



## **Wesley School 2011 - 2012 Annual Report**

### **Wesley School Mission Statement**

To provide an opportunity for all students  
to learn in a safe and supportive environment.

### **Wesley School Believes:**

- All students should be given the opportunity to learn and succeed.  
The goal for each student is to reach his/her potential.
- All students have value, worth, and the right to be treated with respect and dignity.
- All students have the right to privacy, their opinion, and personal safety.
- All students have the right to have their individual needs addressed.
- All students have the right to have options.
- All students should have learning opportunities in a least-restrictive environment.  
Students learn in different ways and at different rates.
- All staff can create conditions for learning.
- All staff must prepare students for success in the global community.  
Learning is a life-long process and occurs in many settings.

### **Vision**

As an exemplary school, Wesley will provide students with a common core curriculum and support student learning in the following ways:

- \*Provide a differentiated curriculum that reaches each individual student regardless of disability, skill level, age and needs.
- \*Create learning opportunities that integrate academic content and essential life skills that students will apply across all environments.
- \*Provide recognition and positive feedback to instill a sense of pride and accomplishment.
- \*Increase student engagement and learning by focusing on independence and self-directed functional activities across all domains.
- \*Demonstrate commitment and support by all staff to Wesley School's curricular vision and values.

- \*Model the importance of education through commitment of all staff to their own professional development and lifelong learning.
- \*Maintain the core curriculum as a living document.
- \*Provide leadership in best practice instruction for students.
- \*Integrate technology as a means to support and engage students in attaining and achieving learning expectations.
- \*Plan for appropriate transitions to and between classrooms and programs.
- \*Facilitate positive relationships between community members, parents, staff and students.

### **Wesley School**

Wesley School is a special education specialized school that provides service to all districts, and public school academies within the Muskegon Area Intermediate School District service area. Classroom programming is provided to students whose Individualized Education Plan determines Wesley School to be the least-restrictive environment. Students who attend Wesley School are between the ages of 2 and 26 years of age.

### **Adequate Yearly Progress**

Muskegon Area Intermediate School District, Wesley School made Adequate Yearly Progress for the 2011-2012 School Year as indicated on the OEAA/MDE 2012 Report Cards.

### **Wesley School 2011--2012 Students by District**

<b>DISTRICT</b>	<b>CI</b>	<b>SXI</b>	<b>ASD</b>	<b>TBI</b>	<b>HI/VI/other</b>	<b>TOTAL</b>
Fruitport	11	4	4	0	0	19
Holton	7	3	0	1	0	11
Mona Shores	17	5	3	2	1	28
Montague	4	3	0	0	0	7
Muskegon Public	33	19	8	0	1	61
Muskegon Heights	1	6	3	0	3	13
North Muskegon	3	0	0	0	0	3
Oakridge	10	1	1	0	0	12
Orchard View	11	4	2	0	0	17
Ravenna	3	1	0	0	0	4
Reeths-Puffer	11	6	4	0	0	21
Whitehall	13	4	2	0	1	20
<b>Total</b>	<b>124</b>	<b>56</b>	<b>27</b>	<b>3</b>	<b>6</b>	<b>216</b>

