



## **School Improvement Plan**

**Wing Lake Developmental Center**

**Bloomfield Hills School District**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Wing Lake Developmental Center provides educational programming to students ages 3 to 26 who have been determined to be eligible for special education services due to their severe cognitive, physical and health impairments. Placement of students in the Wing Lake program is determined through the Individualized Educational Program Team meeting held by the student's resident district within Oakland County. Currently, we have students from 19 different resident districts within our county, representing a diversity of ethnic and socio-economic variables.

Wing Lake Developmental Center is located within the Bloomfield Hills School District at 6490 Wing Lake Road, Bloomfield Hills, Michigan 48301. There are 12 classrooms within the Wing Lake school building. There is the capacity to serve 123 students in the program. The program is located in a building built specifically to meet the extenuating needs of our student population. The Wing Lake program runs year-round, on a 205 school day calendar.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Wing Lake Developmental Center is committed to providing quality educational experiences for each of our students---given the right opportunities and environment, all children can learn.

Best practices are utilized in the implementation of curriculum (aligned to state and national standards), functional skills, sensory, motor, communication, technology and positive behavioral approaches in order to prepare each Wing Lake student for a full and meaningful life within the greater community.

Collaboration among school personnel, family members, care-givers, and community agency resources is the key to the effectiveness of our program.

All Wing Lake students are provided with experiences appropriate to their needs and skill levels in order to promote personal growth and enjoyment and to enhance their ability to function in society. Each student's program is comprehensive, individualized and functional while addressing their future needs in the home, school and community.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Wing Lake Developmental Center has enjoyed a long-standing reputation of excellence. Curriculum which is based on the developmental sequence of communication/socialization, motor, productivity and leisure skill acquisition has been aligned to state benchmarks Common Core Essential Elements Michigan Range of Complexity. Our current curriculum focus is on both early literacy and mathematics. With each curriculum evolution, Wing Lake teachers have done curriculum mapping and developed instructional units which target key content concepts. Wing Lake teachers, therapists and administrator have presented classroom implementation strategies to other center programs, at professional organizational meetings, the ISD and state level.

Wing Lake serves as a training facility by providing practicum and student teaching experiences to university students working toward a teacher certification in Cognitive Impairment, student- nursing rotations, therapy (speech, occupational and physical) internships and medical school residents as part of their pediatric rotation. We have university partnerships with Wayne State University, College for Creative Studies, Oakland University, Baker College, Eastern Michigan University and Oakland Community College and the Oakland University William Beaumont Medical School. This past year, we served as one of three sites across the country participating in The Matrix Community of Practice, a research project through the Oregon Health and Science University funded by the US Department of Education. Wing Lake has been nominated for state and national awards.

Wing Lake teachers have expanded their use of data collection to document student progress. Not only is there a focus on student progress on individual student IEP goals and objectives, but also, with the administration of pre-and post-tests of key concepts taught through thematic units embedded with English/Language Arts, Mathematics, Science and Social Studies skills, and by student performance on the state alternate assessment, MI-ACCESS. The results have demonstrated increased progress and skill acquisition across domains.

As part of the construction of a state-of-the-art building specifically designed for the needs of the Wing Lake students, technology was expanded. Each classroom is equipped with a sound-field system, Promethean Board, student and staff computers, adaptive and blue-tooth switches, and voice output communication devices. Professional development for all staff is ongoing in the area of technology. There is an expectation of all staff for at least minimum proficiency in computer, software, and adaptive equipment use.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

All teaching staff are considered "Highly Qualified" to teach in their assignment and, based on teacher evaluation, they all function as "Effective" teachers; 5 teachers have been identified as "Highly Effective". Therapists and ancillary staff are licensed and maintain up-to-date credentials. Regardless of these qualifications, there is an on-going priority for all staff to engage in professional development, therefore maintaining a culture of life-long learning within the Wing Lake program.

## **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Wing Lake Developmental Center instruction, assessment, school environment, social support and on-going training are addressed through input from school-wide committees, staff meetings, our school PTO, individual suggestions (Suggestion Box in Lounge), and the School Improvement Team. There is an expectation that every staff member (parents are also welcome) becomes a member of at least one committee. This practice has created a system of investment and ownership in our students, our building and our traditions.

