

December 13, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for WoodsEdge Learning Center. 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 Aubree Spencer (Principal) or Angela Telfer (Director) for assistance.

The AER is available for you to review electronically by clicking the following link: [WoodsEdge Learning Center Annual Education Report](#), or you may review a copy from the main office of our school.

The state of Michigan has identified some schools using new definitions and labels as required in the "Every Student Succeeds Act" as: A Targeted Support and Improvement School (TSI) which is a school that has at least one underperforming student subgroup, An Additional Targeted Support School (ATS), which is a school that has at least three underperforming student subgroups, and A Comprehensive Support and Improvement School (CSI), which is a school whose performance is in the lowest 5% of all schools in the state. At this time, center-based schools like WoodsEdge Learning Center are not given one of these labels.

For 2018-19, WoodsEdge Learning Center students performed very well on state assessments. The state has changed some aspects of the report and data for schools in Michigan. The AER will include the following data related to WoodsEdge students who took the state assessment in the 2017-18 school year.

- Data for students taking the M-STEP or SAT (currently WoodsEdge has no students taking the M-STEP or SAT due to our students working on a certificate of completion and not a diploma).
- Data on students Mi-Access scores at the Functional, Supported, and Participation level
- Accountability data related to graduation, attendance, and assessment
- Teacher qualification data
- National Assessment Data (NAEP)
- Civil Rights Data

Although the report can be difficult to interpret, we celebrate all success at WoodsEdge Learning Center. We have low numbers of students testing each year in Grades 3<sup>rd</sup>-8<sup>th</sup> and 11<sup>th</sup>, therefore the report may show less than 10% of our students are proficient. Our students are tested in the areas of Math, English/Language Arts, and Science. Our school also tests the students in Social Studies with a district provided assessment. The most accurate data is displayed looking at students testing at the participation level. This is the level in which most of our students are tested. We are extremely proud of the progress our students are making and the hard work our teachers and staff are doing daily to ensure students receive quality instruction. We are committed to ensuring that all our students continue to learn and achieve their goals. State testing is one measure of learning; however, we measure student progress in many ways. Again, you may locate the full report of WoodsEdge Learning Center and more information on our test scores at <http://bit.ly/2smhEpA>.

Additional Information:

Our school improvement team will be discussing the needs for academic goals in the coming years.

Our key challenge with assessing our students is to be sure every student has a clear way of communicating their answer choice. Communication is a goal for all our students, and we will continue to give many more opportunities in their lessons to answer questions in a similar format as the MI-ACCESS assessment.

We encourage parents to be involved in their child's education by supporting learning in the following ways:

- Regularly attend parent/teacher conferences.
- Regularly send your child to school. Attendance is a significant factor in a child or young adult's ability to learn. Consistent instruction helps students make progress.
- Be an active member of the IEP Team and give input.
- Involvement in school volunteer activities.

State law also requires that we report additional information on the following:

1. Enrollment Process:

WoodsEdge Learning Center works with Kalamazoo County local school districts to provide center-based programs and services to students, as determined through the IEP process. WoodsEdge Learning Center does not enroll students independent of local involvement. If an individual family is interested in the programming at WoodsEdge Learning Center, their first contact should be with the local school district in which they reside.

2. Status of the School Improvement Plan:

Our School Improvement Team has been working on goals 1 and 2 for the upcoming school year. We revisit these goals and document progress annually.

A. Goal #1 (Academics): WoodsEdge Learning Center will develop and implement a new school-wide curriculum to increase overall progress for students.

**Our Curriculum Team of teachers is meeting weekly to develop additional curriculum and assessments to measure student progress in academics as well as our three core skill areas: communication, safety, and independence. We continue to use the ULS curriculum as well to teach academic and functional skills to students at WoodsEdge. In the 19-20 school year our lower elementary classrooms are piloting a new curriculum called Encore. Feel free to contact the school to hear more about Encore or visit this website: <http://web.teachtown.com/>.**

B. Goal #2 WoodsEdge Learning Center will develop and implement a new school wide trauma informed educational approach to increase staff knowledge and decrease burn-out.

