Wesley School

Wesley School Annual Education Report (AER) Cover Letter

April 19, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Wesley School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mary Bradley, Wesley School principal, for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.muskegonisd.org/downloads/wesley_1/aer_wesley_2015.pdf, or you may review a copy in the main office.

Wesley School is a specialized school that provides service to all districts, and public school academies within the Muskegon Area Intermediate School District service area. This includes 11 public school districts and five public school academies. Wesley School averages 180 students in attendance each year and ages range from 3 until 26. Wesley School has a main school campus where all programming occurs for students with Severe Cognitive Impairments, Severe Multiple Impairments, and Moderate to Severe Autism Spectrum Disorder. Five Transition Classrooms designed for students ages 18-26 with Moderate Cognitive Impairments are located in a transition campus center located approximately one mile away, across the street from the MAISD Administration Building.

Students who attend Wesley School come from varied residential communities, ranging from inner city to rural. The community has endured economic stressors over the past 12 years that have affected growth and student populations within local districts. Wesley School has seen a slight decrease in student population during this time frame.

Student Count	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Fall	179	176	192	194	212
Spring	174	177	178	195	207

Wesley School has made great strides in student behavior, literacy, and communication skills over the past five years. School Improvement focus groups

have done much work to improve in these areas. Every student participated in fall and spring common assessments in the areas of writing, math, and communication during the 2014-2015 school year. The data showed more than 90% of students made gains in all three areas. Schoolwide data in the area of student behavior has also shown improvement for the sixth year in a row.

School-Wide Behavior Referrals	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
	1,143	1,190	1,454	2,514	2,833

Academic, behavior, and communication growth will continue to be a focus at Wesley School. School Improvement goals and certified staff individualized goals reflect this as a priority to all who work at Wesley School.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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 3 and 26 years of age. If parents are interested in programming at Wesley School, their first contact should be with the local special education director.

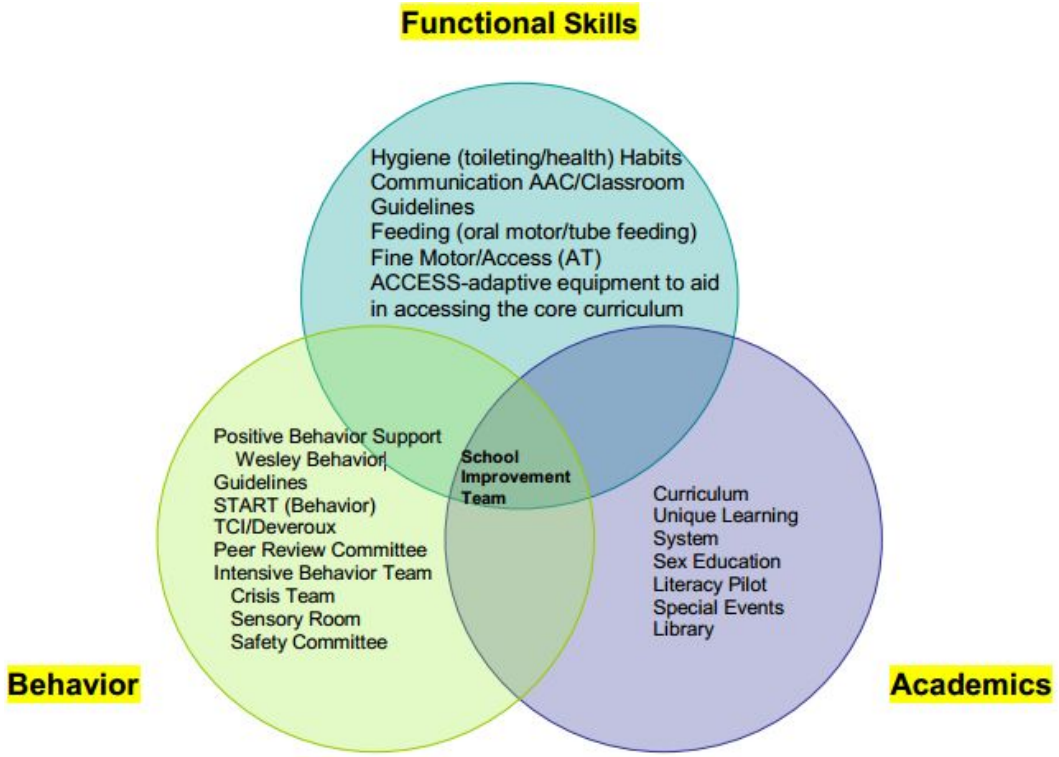
MAISD School District (3/2016)	CI	SXI	ASD	TBI	HI/VI/ other	Total
Fruitport	10	4	2	0	1	**17**
Holton	0	5	0	1	0	**6**
Mona Shores	10	6	2	2	0	**20**
Montague	4	4	3	0	0	**11**
Muskegon	15	16	7	0	1	**39**
Muskegon Heights	5	4	2	0	1	**12**
N. Muskegon	0	3	1	0	0	**4**
Oakridge	5	1	0	0	0	**6**
Orchard View	5	2	6	0	0	**13**
Ravenna	2	3	0	0	0	**5**
Reeths-Puffer	6	5	3	0	1	**15**
Whitehall	10	7	0	0	2	**19**
Totals	**72**	**60**	**26**	**3**	**6**	**167**

