?)	<b>Sources of data to monitor</b> (Insert what data sources will be used for progress monitoring)
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	<b>gains from Fall 2019 to Spring 2020 on local and state assessments.</b>	<b>What will the students be doing differently when you are successful at this goal?)</b>	<b>throughout the goal period, not just at the end.)</b>
<p>Teach students to identify number names and values.</p> <p>Teach touchpoints</p> <p>Teach simple addition and subtraction facts.</p> <p>Teach skip counting of 1's, 2's, 3's, 5's, 10's</p> <p>Teach students to group numbers by 10's</p> <p>Explain the vocabulary of digit, number, addition, subtraction, more, less, etc.</p> <p>Teach using visuals and manipulatives</p> <p>Teach use of a basic T chart</p> <p>Use number lines, colors, manipulatives, other visuals.</p> <p>Provide numerous activities for students to experiment with place value exchanging items with a value of 10.</p>	<p>We expect our students to demonstrate an understanding of place value across a variety of problems.</p> <p>Students will be instructed in place value concepts in whole group, small group, individual, guided and individualized practice opportunities.</p>	<p>Teachers will incorporate place value examples throughout the school day.</p> <p>Students will demonstrate an understanding of place value through an increase in learning gains.</p>	<p>Formative assessments teacher and curriculum designed assessment I ready diagnostic and lesson performance</p>

Demonstrate adding and subtracting with manipulative and visuals.			
<b>Strategic Area of Focus: Communication</b>			
Goal	<b>All students will have a form of communication used independently across settings to express wants and needs.</b>		
<b>Building level problem of practice</b>	Students with autism demonstrate significant receptive, expressive and pragmatic language deficits that severely impact their ability to function in school, home and community. Lack of communication supports prevents progress academically and socially and often increases problem behaviors.		
<b>Theory of Practice</b>	Core language will be implemented throughout the school and incorporated into all activities. Students who are unable to initiate consistently or do not understand the purpose of communication may use the picture exchange communication system levels one and two to learn how a communicative exchange works and how to find a communication partner. Students who may benefit from a communication device may also have that support provided and taught during the day.		
<b>Strategies in action</b>			
<b>Intervention/implementation strategies</b> <b>IF the adults... (insert your 1-2 measurable strategies)</b>	<b>Student results indicators</b> <b>THEN we expect to see an increase in the percent of students make learning gains from Fall 2019 to Spring 2020 on local and state assessments.</b>	<b>Desired results</b> <b>(What will the adults be doing differently when you are successful at this goal?</b> <b>What will the students be doing differently when you are successful at this goal?)</b>	<b>Sources of data to monitor</b> <b>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</b>
Teachers will assess student communication abilities and needs across situations and expectations.  Provide parent training in the use of communication supports at home.			Teacher observation School made checklists SLP reports

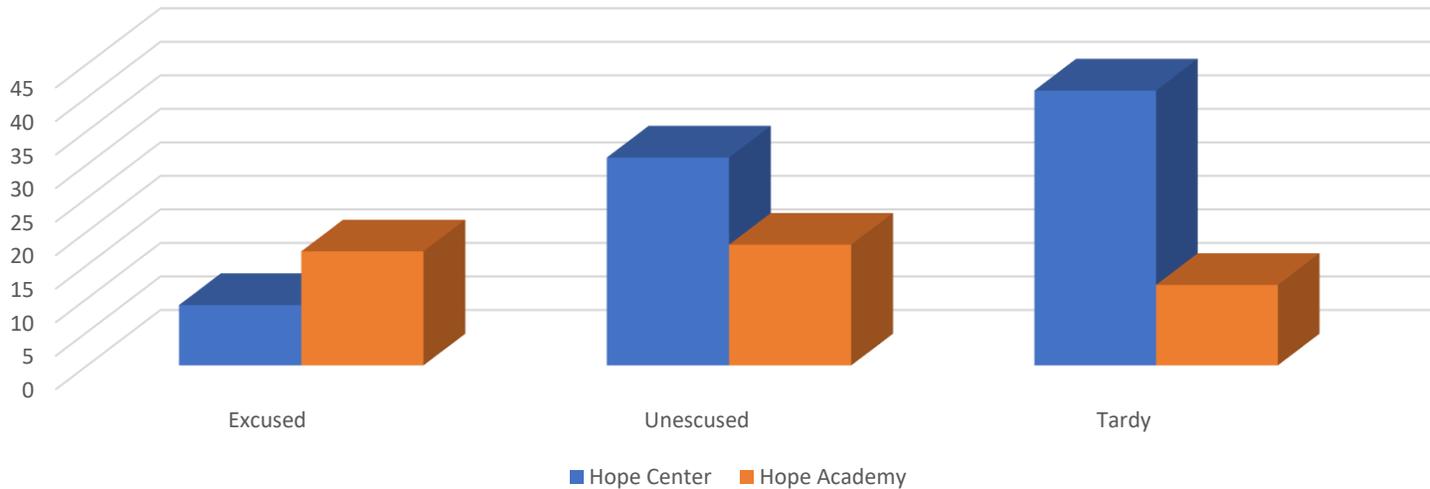
<p>Provide an opportunity for families to create communication supports.</p> <p>Provide professional development for staff in a variety of communication interventions.</p>			
<b>Safety</b>			
<b>Goal:</b>	<i>Safety measures will be addressed through the PBIS committee and board of directors at least four times during the year as measured through attendance/minutes by June 2020.</i>		
<b>Building Level problem of Practice.</b>	Our priority is student safety at school, home and in the community. Keeping our students safe is an ongoing challenge due to their executive function and social skill deficits. Transitions in school and the community result in a decrease in ability to self-regulate resulting in unexpected behaviors that may lead to unsafe situations.		
<b>Theory of Action</b>	Safety measures will be implemented in our current building and future locations to keep children safe at all times. Parents will be informed of all measures found to be helpful in our environment. Ongoing compliance with legislation will be addressed on a regular basis.		
<b>Strategies in action</b>			
<b>Intervention/implementation strategies</b> <b>IF the adults... (insert your 1-2 measurable strategies)</b>	<b>Student results indicators</b> <b>THEN we expect to see an increase in the percent of students make learning gains from Fall 2019 to Spring 2020 on local and state assessments.</b>	<b>Desired results</b> <b>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</b>	<b>Sources of data to monitor</b> <b>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</b>

