



April 11, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Wyoming Regional 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 Al Vigh for assistance.

The AER is available for you to review electronically by visiting the following web site <http://wyomingps.org> and click on the Annual Report link or you may review a copy in the main office at our child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of the aforementioned labels.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students attending Wyoming Regional Center are referred by their own home district within Kent Intermediate School District's Region III based on specific IEP goals that require a center-based placement.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our School Improvement Team meets twice a month (minimally) to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. The Wyoming Regional Center SI team bases its decisions on the mission and vision of the school, guided by the principles in which they firmly believe. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our School Improvement Team consists of 2 teachers representing the core content areas and non-core areas, one school social worker, and the program director. The team uses data and research to

develop goals and action plans for addressing the goals. Below is a brief description of our goals and how they are being addressed.

Language Arts – Reading: At least 50% of All Students will demonstrate a proficiency equivalent to one year's growth in Reading by 06/01/2018 as measured by the state assessment tool and or IEP goals with consideration to amount of access to instruction. Strategies include: explicitly teaching reading comprehension strategies in the guided reading block and implementing Thinking Maps, and the use of technology tools designed to assist with reading comprehension. Math: At least 50% of All Students will demonstrate a proficiency increase of one grade level in Mathematics by 06/01/2018 as measured by the state assessment tool and or IEP goals with consideration to amount of access to instruction. Strategies include: multiple strategies to make the math problem solving process more visible using manipulative. Teachers will include common elements during their math instruction including math talk, review, clear learning objective discussion, probing questions, and gradual release. Science: At least 50% of All Students will demonstrate a proficiency equivalent to one year's growth in Science by 06/01/2018 as measured by district measures and state assessment tools and or IEP goals with consideration to amount of access to instruction. Strategies include: explicit teaching of reading comprehension strategies and use of compare/contrast to strengthen understanding of scientific concepts, and the use of inquiry-based learning. Social Studies: At least 50% of all Students will demonstrate a proficiency equivalent to one year's growth in Social Studies by 06/01/2018 as measured by district measures and state assessment tools and or IEP goals with consideration to amount of access to instruction. Strategies include: explicit teaching of reading comprehension strategies, and the incorporation of the active reading process into regular lessons. Social-Emotional: Increase student academic engagement by reducing out-of-classroom time needed for emotional regulation by 30% by 06/01/2018 as measured by building level data collection through our Positive Behavior Support System and staff tracking data. And finally, 100% of K-8 students will make adequate yearly progress on IEP social-emotional goals. Strategies for both social-emotional and IEP goal progress include a building-wide behavioral support system, TrueSuccess character education curriculum access regularly each week, taught with fidelity and common building language drawn from Capturing Kids Hearts, TrueSuccess, Second Step curriculum and Zones of Regulation curriculum.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Wyoming Regional Center services the 6 districts of Kent Intermediate School District's Region III and provides a self-contained, center-based placement option for students with emotional impairments as identified by their IEP. The Wyoming Regional Center services students from Kindergarten through 8th grade.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Wyoming Public Schools utilizes the State of Michigan Grade Level Content Expectations and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyomingps.org>. The full curriculum is available for review through requesting it at the building or central office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Wyoming Regional Center measures student academic achievement locally using the Scholastic Reading Inventory (SRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Fountas & Pinnel Literacy Benchmark Assessment, Delta Math and district standards assessments. The data indicates an increase of achievement from the beginning to the end of the academic year.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During both Fall conferences in November 2017 and Winter conferences in February 2018, Wyoming Regional Center students had an average of 62% parent representation between fall and spring.

Wyoming Regional Center is committed do our very best to provide an environment where students can develop both academic and social skills to demonstrate success. We will continue to provide ongoing and in depth professional development to our teaching staff to ensure they have the best tools to teach our students. Our students are fortunate to have dedicated teachers, support staff, and parents who are all willing to work together to meet their needs. Thank you for all you do to support the achievement and development of our students.

Sincerely,

Al Vigh, Director
Wyoming Regional Center