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## School Annual Education Report (AER) Cover Letter

August 18, 2011

Dear Parent and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational process 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Catherine Kropewnicki for assistance.

For 2010-2011, Wesley School did not make Adequate Yearly Progress (AYP) in English Language Arts and mathematics. While the staff have worked very hard to meet every child's academic needs and provide the adaptations and modifications needed for success; the levels have not yet met the goals set by the State of Michigan. We will continue to work hard and continuously 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 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. 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 2010-2011 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



**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.

**3. School Description:**

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 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, [http://www.mi.gov/mde/0,1607,7-140-22709\\_28463-194379--,00.html](http://www.mi.gov/mde/0,1607,7-140-22709_28463-194379--,00.html)); 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 Support 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. Student Assessment Data:**

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In the fall of 2010, 44 students in grades three-eight (ages 9 -14) participated in the MI-Access assessment for English Language Arts, Math, and Science. Eighteen were assessed at Participation and three at Supported Independence levels.

In the spring of 2010, a total of nine students in grade 11 (age 17) participated in the MI-Access assessment for English Language Arts, Math, and Science. Seven were assessed at Participation level, and two were 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.

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

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

We are pleased to have the opportunity to continue to serve your child at Wesley School and look forward to continued growth and educational success.

Most Sincerely,

Catherine Kropewnicki  
Wesley Principal