### **Current Year School Improvement Plan**

#### **School Improvement Plan Process:**

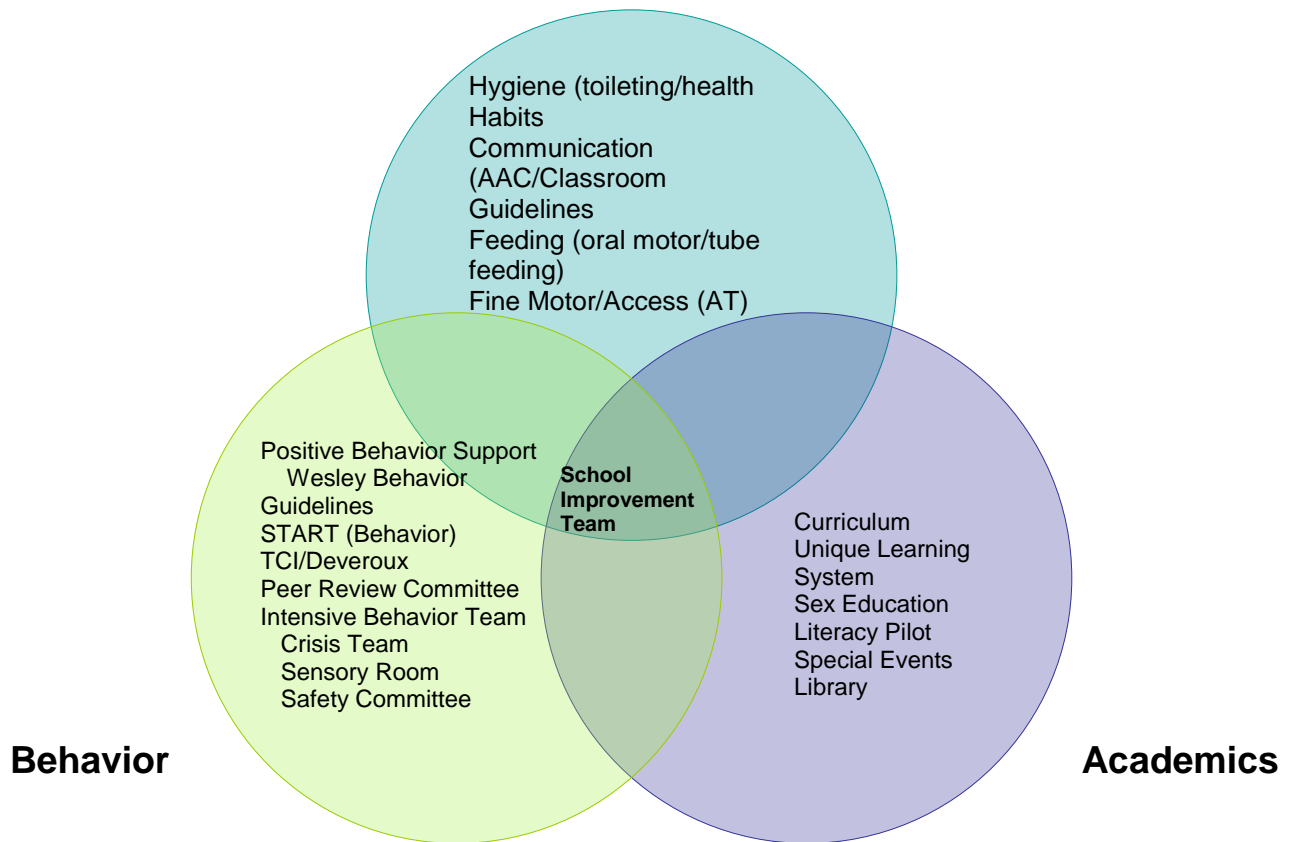
The goals and action steps for the School Improvement Plan 2011-2012 are based on systematic observations, baseline information, curriculum review of current practice, comparisons to the expectations of the core curriculum's Extended Grade Level Content Expectations and results from MI-Access data. The School Improvement Team; made

up of teachers, professional support staff, instructional assistants, parents, and administration; considered all of these areas as well as our students' needs in today's society to develop the current school improvement goals. The School Improvement Plan process includes the following phases: (1) determine evidence of need by reviewing research and collecting baseline data; (2) develop an action plan for each goal; (3) implement the action plan; and (4) monitor and evaluate the plan.

**School Improvement Plan:**

This was the third year that Wesley School completed the Michigan Department of Education School Improvement Plan process. The School Improvement Plan template (SIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have identified through the schools Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan. Wesley School staff participated, on a monthly basis, on a SI committee that focused on three main areas: Functional Skills, Academic Skills, and Behavioral Skills. The diagram below shows the subcommittees under each of these focus areas.