Below is the roster of School Improvement Committees:

#### WING LAKE DEVELOPMENTAL CENTER Committees for 2016-2017

##### SCHOOL IMPROVEMENT TEAM

Michigan School Improvement Framework - Strand II

Leadership: Instructional, Shared, Operational

\* The goal of the School Improvement Team is to establish a vision for Wing Lake and then find

the steps to take to make the vision a reality.

\* Act as advisory committee to review policies and procedures.

\* Minimum two-year commitment

##### BEHAVIOR REVIEW COMMITTEE

Michigan School Improvement Framework - Strand I and Strand V

Teaching for Learning: Curriculum, Instruction, Assessment

Data & Information

\* Support to Staff

\* Curriculum Implementation

\* Staff/Student Safety

\* To help the staff mold student behavior utilizing the principles of positive behavior support while preventing the use of inappropriate behavior interventions.

##### CURRICULUM COMMITTEE

Michigan School Improvement Framework - Strand I

Teaching for Learning: Curriculum, Instruction, Assessment

\* Curriculum Implementation

- Align to state benchmarks

- Development of Pre-Vocational Skills

- Increase use of universal/augmentative communication

(PECS, Augmentative Library)

##### IN-SERVICE COMMITTEE

Michigan School Improvement Framework - Strand III

Professional Development: Professional Learning

SY 2016-2017

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- \* Curriculum Implementation
- \* Support to Staff
  - Coordination of in-school inservices
  - Assist in coordination of PDD activities
  - Conference information collection and distribution

### **PLAYGROUND COMMITTEE**

Michigan School Improvement Framework - Strand I and Strand IV

Teaching for Learning: Curriculum, Instruction, Assessment

School & Community Relations: Parent/Family/Community Involvement

- \* Curriculum Implementation
- \* Student/Staff Safety
- \* Parent Involvement
- \* Community Involvement in School
- \* Fundraising
- \* Thank You Notes
- \* Catalogs
- \* Adapting Equipment

### **SOCIAL COMMITTEE**

Michigan School Improvement Framework - Strand II and Strand IV

Leadership: Shared

School & Community Relations: Parent/Family/Community Involvement

- \* Support to Staff
  - Plan/organize ways to maintain a positive school climate, to support staff in times of need, to share in the celebration in times of joy, and to individually recognize colleagues in the celebration in times of joy, and to individually recognize colleagues in the celebration in times of joy, and to individually recognize colleagues.
  - Welcome new staff
  - Coordinate Wellness Activities

### **TECHNOLOGY COMMITTEE**

Michigan School Improvement Framework - Strand I and Strand III

Teaching for Learning: Curriculum, Instruction, Assessment

Professional Development: Professional Learning

- \* Support to Staff
- \* Curriculum Implementation
  - Increase staff skill in use of existing technology in the building (e-mail, shared folders)
  - Provide ongoing professional development training
  - Maintain existing technology
  - Update technology (software, hardwire)
  - Update the Wing Lake website
    - \* Monitor Tech equipment
  - Inventory equipment

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- Develop/monitor sign-out procedure
- Safety issues (extension cords, straps, etc.)

### **WHOLE SCHOOL EVENTS COMMITTEE**

Michigan School Improvement Framework - Strand II and Strand IV

Leadership: Shared

School & Community Relations: Parent/Family/Community Involvement

- \* Curriculum Implementation
- \* Staff Support
- \* Parent Involvement
- Plan annual events
  - ! Open House
  - 2. Family Fun Day (Field Day)
  - 3. Holiday Events (Fall Fest, Santa Band, etc.)
  - 4. Special Olympics
- Developmental Events and Track and Field
- 5. Prom
- 6. Commencement (By All Adult Unit Staff)

Michigan School Improvement Framework - Strand I and Strand IV:

