

# AI PROGRAM

## School Improvement Annual Report 2007-08

***The mission of the Macomb Intermediate School District's Autistic Impaired (AI) Program is to promote learning for students with autism by providing instruction in an educational environment designed to develop independence in communication, social and community skills.***

The Autistic Impaired (AI) Program provides quality educational opportunities in Macomb County for students with autism, ages 3 to 26. As of May 2008 we had 399 students at our 13 school sites. Our average daily attendance rate last year was 92%.

### Status of School Improvement

Our school improvement team is made up of professionals, paraprofessionals and administrators from each of our sites. The entire staff provides input and helps collect data. At our school improvement meetings we set the following goals related to our assessment data and our mission. For each goal we set objectives and created an action plan to reach them.

**All students will increase their ability to effectively interact with others in group situations.** This year we focused specifically on using a grocery store. Social stories, visual supports, schedule systems and task analysis helped support instruction while pre-test, post-test and monthly data aided in tracking progress. Data indicate that our students at all levels have increased their ability to participate in grocery store routines effectively.

**All students will increase their ability to communicate effectively.** Our objective this year was for students to request sensory and leisure activities more often. To help teachers work on this goal, we designed data sheets, instructional strategies and supports. During a professional development day, staff watched a video on how to put ideas into action and then they discussed questions related to the goal. Data showed a 51% increase in independent functioning among students following implementation of our strategies.

### Curriculum

The curriculum is individualized to teach skills in communication, social interaction, vocational, and recreational/leisure activities. The emphasis is on communication-based instructional activities; functional, age-appropriate skills for work and daily living; and academic instruction that is geared to the student's needs.

*Addressing Unique Educational Needs (AUEN)* and the *WEBSTER Outcome Based Curriculum* provide the framework of our elementary/middle school curriculum; the *Syracuse Community-Referenced Curriculum* guides our secondary/post-secondary curriculum.

## Student Achievement

The nature and severity of the impairment that challenges our students requires a curriculum that focuses on communication and social skills, rather than traditional academics. The Individual Educational Plan (IEP) drives the specifics of the curriculum for our students and is a key component in establishing goals for them.

We measure a student's achievement on annual goals by using formal reviews, classroom observations and input from parents. We use assessments, such as the *Brigance Diagnostic Inventory*, the *Psycho-Educational Profile for Autistic Children*, AUEN, *Systematic Assessment System-Autism*, and the *Syracuse Community Referenced Curriculum*, to evaluate progress.

This year our students participated in the Supported Independence and Participation levels of MI-Access, Michigan's alternative assessment for students for whom MEAP, even with accommodations, is not appropriate. Both levels cover English language arts (ELA) and mathematics. At the Participation level, we tested 3 third graders, 1 sixth grader, and 1 eighth grader. There is no data to report since the state does not provide it when less than 10 students in a group are tested. The next tables show results for the Supported Independence level. This is the first year our 11th graders were assessed in science.

### MI-Access—Supported Independence

Number assessed and percentage meeting or exceeding expectations

English Language Arts (ELA)														
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Current*	23	70%	24	58%	16	50%	10	30%	21	57%	13	54%	12	50%
Prior Year			28	71%	35	48%	13	54%	20	55%	17	65%	11	55%

Math														
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Current*	23	65%	24	58%	16	56%	10	80%	21	76%	13	62%	11	73%
Prior Year			28	61%	35	48%	13	56%	20	60%	17	65%	12	58%

Science						
	Grade 5		Grade 8		Grade 11	
	#	%	#	%	#	%
Current*	16	38%	13	54%	11	73%
Prior Year						

\*Current year: For everyone but grade 11, the current year is fall of 2007; 11th graders were assessed in spring 2008.

## Staff Development

Our school improvement goals provide focus for our staff development efforts. Professional staff of our preschool students attended a two-day workshop on positive behavior support for young children. The entire staff attended a workshop on intervention strategies and developing positive behavior support plans. Staff also attended a workshop by a nationally recognized speaker on teaching social skills to children with autism. Throughout the year, various staff participated in training for first aid and CPR, computer file management, and Crisis Prevention Institute training. Teachers also attended conferences on autism and shared what they learned with other staff.

Forty-five of our teachers are fully certified with endorsements in autism.

## Technology

Staff use technology to reinforce academic skills, to help students learn problem-solving skills, to promote social interactions, and to develop visual supports. Computers, specialized software and a variety of voice output and writing devices are just a few of the items we use to help students reach their goals.

## Parent Participation

Parents play an active and varied role in our students' education. This year 86% of them attended annual IEP team meetings; 68% came to conferences. Parent volunteers contributed gifts to our holiday store and helped to set it up. They were also involved in a book fair that raised money for a newly designed library for our students. Parents also participated in carnival day, field trips, special luncheons and other events.

## Use of Community Resources

Students with autism learn best in the environment where the skills are most often used. Our community-based instruction (CBI) program provides students with the opportunity to do just that. Each week our students of all ages go on outings to neighborhood stores, restaurants, community and recreational facilities. CBI settings become the classroom for teaching skills, as well as for practicing skills learned in school. Older students receive on-the-job training to develop vocational skills leading to future job acquisition. We currently have 16 job sites throughout Macomb County.

## Points of Pride

- 41 of our students also attended their local school district part time.
- 18 of our students attended culinary arts classes at the Warren Consolidated School District's Career Prep Center.
- Three students completed the Michigan Rehabilitation Services Evaluation and have moved on to the process of competitive employment.
- The AI Program is a member of START (Statewide Autism Resources and Training) as a member of the Lakeside Regional Collaborative Network.
- We made AYP (adequate yearly progress) according to federal *No Child Left Behind Act* criteria.



### 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*

### Macomb Autistic Impaired Program

Marge Stoi, *Principal* • 11870 Eldorado • Sterling Heights, MI 48312-3943 • (586) 939-5391 • [www.misd.net](http://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.