**Functional Skills**



## GOALS

### **Goal 1: Alignment of school curriculum with Michigan Core Curriculum**

Goals were selected for students based on the area of need, disability and severity, and age. All students were given goals in the areas of language arts and communication; while others had functional skill goals. Also, all goals were aligned with the General Education Extended Grade Level Content Expectations (EGLCs). Unique Learning System has been implemented at Wesley to support curricular efforts. New learning and reading materials have been made and purchased to support the curricular efforts. Wesley teachers completed their fourth cohort of training in the Literacy, Learning, and Language Project. In this training, teachers learn how to incorporate academics with low-incidence population students while incorporating the use of the Whiteboard technology and improve in student engagement. The learning environment is also a key component addressed in this project. Teachers integrated the use of specifically designed classroom furniture and lockers into the learning environment to improve student learning.

### **Goal 2: School Wide Positive Behavioral Interventions and Supports**

Students at Wesley School will develop pro-social skills through the use of School-wide Positive Behavioral Supports. There was an increase in pro-social student behavior as evidenced by a reduction in the number of office referrals and an increase in the number of student rewards. All behavior data was entered into the School Wide Information System data website (SWIS Data System). School Improvement team members reported out on the data at monthly meetings. Peer Review Teams met monthly to analyze the data and make intervention decisions for individual and school-wide (universal) supports for students and classrooms. Tier 2 interventions were implemented in 2011-2012 to support students who exhibit the highest number of behavioral needs. Data showed improvement in behaviors after the interventions were put into place. A sensory hallway has been added to Wesley School to as an intervention for behaviors, where students can use multi-sensory input and output to help calm and redirect affective issues and related behaviors.

### **Goal 3: Technology**

Every student will have access to appropriate technology to assist in the achievement of their educational goals. The technology committee reviewed classroom requests and provided requested equipment. All 24 classrooms have access to interactive white boards; while community-based transition classrooms have use of computers and projectors. On-going training on hardware and software occurred during after school sessions. The newly renovated library media center has been equipped with Whiteboard technology. Wesley completed its fourth cohort of training called the L3 Project (Literacy, Learning, and Language); integrating technology into the classroom to teach the core instructional areas. This training also helped teachers and staff with student engagement and classroom design for learning. Individual classrooms met one half day monthly to plan curricular activities and supporting materials and websites for the lessons.

### **Student Assessment Data**

In the fall of 2011, 29 students in grades three-eight (ages 9 -14) participated in the MI-Access assessment for English Language Arts, Math, and Science. Nineteen were assessed at Participation and ten at Supported Independence levels.

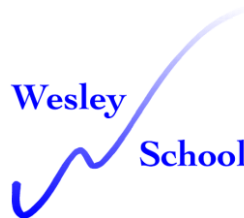
In the spring of 2012, a total of four students in grade 11 (age 17) participated in the MI-Access assessment for English Language Arts, Math, and Science. Three were assessed at Participation level, and one was assessed at the Supported Independence level. Based on the low number of students tested per grade level for all of these assessments, the results are not included in this report. Since there weren't 10 students at any one grade level, the data could not be disaggregated.

### **Students represented by parents at Parent-Teacher Conferences:**

<b>Year</b>	<b>% Participation</b>
2011/2012	76%
2010/2011	79.0%
2009/2010	80.5%
2008/2009	90.5%

### **Staff participated in the following Professional Development Activities:**

Medicaid Training  
Discovery Education Streaming  
Picasa (Digital Photography Software)  
Digital Storytelling with PhotoStory 3  
Google Aps  
TCI Refresher  
DT Trainer  
New Teacher Evaluations  
Communication Delivery Models  
Sexuality Curriculum  
Google Calendar Training  
Safe and Civil Schools  
Compassion Fatigue  
Communication Matrix  
Tienet Training



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