Teaching for Learning: Curriculum, Instruction, Assessment

School & Community Relations: Parent/Family/Community Involvement

- \* Curriculum Implementation
- \* Staff Support

### **ASSIGNMENTS:**

#### **Library**

Michigan School Improvement Framework - Strand I and Strand IV

Teaching for Learning: Curriculum, Instruction, Assessment

School & Community Relations: Parent/Family/Community Involvement

- \* Curriculum Implementation
- \* Staff Support

#### **Bulletin Board/Student Art**

Michigan School Improvement Framework - Strand I

Teaching for Learning: Curriculum, Instruction, Assessment

- \* Staff Support
- Improve building appearance

#### **Transportation/Field Trip Calendar Coordinator**

Michigan School Improvement Framework - Strand IV

School & Community Relations: Parent/Family/Community Involvement

- \* Curriculum Implementation
- Coordinate bus allocation

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### Art Supplies

Michigan School Improvement Framework - Strand I

Teaching for Learning: Curriculum, Instruction, Assessment

\* Curriculum Implementation

\* Staff Support

- Inventory, order and maintain art supplies

### Laminating

Michigan School Improvement Framework - Strand I

Teaching for Learning: Curriculum, Instruction, Assessment

\* Curriculum Implementation

\* Staff Support

- Inventory, order and maintain laminating supplies

### Piano

Michigan School Improvement Framework - Strand I

Teaching for Learning: Curriculum, Instruction, Assessment

\* Curriculum Implementation

\* Staff Support

### Community Fund Raising (United Foundation, Thanksgiving Drive)

Michigan School Improvement Framework - Strand IV

School & Community Relations: Parent/Family/Community Involvement

\* Parent Support

### Newsletters

Michigan School Improvement Framework - Strand IV

School & Community Relations: Parent/Family/Community Involvement

\* Support to Staff

\* Increase Parent Involvement

- A means of sharing events at Wing Lake

- To promote positive image to parents/staff

### Transportation Coordination (Bus Circle Drop Off/Pickup)

Michigan School Improvement Framework - Strand II

Leadership: Shared

Support to Staff

Staff/Student Safety

### Alert/Fire Drill/Crisis Team

Michigan School Improvement Framework - Strand II

Leadership: Instructional, Shared, Operational

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- \* Student/Staff Safety
- \* Develop protocols for lock-down and evacuation
- \* Develop individual classroom emergency kits

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Wing Lake Developmental Center utilizes members of the School Improvement Team, Parent Teacher Organization, Curriculum and Technology Committee members for review and input regarding the identification of building needs and the identification of specific program goals and objectives.

The school committee structure ensures that all staff have a role in the maintenance and improvement of our school program. Each committee has a chairperson and meets on a regularly scheduled basis throughout the school year and maintain minutes of their meetings. Committees report directly to the Wing Lake School Improvement Team and administration.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The Wing Lake Developmental Center School Improvement Plan is shared with the School Improvement Team, PTO and all staff at subsequent meetings. It guides our committee work and on-going discussions of where we have been, where we are now, and where we should be heading. Newsletters, progress reports, and teacher/therapist contact are the vehicles for continual reporting.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Over the past 3 years, student enrollment has declined. This is due to:

- 1) the students aging out of the program
- 2) county-wide effort to have resident districts educate SCI and SXI students in a LRE rather than center-based program.

This has meant that satellite classrooms of the Wing Lake program, that have been housed in Bloomfield Hills Schools general education buildings have closed.

Staff has been reduced proportionately.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

The students who attend our center program have been diagnosed with severe to profound cognitive, physical and health impairments (severe multiple impairments). Many students are medically fragile; some require frequent hospitalizations and home-bound services.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Our challenges with students continue to be in the areas of skill development in all domains. We do have a Positive Behavior Support school-wide plan to promote the development of appropriate behaviors. Students have not been suspended or expelled from school over the last three years.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Challenges in the classroom setting involve increasing and maintaining focus and attention in order to have student learn new self-help and pre-academic skills. Because of the fragile health status of many of our students, regular school attendance is also a challenge.

Our educational teams work collaboratively to develop strategies to improve student engagement. Our social worker works closely with classroom teachers and parents to monitor poor attendance and to follow-up when needed.

**Teacher/School Leader(s) Demographic Data**

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Two of our thirteen teachers are on probationary status. The other eleven tenured teachers, and 11 support staff, vary in seniority from 5 to 35 years. The teachers have been grouped in age-level classroom teams for planning instruction. This has provided more consistency in educational experiences and learner outcomes.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Our teaching staff is passionate about our student population. What may be lacking in years of experience is made-up-for in enthusiasm. Professional development related to best-practice strategies is encouraged and provided. Teachers also work collaboratively every step along the way (from identifying key standards to target in each content area, to developing thematic units to assessing progress.) Student growth has been documented by each teacher.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Administration has a history of good attendance. With the exception of one, our teacher leaders and committee chairs have not had a history of extended absences.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Even in classrooms where teachers were off on leave for a brief period (maternity leave, surgery), we have staffed the classroom with certified substitute teachers.