**Our School Improvement Team and Administration are working on professional development that targets being a trauma informed school and using strategies in the classroom to increase social independence and decrease behavior. We continue to examine the experiences of our students and families and approach situations with a trauma informed lens.**

Our goals are aligned to the curriculum and support our Mission, Vision and Beliefs:

**MISSION**

WoodsEdge Learning Center is an innovative school dedicated to developing independence in our students.

**VISION**

A community without barriers

**BELIEFS**

1. WE are committed to making sure that every student has a way to communicate.
2. WE allow students TIME to do things independently.
3. WE ask: What am I doing for my students that they could do for themselves?
4. WE use state of the art technology to foster independence.
5. WE implement evidence-based practices.
6. WE use a team approach.
7. WE recognize each student as a unique individual with unique strengths and needs.

3. **School Description:**

WoodsEdge Learning Center serves students in Kalamazoo County who are eligible to receive services under the categories of early childhood developmental delay, moderate and severe cognitive impairments, severe multiple impairments, other health impairments, and autism spectrum disorders. WoodsEdge Learning Center staff work with local districts and families to provide center-based programs and services to students, as determined through the IEP process. WoodsEdge Learning Center does not enroll students independent of local district involvement. Students who attend WoodsEdge Learning Center are between the ages of 5 and 18, and in grades kindergarten through 12th grade.

Our building is a state-of-the-art facility, designed specifically with the needs of our population in mind. It is 117,000 square feet, located on the grounds of Kalamazoo Regional Educational Service Agency. The school capacity is approximately 275 students. In addition to our classrooms and office area, WoodsEdge Learning Center has two therapeutic swimming pools, a gymnasium, cafeteria, two playgrounds, a vocational room, recycling center, and a student closet. An overhead rail/track system allows students with multiple impairments added support and independence in learning to move and become ambulatory.

4. **Core Curriculum:**

The WoodsEdge Learning Center curriculum is aligned to the Common Core Standards. The Unique Learning System curriculum is the school's primary curriculum. Individualized Education Planning Meetings determine a customized focus for each student. In addition, teachers teach self-help skills, communication, social skills, mobility, and functional skills to develop independence in students.

Unique Learning System can be viewed at:

[www.unique.n2y.com](http://www.unique.n2y.com)

**In the 19-20 school year our lower elementary classrooms are piloting a new curriculum called Encore. Feel free to contact the school to hear more about Encore or visit this website: <http://web.teachtown.com/>.**

Please talk with your child's teacher if you'd like to see more of the curriculum or have questions.

5. Student Assessment Data:

You will see in the combined report that for most categories, there are no scores for WoodsEdge Learning Center, or less than 10% of our students tested, passed, or are emerging in specific areas. This is due to there being fewer than 10 students taking a particular test at a certain grade and is done to protect individual scores. We do review student scores as a school team and determine areas we need to focus on and improve, but unfortunately, the state assessment results for our school are limited.

6. Percent of Students Represented by parents at Parent-Teacher Conferences:

Year	% Participation
2015-16	58%
2016-17	61%
2017-18	64%
2018-19	70%

Parents, guardians and community members are encouraged to be involved in WoodsEdge Learning Center school life by volunteering and attending special performances and events. Please contact our front office for details (269-250-9400).

We are thrilled to have the opportunity to continue to serve your child and look forward to continued growth and educational progress.

Find the full Annual Report for 2018-19 at <http://bit.ly/2smhEpA>.

Sincerely,

Angela Telfer, Director  
WoodsEdge Learning Center  
269-250-9414  
[Angela.telfer@kresa.org](mailto:Angela.telfer@kresa.org)

Aubree Spencer, Building Principal  
WoodsEdge Learning Center  
269-250-9415  
[Aubree.spencer@kresa.org](mailto:Aubree.spencer@kresa.org)