

SCHOOL ANNUAL EDUCATION REPORT (AER)

Valley Center Vision Statement:

Upon participation and completion of the programming at Valley Center, we envision our students being *contributing members in homes, schools and communities.*

Valley Center School Mission:

Valley Center School is committed *to supporting academic, social and emotional growth of students with emotional and behavioral challenges through collaboration with families, and school and community partners.*

Service Center

1819 E. Milham Ave.
Portage, MI
49002

Early Childhood Education

Kalamazoo RESA West Campus
4606 Croyden Ave.
Kalamazoo, MI
49006

Head Start

422 E. South St.
Kalamazoo, MI
49007

Juvenile Home School

1424 Gull Road
Kalamazoo, MI
49048

Valley Center School

3122 Lake St.
Kalamazoo, MI
49048

WoodsEdge Learning Center

1501 E. Milham Ave.
Portage, MI
49002

Young Adult Program

Kalamazoo RESA West Campus
4606 Croyden Ave.
Kalamazoo, MI
49006

Youth Opportunities Unlimited

422 E. South St.
Kalamazoo, MI
49007

1601 S. Burdick St.
Kalamazoo, MI
49001

16587 Enterprise Drive
Three Rivers, MI
49093

210 Vista Drive
Coldwater, MI
49036

269.250.9200
www.kresa.org

April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Valley Center School-KRESA. 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 Pickett, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/qpe9TF> , or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Valley Center School serves students who are identified as special education students and they all have individualized educational plans, IEPs. The largest percentage of our student population have an educational diagnosis/label of

emotional impairment. We also serve students' with educational labels of ASD, cognitive impairment, learning disabled and otherwise health impaired. Related, more than 50% of enrolled students also have at least one mental health diagnosis. In all cases students who attend Valley Center have been referred through a process of determining the least restrict environment and the IEP team has determined the placement of Valley Center to be appropriate to support the significant emotional and behavioral needs of the student.

The key challenge that we face is the percentage of students who score below proficiency levels on state testing. Given the severity of the emotional and behavioral needs of the student, many have large gaps in their learning, often due to absence from the instructional environment from behavioral/emotional crisis. Related, due to lagging emotional regulation skills, students often perform poorly on "demand tasks" and assessments. Our key initiatives include targeting specific needs in reading and mathematics, as well as social emotional learning through consistent instruction with evidence-based curriculum and materials. Positive Behavior Supports are also implemented schoolwide. Additionally, we are challenged because our student population is so small, the data found in these required state reports does not inform our practice well. In order for data to be reported, a subgroup must have at least 10 students. An example would be, we would need at least 10 5th graders to take the same test for there to be a reportable data point. Therefore, we must rely on individual analysis of performance on state tests, as well as other assessments given at the school level.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Placement of students from local/resident school districts occurs through a process of determining least restrictive environment, LRE. The IEP team placement decision and offer of a free and appropriate public education determines if students may or may not be enrolled at Valley Center. Valley Center School does not enroll students independent of local, resident school district involvement. If an individual family is interested in the programming at Valley Center School, their first contact should be with the local resident district special education director or supervisor.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** The professional staff consisting of teachers, social worker, psychologist, teacher consultant and administrator, along with support staff consisting of paraprofessionals work collaboratively to identify and target areas for improvement. Staff members and/or representative members from each group are broken into the five target areas of the Teaching for Learning, Personal and Professional Learning, Leadership, Data and School and Community Involvement. Each year areas of focus are determined, and in conjunction with other school initiatives steps are taken to improve in focus areas. The past two years students have met goals related to achievement in reading and mathematics and there has been implementation of the Capturing Kids Hearts program in all classrooms. The new plan will soon be completed and it is projected to include goals in the areas of reading and mathematics achievement as well as implementation of

a comprehensive social emotional curriculum. The goal areas will be aligned to the state curriculum standards and support our Mission and Vision.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** Valley Center is the specialized/center-based program for Kalamazoo RESA which serves students in Kalamazoo county with emotional impairments or unique behavioral needs as identified by their IEPs. Students who attend Valley Center School currently range in age from 9 – 18. Our Vision and Mission statements head this letter.
4. **CORE CURRICULUM:** Valley Center School's curriculum was created in cooperation with multiple center-based programs throughout Michigan. The curriculum includes a focus on social and emotional skills and the core academic areas of English language arts, math, science, social studies and technology. The Valley Center School curriculum is aligned to the Michigan Curriculum Framework and the Common Core. Independent Educational Planning Meetings determine a customized focus for each student which may include differentiation, remediation or modification of grade level standards.

Common Core Standards for English Language Arts can be found here: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

Common Core Standards for Mathematics can be found here: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.

These standards improved upon Michigan's current standards (the Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs), by establishing clear and consistent goals for learning, and allowing Michigan to work collaboratively with other states to provide curricular support to schools and educators.

Extended Grade Level Content Expectations (EGLCEs) for students at Valley Center School can be found on the Michigan Department of Education website at:

http://www.michigan.gov/mde/0,4615,7-140-22709_28463-194379--,00.html

Social and Emotional Learning Competencies connected to Michigan's School Improvement Framework: https://www.michigan.gov/documents/mde/GTL-GLCC-MDE_SEL-Guide-FINAL_605612_7.pdf

5. **ACHIEVEMENT TESTS:** Since the 2010-2011 school year Valley Center School has had too few students in each grade level to create reportable sub-groups for all of the MEAP, MEAP Access, M-Step or MI-Access assessments for English Language Arts, Math, Science and Social Studies. With less than 10 students per grade level, a sub-group defining those students is not created, so the results cannot be disaggregated and are not included in this report.

6. **STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:** Valley Center Schools hosted parent-teacher conferences twice during the 2016/2017 school year. More than 85% of the students were represented in person by parents and/or guardians, via phone conference or by the attendance of a community mental health worker. In addition, parents, guardians and community members are encouraged to be involved at Valley Center School by volunteering and attending school events and programs.

7. POST SECONDARY ENROLLMENT/COURSES: Since the 2009-2010 school year, Valley Center has not had students taking part in dual enrollment, AP classes, college equivalent courses or course resulting in college credit.

On behalf of the staff and Valley Center School, we are thrilled to have the opportunity to continue to serve your child and look forward to continued educational opportunities that lead to personal growth and academic achievement.

Sincerely,

Mary Pickett, Valley Center School Principal