

ATEC SCHOOL IMPROVEMENT PLAN

Mission Statement: Alpine Transition and Education Center (ATEC) encompasses a supportive, educational environment designed to transition students to the adult world through the development of personal skills and abilities. Instruction and activities are designed to guide students towards independence and participation in the community. Students will learn to navigate through life by working and socializing in the community as productive, contributing members of society. *(John is still working on this mission statement to bring it more current.)*

This document is prepared and presented by Alpine Transition and Education Center School Community Council. The council consists of parents, staff, and school employees that evaluate the current status of the school and plans for meaningful school improvement. Together, we have created the ATEC School Improvement Plan as a guideline for the future plans and dreams for our school. Included in this plan is the annual School LAND Trust Plan.

We believe that through the combined efforts of the staff, school employees and the parents of the students who attend ATEC, each child will have the opportunity to reach their maximum potential in preparation of the transition into their adult roles in the community. In order to capture each student's potential during their stay at ATEC, the teachers have developed a continuum of transition services that the School Community Council fully supports. That continuum is described in the programs listed below.

PROGRAM DESCRIPTIONS

Alpine Transition and Education Center is designed to provide students a continuum of services tailored to meet individual needs. All programs focus on the four main areas of transition: Education and Training, Jobs, Personal Life, and Living on Your Own. *(I wonder if we don't want to elaborate on these 4 main areas some?? I also wonder if it would be helpful to explain "transition" in more detail??)*

There are four specialized classes arranged to meet the individual needs of each student. Each class has their own curriculum that supports the students. Every student is assigned to a particular classroom after comprehensive testing and evaluation on their current abilities and needs. The following is a description of the four classes:

(These descriptions come directly from the teachers' curriculum and probably do not need our input although, if there are things that we think they should consider, I am sure that they are willing to listen.)

Life Skills: Students attending the Life Skills class are taught the skills to increase their independence in their home and community. The program focuses on teaching a variety of academic, social, and functional living skills related to the four transition areas. The curriculum and employment activities are customized according to each student's individual interests and needs.

Independent Living: The Independent Living program is designed to offer students a combination of classroom experience and exposure to a variety of work training sites in the community. Classroom instruction focuses on teaching the work skills and behavior necessary to obtain and maintain employment. ATEC has partnered with many local businesses to provide small-group training to students in the community. Under the direct supervision of a job coach, students work in small groups to generalize the classroom skills to real life situations.

Access: Students attending Access are ready to increase their ability to access the community with the fading support of ATEC staff and the increasing support of their peers and natural community supports. Student schedules are individualized based on their interests and work preferences. Working with the teacher, students will focus attention on developing IEP Goals, self-advocacy, academics, employable skills, social skills, and community access. With job coach support, the student will find a volunteer job in the community and will learn the needed skills to complete the job with the support of another peer. Job coach support will fade as the student increases their independence at the job site.

Outreach: The Outreach program is designed to provide education and support for students in their community instead of in the traditional classroom setting. Students have a modified education schedule tailored to the student's

post-school goals, dreams, and wishes for their future. The program is designed to phase the student out of the traditional school-based schedule and into following a “life schedule” that will continue into adulthood. Students develop a person-centered plan and are taught to advocate for themselves by developing, writing, and leading their own IEP. Students must be able to be alone safely. If a student is not able to be alone safely, the student’s family is responsible to arrange supervision for the student. All students attending the Outreach program must be employed or be willing to seek employment, volunteer work, or participate in an internship. Students will also learn to use public transportation to access school, the community, and their work placement.

The School Community Council will help to build and improve ATEC for the benefit of our students and for the students of the future. (This section needs be a better transition of our role concerning the funds from the School LAND Trust.)

School LAND Trust Plan

Annual Review

(My thought here would be to give more detail of the most recent plan that we are enacting but in subsequent years to reduce it down to a one liner so that a brief overview of our successes could be easily recognized by ourselves as well as the District and any legislators who might chance to read it.)

2011-12 Review: With the help of the School LAND Trust Plan, we were able to purchase Adaptive PE equipment for the students. Members of the School Community Council and a few Eagle Scout projects increased the amount of usable equipment for the students. This will definitely enhance the education of life long good health.

2011-12 Purchased additional equipment and supplies for the Sensory Room
2010-2011 Prepared the Sensory Room and purchased initial equipment.
2009-2010

Evaluation of Data

On an annual basis, the School Community Council will evaluate the current status of the school and the progress of the individual students. This evaluation will be done using.....???) This has been a major discussion among us and the biggest challenge for John since our students do not have standard testing methods.) Another resource the SCC will look to for input, will be the Teacher Collaboration Incentive Goal for the year. It is our desire to work closely with and be supportive of the teachers, principal and staff of this school. Their personal investment and involvement in the lives of our students is invaluable. We will also seek to obtain parental input through different methods of contact with the parents/caretakers. These may include but are not limited to online surveys, questionnaires after each IEP, input from the PTA, etc.

Establish the Needs:

ATEC’s four areas of focus; Education and Training, Jobs, Personal Life, and Living on Your Own along with the evaluation of the data will supply the SCC with the necessary information to identify the current needs of the school. All members of the council should participate in making the decision, which needs are of the greatest importance and that would affect the largest number of students possible.

Set the Goal:

In order to assist the SCC in evaluating their own progress, they will set a goal to meet the needs.

The School Community Council will use the following format to write the annual School LAND Trust Funds Plan. This is the format that is used to submit the plan to Alpine School District. Refer to the actual format for details needed in each section.

GOAL: (Include planned measurable gain and how it will affect student learning.)

2. TARGETED STUDENTS:

3. DATA used to develop this goal:

4. IMPLEMENTATION ACTIVITIES: The what, by when, by whom. This should also include a professional development component:

 Action Step #1:

 Step:

 Timeline:

 Estimated Resources:

 Person Responsible:

 Progress on Step:

There may be as many additional action steps as needed for the goals set by the SCC.

5. YEAR END PROGRESS TOWARD GOAL: Status of goal, progress toward goal and the barriers to achieve the goal.

The school principal, John Hughes will be responsible for submitting our plans as we complete them each year. [\(Anything else that we want to have in the SIP??\)](#)