Every effort has been made to provide necessary support (including classroom schedules and well-developed lesson plans) to those classrooms who have needed it due to teacher absences. Classroom disruption has been minimal; students continue to make gains on goals and objectives.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Maintenance of on-going professional development opportunities, the collaboration and support of staff for each other is expected to keep challenges with teachers/leaders at a minimum.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Professional staff are highly qualified. All staff are well trained in areas of academic, self-help and medical needs of students. Staff pride and motivation of staff create an excellent learning environment.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Maintaining a high caliber of staff, funding access for continued staff development and maintenance of trusting relationships with families may affect the quality of our program.

**12. How might these challenges impact student achievement?**

There may not be any immediate impact on student achievement, but over time, the efficacy of the program will certainly deteriorate should challenges increase.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Diligence in the identification of strengths, weaknesses and regular monitoring of progress is needed.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Staying updated by district administration and strict adherence to policies and practices will help ensure fidelity.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Our student population has the most severe to profound disabilities in the areas of cognition, health and physical abilities. Students typically in school through age 25. Parents are assisted in connecting to community resources for additional support.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

See the answer provided in #15

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The classroom teachers met together with their same age-level classroom peers to review the Common Core Essential Elements Michigan Range of Complexity. They worked to develop four-year curriculum maps for the content areas of English/Language Arts, Mathematics, Science and Social Studies. The standards are tied to thematic units of instruction and goals and objectives and are cited in all lesson plans.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Not applicable.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

The entire teaching staff has been trained in the "4 Blocks of Literacy" (shared reading, self-selected reading, writing, and working with words.) Weekly lesson plans have these literacy experiences documented. Pre and Post tests demonstrate student growth in these areas.

### **19b. Reading- Challenges**

Engaging students in order to focus long enough to learn new concepts is always a challenge for students functioning in the severe to profound intellectual levels (as are our students).

Severe physical and sensory deficits require significant accommodations for instruction.

### **19c. Reading- Trends**

Continued student growth is documented. The expansion of our school library reflects the fact that literacy is a priority.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

One school Improvement Goal was to continue to implement the "4 Blocks of Literacy" in each classroom, to increase student exposure to reading for pleasure and to increase opportunities for reading informational text. This will all occur on a basic level, commensurate with our students abilities.

#### **20a. Writing- Strengths**

Writing is one of the "4 Blocks of Literacy" introduced in every classroom. Students are provided with alternative pencils (keyboards, alphabet flip-charts, word symbols, etc.), with the expectation that all students will have access to the alphabet, participate in and master knowledge of the alphabet, and recognize basic words/symbols.

#### **20b. Writing- Challenges**

Access to significant accommodations for students who have severe physical and sensory needs is a priority for our student population.

#### **20c. Writing- Trends**

The amount of classroom time allocated to writing activities has significantly increased over the past year.

#### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Writing activities are implemented in every classroom in our program. Two School Improvement Goals in the area of writing are to extend the recognition of the letters of the alphabet and to increase the recognition of a student's name and simple sight words.

#### **21a. Math- Strengths**

National and state standards in mathematics for our student population have been well mapped by each age-level classroom team. These standards are referenced in lesson plans and goals and objectives and are embedded in the thematic units developed for instruction.

This year an emphasis has been placed on having teachers acquire best-practice strategies in teaching math concepts and assessing math skill acquisition.

#### **21b. Math- Challenges**

Again, the limitations of our students in the areas of their cognitive, physical and health abilities impact the performance of our students in all content areas.

#### **21c. Math- Trends**

The teachers have targeted basic math concepts for instruction in each group. These concepts are embedding throughout the school day and across environments to make them relevant to the students and to provide practice in order to gain understanding.

#### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The mathematics standards are incorporated in weekly lesson plans, embedded in thematic units and addressed across school environments. The focus of our school is to increase recognition of the concepts of "one", and "more", as well as to increase recognition of numerals from 0 to 10.

**22a. Science- Strengths**

Teachers have identified standards related to Earth, Life and Physical sciences that are to be taught to our students. Thematic units have been developed for instruction in this content area.