THE STATUS OF THE SCHOOL IMPROVEMENT PLAN

This is the seventh year that Wesley School is completing the Michigan Department of Education School Improvement Plan process. Wesley School is committed to 100% of

its employees working toward school improvement. It is an expectation that "we keep getting better in everything we do."

Back in 2013, Wesley School developed a School Improvement Plan template to address student learning and system needs were identified through the school's 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. All Wesley School staff participated, on a regular basis, in 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.



The goals and action steps for the School Improvement Plan are based on systematic observations, baseline information, curriculum review of current practice, comparisons to the expectations of the Common Core Essential Elements, common assessment data, and the 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.

Wesley School set annual goals focusing on improving communication abilities, increasing student literacy skills (focus on writing), improve student behaviors and

recently created a professional learning community to review and improve our programming for our transition age students. Data from last year shows significant improvement in the area of expressive communication, based on schoolwide implementation of core word instruction. Students are showing increased scores on writing assessments with the adoption of a four-blocks literacy approach. 93% of students made gains in the area of mathematics, with a focus on functional money skills. This year's data shows a decreased number of office discipline referrals with the implementation of a life space interview after all aberrant behavior.

CORE CURRICULUM

Wesley School has adopted the new Common Core Essential Elements for mathematics and English/Language Arts instruction and use the Grade Level and High School Content Expectations for science and social studies. Teachers have integrated the Unique Learning System to assist in teaching the core content areas to students who function at the Participation and Supported Independence level. Along with the core curriculum, a focus is placed on teaching functional skills, including personal care, health and fitness, leisure and productivity, adult daily living activities, mobility, social skills, vocational skills, and communication. Individual student focus is determined at the student's Individualized Education Planning Meeting. Teachers who work with transition age students utilize the Life Centered Education curriculum, focused on daily living, employability, and self determination. Transition Classroom teachers have spent the year researching skills inventories used for students with moderate to severe cognitive impairments. The inventory they develop will continue to guide instruction for transition age students. To support the learning process, Wesley School uses School-wide Positive Behavior Interventions and Supports for teaching the expected behaviors. Data-based decision making occurs to help drive strategies and interventions to diminish unwanted behaviors and to reinforce positive behaviors. SWIS data system is used to collect and analyze individual, classroom, and school-wide behavior data. A monthly Peer-Review Committee analyzes the data and makes recommendations for strategies and/or interventions to help the child improve his/her personal behaviors while in school.

NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2015/2016: 86%- only held spring conferences
2014/2015: 70.9%- only held fall conferences
2013/2014: 76%
2012/2013: 78%
2011/2012: 76%
2010/2011: 79%
2009/2010: 80.5%
2008/2009: 90.5%

Wesley School

It is a privilege to work at Wesley School as the school principal this year and the assistant principal last year. We have made several changes to our transition program and have 100% of those students involved in a job experience. Our communication initiative at Wesley School has been commended by others in the state and we have welcomed 5 different programs for a visit this past year. 100% of our staff are involved with a School Improvement Committee and meet on a regular basis to determine areas that need improvement. Beyond curricular and behavioral improvements, we have begun to emphasize community and parent involvement in the education process for our students. Teachers offer a home visit to all students/parents with the goal to build positive relationships with the families served through Wesley School. Wesley parents have been an important component of our improvements: creating a parent group that meets on a monthly basis. Wesley School has a lot to be proud of and I commend the staff for their continued efforts.

Sincerely,

Mary C Bradley

Mrs. Mary Bradley
Wesley School Principal