

School Annual Education Report (AER) Cover Letter

August 20, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-2012 educational progress for the Wesley School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Catherine Burr for assistance. The AER is available for you to review electronically by visiting the following web site

http://www.muskegonisd.org/downloads/wesley_1/wesleyaer201112_pluscover.pdf or you may review a copy from the Wesley School office.

For 2011-2012, Wesley School made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1. Enrollment Process:

Wesley School is a specialized school that provides special education 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. If parents are interested in programming at Wesley School, their first contact should be with the local special education director.

2. Status of the School Improvement Plan:

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, support staff, paraprofessionals, 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.

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 School Improvement Committee that focused on three main areas: Functional Skills, Academic Skills, and Behavioral Skills.

3. School Description:

Wesley School is a specialized school that provides special education 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 who are eligible under the categories of moderate and severe cognitive impairments, severe multiple impairments, autism spectrum disorders and traumatic brain injuries. Wesley School staff work with local school districts and families to provide center-based programs and services to students, as determined through the IEP process. Wesley School does not enroll students independent of local involvement.

The building is a 57,500 square foot building located on the grounds of Muskegon Area Intermediate School District. The school capacity is approximately 150 students. Wesley School, proper, has 19 classrooms, office space, a newly remodeled library/media center, new student computer lab, a full size gymnasium, a small therapeutic swimming pool, a cafeteria, a sensory hallway, a therapy room, and a home economics room. Wesley School also runs 5 off site community based classrooms for students ages 18-26 with moderate cognitive impairments. These classrooms provide programming and services for approximately 50 students.

4. Core Curriculum:

Wesley's curriculum was created in cooperation with multiple center-based programs throughout the State of Michigan. Along with following the Extended Grade Level Expectations (Michigan Curriculum Framework and other curriculum supports); teachers have integrated the Unique Learning System to assist in teaching the core content areas to the Participation and Supported Independence level of students. Along with the core curriculum; a focus is placed on functional independence; including, personal care, health and fitness, leisure and productivity, domestic activities, mobility, group interactions, vocational skills, and communication. Individual student focus is determined at the student's Individualized Education Planning Meeting.

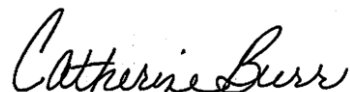
To support the learning process, Wesley School uses School-wide Positive Behavior Interventions and Supports for teaching the expected behaviors. Data-based decision making occurs to help drive strategies and interventions to diminish unwanted behaviors and reinforce positive behaviors. SWIS data software 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 their personal behaviors while in school.

5. Parent Participation in Parent-Teacher Conferences:

This year Wesley School had 76% percent participation by parents at their child's parent-teacher conference. Wesley staff began doing home visits to build school to home relationships and accommodate parents who have a difficult time getting to the school for the conference. This practice will continue into the 2012-2013 school year.

As principal, I'd like to congratulate the staff at Wesley School. They have worked hard to implement the School Improvement Goals and to achieve Adequate Yearly Progress. I know the dedicated staff will continue to be life-long learners and strive to make improvements as identified with the School Improvement process. Wesley parents have been an important component of our improvements. Parents have worked side-by-side with Wesley staff to work on student Goals and Objectives. Parent participation in the IEP process has improved and school-to-home relationships are positive; as identified in our Parent Perception Surveys. Wesley School has a lot to be proud of and I commend the staff for their continued efforts.

Most Sincerely,



Catherine Burr
Wesley Principal