**22b. Science- Challenges**

Again, the cognitive, physical and sensory deficits of our students make the need for extensive accommodations necessary for access and participation in instruction.

**22c. Science- Trends**

Real life experiences that make science concepts relevant to the students are used in instruction.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Science concepts are taught to our student population. Experiences in the Earth, Life and Physical sciences are incorporated throughout the school year.

**23a. Social Studies- Strengths**

Social Studies state standards are referenced in instruction throughout the school year. The youngest students begin with "All About Me",

move up to learning about their home, school, neighborhood, nation and world. Our young adults create a portfolio prior to Commencement that serves as a resume of each student's strengths, abilities and needs.

#### **23b. Social Studies- Challenges**

Significant accommodations are necessary in order for students with severe to profound cognitive, physical, sensory and health impairments to learn concepts about their world.

#### **23c. Social Studies- Trends**

Cultural holidays, current events, and community outings are ways that we use to make the instruction of social studies concepts relevant to our students.

#### **23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our School Improvement Plan will reflect the fact that Social Studies content area key concepts are addressed in every classroom throughout the school year.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

Not applicable

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

Students are not able to communicate their opinions.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Parents and staff can speak on behalf of our students. Simple choice making may be a method to use for decision making by our students..

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Results of our Parent Survey indicate that 99% of the parents responding strongly agree/agree that Teaching and Assessing for Learning is rated as the highest area of parent satisfaction for our school.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Although rated as highly satisfied (at 94%) on the Parent Survey, parents indicated least satisfaction with Resources that are available to families in the community.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Parents indicated that there should be more specialized equipment available to students, that there should be more opportunities for swimming and more direct therapy services be provided. These decisions are typically made at IEPT meetings, but the parent comments will be shared with the school staff.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

97% of the staff surveyed reported that they strongly agree/agree that Leadership is effective in our school.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

4% of the staff surveyed indicated that Resources are sufficient. This was the result of those providing responses as neutral and disagree.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

This information will be shared with staff and studied by the School Improvement Team in order to consider what to address the concern.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Only parents and staff were surveyed regarding their opinions of our school.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Only parents and staff were surveyed regarding their opinions of our school.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Only parents and staff were surveyed regarding their opinions of our school.

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Results of school surveys indicate that our school is rated very positively (in the 94% to 99% range) in the areas of Leadership, Teaching and Assessing for Learning, and Resources.

Academic and functional skill growth and performance continues at all age-levels.

Certainly the severity of disabilities that our student population has warranted careful consideration of adaptations and accommodations necessary in order to access educational experiences. This is an area to be vigilantly monitored.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Without appropriate accommodations, adaptations and assistive technology specifically tailored to the needs of individual students, student access, participation and skill growth will be compromised.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The challenges cited above are addressed daily. Therapists and teachers collaborate on strategies needed for each student.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## **School Additional Requirements Diagnostic**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Literacy and math are tested annually in grades 1-5.	Yes	At Wing Lake Developmental Center, students are administered teacher-made pre- and post-tests on key literacy and math concepts taught within thematic units. In addition, in Grades 3 through 5, students participate in the MI-ACCESS testing in these content areas. But, there is no standardized annual assessment in grades 1-2 in literacy and math.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	As a center program identified as a SEE and serving students with severe to profound impairments, it is my understanding that only the School Improvement Plan is required. A Program Evaluation is also submitted to the MDE.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our school social worker meets with students and their families, who can provide information on their behalf, to complete an EDP.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The social worker attends annual transition IEPs for this purpose.	

**School Improvement Plan**

Wing Lake Developmental Center

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	These laws and regulations are available to all staff. A copy of such information can be found in the office of Christine Barnett, JD, Assistant Superintendent Human Resources and Labor Relations.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Christine Barnett, JD, Assistant Superintendent for Human Resources and Labor Relations, Bloomfield Hills Schools 7273 Wing Lake Road, Bloomfield Hills, MI 48301 248-341-5425.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Bloomfield Hills School Board Policy #5700 Parent Involvement	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Bloomfield Hills Schools that are identified as Title I schools do have School-Parent Compacts on file.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

## **2016-17 School Improvement Plan Goals**

## **Overview**

### **Plan Name**

2016-17 School Improvement Plan Goals

### **Plan Description**

Goals for Wing Lake Developmental Center's school improvement in pre-academic content areas