<p>Include safety concerns in agenda for board meetings and PBIS meetings.</p> <p>Increase safety awareness for staff and families in school and community through professional development, parent training and other forms of communication.</p> <p>Create a reunification plan in the event of a building evacuation.</p>	<p>Increase professional development in safety issues for people with autism.</p> <p>Instruct students in age appropriate safety awareness.</p> <p>Provide parents with information regarding safety awareness in home and community.</p> <p>Establish a safety system in conjunction with law enforcement for community safety prevention.</p>	<p>Staff will participate in professional development.</p> <p>Increased safety awareness for students, staff, families a community.</p> <p>Develop a collaborative approach to safety awareness for students with autism in the community.</p>	<p>Safety/ student/staff incident reports</p> <p>Drill data</p> <p>Meeting agendas/minutes/attendance</p>
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**Attendance**

**Baseline:** 90.46% average attendance for the school

Attendance by School  
2019 2020



<b>Goal 4:</b>	<i>By June 2020 attendance and punctuality at school will improve as measured through focus data/ attendance sheets/parent sign in.</i>		
<b>Building level problem of practice</b>	We would like to improve the attendance and punctual arrival of our students to improve their academic performance. Students with autism often have sleep deficits, difficulty with transition and food sensitivity or specific preferences. These issues result in being tardy to school or missing school completely. Students miss instruction, fall behind and become frustrated that they have missed information		
<b>Theory of practice</b>	To increase our attendance and punctuality at school staff will implement a variety of strategies to assist parents. We will conference with parents when a child has missed three or more days of school without an excuse or has been tardy more than three times. Conferences will address the reasons for the absence/tardy and help parents with the development and implementation of interventions. Parents/students will be reinforced for attendance/promptness.		
<b>Strategies in action</b>			
<b>Intervention/implementation strategies</b>	<b>Student results indicators</b>	<b>Desired results</b>	<b>Sources of data to monitor</b>

<b>IF the adults... (insert your 1-2 measurable strategies)</b>	<b>THEN we expect to see an increase in the percent of students make learning gains from Fall 2019 to Spring 2020 on local and state assessments.</b>	<b>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</b>	<b>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</b>
<p>Monitor the attendance/punctuality of student arrival and initiate conversations with families to assist with home situations that may prevent timely arrival to school</p> <p>Conference with parents about strategies to improve the home morning routines.</p> <p>Provide training for parents in the implementation of various evidence-based strategies that may improve home routines.</p> <p>Reinforce families for timely arrival to school in the morning.</p>	<p>Improvement in attendance by 3 percentage points.</p> <p>Improvement in punctuality</p>	<p>Increase in student academic achievement.</p> <p>Increase in attendance and promptness.</p>	<p>Attendance and tardy data from Focus</p> <p>Sign in sheet for parents</p>
<b>Health</b>			
<b>BaselineAs of September 26, 2019 Staff have missed a total of 25 days.</b>			
<b>Goal:</b>	<b><i>Improve the health of staff and students resulting in a decrease in absenteeism due to sickness for both groups.</i></b>		

Strategies in action			
<b>Intervention/implementation strategies</b> <b>IF the adults... (insert your 1-2 measurable strategies)</b>	<b>Student results indicators</b> <b>THEN we expect to see an increase in the percent of students make learning gains from Fall 2019 to Spring 2020 on local and state assessments.</b>	<b>Desired results</b> <b>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</b>	<b>Sources of data to monitor</b> <b>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</b>
<p>Provide education to students about germs, washing hands and cleaning.</p> <p>Educate parents on how to help their children wash hands, clean their room, use hygienic practices at home and in the community.</p> <p>Professional development for staff on health and safety supports for students.</p>	<p>Decrease in the number of school days missed by staff and students due to illness.</p>	<p>Staff will increase attendance.</p> <p>Students will increase attendance</p>	<p>Time and attendance data for staff</p> <p>Attendance and excuse notes for students.</p>
Behavior			



<p>Provide instruction in social skills and executive function skills daily.</p> <p>Provide professional development for staff in social skills and executive function skills development and intervention.</p> <p>Provide parent training in social and executive function skills develop.</p>	<p>Decrease in problem behaviors school wide. Increase percentage of students demonstrate school wide expectations.</p> <p>Increase replacement behaviors and decrease problem behaviors.</p>	<p>Adults will provide instruction in targeted social skills on a daily basis while also incorporating the targeted skills throughout the school day.</p> <p>Students will be interacting appropriately with peers and self-regulating throughout the day.</p>	<p>RTI b Data for tier 1, 2, &amp; 3.</p>
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