

PETERS

School Improvement Annual Report 2008-09

Glen H. Peters School provides educational services for Macomb County students, ages 3 to 26, who have moderate to severe cognitive impairments or severe multiple impairments, and have been referred by their local school districts. As of May 2009 we had 302 students. Our average daily attendance rate last year was 82%.

Our staff believes that:

- All students are unique, learning in their own style and at their own pace.
- All students are worthy of respect.
- All students are contributing members of their community.
- Education is a shared responsibility.

Status of School Improvement

This year we started a new initiative to improve students' social skills. Our school improvement goal focused on three specific skills:

1. Using appropriate greetings and/or farewells.
2. Gaining attention in a socially appropriate manner.
3. Demonstrating respect for the personal space of others.

Because this was the first year for this initiative, our first assessment provided baseline data on how our students are performing prior to any interventions. We will re-administer the assessment in one year to check progress after we have implemented strategies related to social skills.

Baseline Data from the Winter 2009 Social Skills Assessment

Social Skills Proficiency Level	# of Students	% of Students
Advanced	81	27%
Proficient	102	34%
Basic	73	24%
Below Basic	39	13%
Far Below Basic	5	2%

Another initiative our School Improvement Team has been working on is expanding our positive behavior support (PBS) program. The PBS committee has developed the "Three Gs" of Glen Peters (*good choices, good listening and good friends*). The "Gotcha" program, implemented in all classrooms, reinforces students when they demonstrate one of these behaviors. Three students a week were recognized for their success during the school year. Now that the Three Gs program is in place, we are tracking Behavior Incident Reports by computer to determine the program's effectiveness.

We also continued to work with students to improve their communication skills, our school improvement goal for the past several years.

Curriculum

The Individualized Education Plan (IEP) team sets the specifics of each student's curriculum based on the *Macomb County TMI/SMI Community-Reference Curriculum Guide*. It covers functional academics, self-management/home living, recreation/leisure, general community, on-site job instruction and vocational training. The overall objective is to help students gain functional skills and independence.

This year, teachers incorporated Michigan's Extended Grade Level Content Expectations (EGLCE) into all of their students' IEPs and daily instruction. Three of our teachers were directly involved in developing a county-level curriculum that is based on the state's content expectations, for students who have cognitive impairments.

Student Achievement

Student progress is assessed through formal reviews and by observing and measuring performance. Each student's IEP objective contains measurable criteria. In the fall of 2008, 93 of our students took part in MI-Access, Michigan's alternative to the MEAP for special education students; 11th graders took it in the spring of 2009. The following tables show results.

MI-Access—Supported Independence Number Assessed*

2008-09	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	#	#	#	#	#
English Language Arts (ELA)	7	2	5	6	8
Math	5	2	5	6	8
Science	---	2	---	---	8

MI-Access—Participation Number Assessed and Percentage Attaining or Exceeding Expectations

2008-09	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ELA	12	58%	10	20%	10	40%	17	41%	11	55%	5	*	12	58%
Math	9	*	10	20%	4	40%	7	41%	3	27%	5	*	12	33%
Science	---		---		3	30%	---		---		5	*	12	50%

2007-08	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ELA	10	30%	9	*	14	21%	13	31%	5	*	12	25%	5	*
Math	10	20%	9	*	14	21%	13	23%	5	*	12	17%	5	*

*On groups less than 10, there are no percentages shown because the state does not provide data on groups that small.

Use of Technology

Classroom staff use the Intellitools Classroom Suite, a computer program that allows students access to early literacy and pre-academic activities. Staff also use a network-based program to assess students' vocational skills. Augmentative communication systems are used with students during classroom instruction. Administrative staff use MISD-PBS, a computer program to record and monitor student incident reports. Four staff were introduced to Data Director and used it to design, implement and tabulate results of our social skills assessment.

Staff Development

Professional development training included the topics of cultural diversity, Brain Gym, epilepsy, teaching writing skills to developmentally delayed students, and using EGLCEs when writing IEP goals. Our behavior response team attended Crisis Prevention Institute recertification and advanced training, paraprofessionals attended training on billing Medicare for personal care, and a team was trained in CPR and the use of the automated external defibrillator (AED). We also revised our medical team response procedures.

All of our teachers meet the “highly qualified” standards of the federal *No Child Left Behind* (NCLB) act and IDEA.

Parent Participation

Approximately 84% of parents attended Individualized Education Plan (IEP) team meetings and 89% came to parent conferences. Our parent group made a generous donation which enabled the purchase of a gait trainer for use in classrooms, and provided an appreciation luncheon for our staff, along with supplies and treats throughout the year. The group also hosted workshops on guardianship, wills and trusts, understanding the IEP process, sensory development and interventions. A donation from a supporter enabled the purchase of a Wii system, and the Lambda Chi Omega sorority donated additional games and accessories.

Use of Community Resources

This year staff contracted with community businesses for student vocational jobs. Students who are old enough train for custodial, laundry, human services and supply distribution jobs within the school building each day. Bone Appetite, a dog biscuit company, is an ongoing vocational enterprise at the school. Our community-based instruction (CBI) program placed students at more than 50 sites to help them develop pre-vocational, academic, communication and leisure skills. Some of our older students participated in several visits to Lifetown, a simulated small town where they were able to practice social and life skills in a safe environment.

This year Glen Peters was supported through generous donations from the Alhambra, Kiwanis, Knights of Columbus, and community agencies. Our Peer Pal Program includes two classrooms from a neighboring elementary school, providing enrichment experiences for all participants. Other school activities were supported by volunteers from local schools and programs.

Points of Pride

- Parents and Friends of Glen Peters sponsored a golf outing and Vegas night which raised money for playground equipment.
- Students and staff participated in the ACES (All Children Exercising Simultaneously) walk and food drive for the St. Martin DePorres food bank.
- We provided parent and sibling support groups throughout the year.
- We implemented a schoolwide recycling program.



Macomb Intermediate School District Board of Education

John A. Bozymowski, *President* • Max D. McCullough, *Vice President* • Charles C. Milonas, D.D.S., *Treasurer* • Theresa J. Genest, *Secretary* • Edward V. Farley, *Trustee*
Michael R. DeVault, *Superintendent* • Beth Alberti, *Asst. Superintendent, Special Education and Student Services* • Dr. Cynthian Alderman, *Executive Director, Center Programs*

Glen H. Peters School

John Nader, *Principal* • 46650 Heydenreich Road • Macomb, MI 48044-4420 • (586) 465-6251 • www.misd.net

It is the policy of the MISD that no person, on the basis of race, creed, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity for which it is responsible.