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All classroom teachers will incorporate the 4 Blocks of Literacy into their weekly lesson plans	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$300
2	Students at Wing Lake Developmental Center will demonstrate acquisition of pre-academic skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
3	In Mathematics, students will increase their recognition of the concepts of "one" and "more" as used functionally across the school day.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$800

## **Goal 1: All classroom teachers will incorporate the 4 Blocks of Literacy into their weekly lesson plans**

### **Measurable Objective 1:**

collaborate to provide students the opportunity to participate in guided reading, self-selected reading, writing, and writing with words by 06/27/2014 as measured by 10 minute blocks of time noted as "The Four Blocks" in the daily/weekly lesson plans of each teacher.

### **Strategy 1:**

School-wide Literacy - Each teacher will understand and implement the Four Blocks of Early Literacy

Category:

Research Cited: Karen Erikson, University of North Carolina at Chapel Hill

Tier:

Activity - School-wide Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Wing Lake teacher will be trained in Early Literacy. Professional development training will be offered at Oakland Schools and at Wing Lake Developmental Center	Professional Learning			09/03/2013	06/30/2017	\$300	Special Education	Classroom teachers Speech and Language Pathologists School Administrator

## **Goal 2: Students at Wing Lake Developmental Center will demonstrate acquisition of pre-academic skills**

### **Measurable Objective 1:**

50% of All Students will demonstrate a behavior by engaging in the 4 blocks of early literacy in English Language Arts by 06/05/2015 as measured by acquisition of core vocabulary words by recognition and demonstration of understanding.

### **Strategy 1:**

Students will engage in shared reading for 30 minutes - Shared reading will be implemented as part of thematic unit instruction or a leisure activity choice.

Category:

**School Improvement Plan**

Wing Lake Developmental Center

Research Cited: Karen Erikson, University of North Carolina at Chapel Hill

Tier: Tier 1

Activity - Teacher Training in the 4 Blocks of Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with opportunities for shared reading, self-selected reading, writing and core vocabulary development	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$500	Special Education	Curriculum Committee Members In-service Committee Members Speech and Language Pathologists Classroom Teachers

**Goal 3: In Mathematics, students will increase their recognition of the concepts of "one" and "more" as used functionally across the school day.****Measurable Objective 1:**

A 10% increase of Students with Disabilities students will demonstrate a behavior when asked to take "one" a student will be able to demonstrate by performing the action correctly 80% of the time. in Mathematics by 06/24/2016 as measured by The student will identify "one" or "more" 80% of the time when opportunities are presented across building environments and throughout the school day..

**Strategy 1:**

Concept of "one; "more" - Students will be provided direct instruction using concrete manipulatives, with opportunities for repeated practice to learn the concepts of "one" and "more".

**Category:**

Research Cited: Learning and Teaching Early Math; Douglas H. Clements and Julie Sarama, Routledge 2014

Tier: Tier 1

Activity - Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Wing Lake Developmental Center

With the use of manipulatives and objects encountered throughout the school day, children will be given opportunities to recognize a group of "one" and "more"	Direct Instruction	Tier 1	Implement	07/13/2015	06/30/2017	\$800	Special Education, Special Education	all classroom teachers
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## Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics	With the use of manipulatives and objects encountered throughout the school day, children will be given opportunities to recognize a group of "one" and "more"	Direct Instruction	Tier 1	Implement	07/13/2015	06/30/2017	\$0	all classroom teachers
School-wide Literacy	Every Wing Lake teacher will be trained in Early Literacy. Professional development training will be offered at Oakland Schools and at Wing Lake Developmental Center	Professional Learning			09/03/2013	06/30/2017	\$300	Classroom teachers Speech and Language Pathologists School Administrator
Teacher Training in the 4 Blocks of Early Literacy	Students will be provided with opportunities for shared reading, self-selected reading, writing and core vocabulary development	Curriculum Development	Tier 1	Implement	09/02/2014	06/30/2017	\$500	Curriculum Committee Members In-service Committee Members Speech and Language Pathologists Classroom Teachers
Mathematics	With the use of manipulatives and objects encountered throughout the school day, children will be given opportunities to recognize a group of "one" and "more"	Direct Instruction	Tier 1	Implement	07/13/2015	06/30/2017	\$800	all classroom teachers