

3/9/2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Woodland Developmental 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 Diana Maison for assistance.

The AER is available for you to review electronically by visiting the following web site at <https://goo.gl/xsVB9Q> (shows State aggregate data) or you may review a copy in our Woodland main office.

We continuously work to address our students' unique needs and personalize their programs to ensure success. According to the 2013-2014 Combined Report, there was no subgroup category which had more than 10 students. Therefore there was no specific reported data on Woodland Developmental Center this year. However through our own data analysis, we have noted a need to accelerate student achievement with our students in our Severe Multiply Impairment programs. In response to this need, we have begun two programs to increase student participation in this program area. They are Eagle Eyes and MyGaze assistive technology initiatives.

EagleEyes is an educational technology developed at Boston College that enables communication and learning primarily with individuals who have congenital severe special needs. These individuals are most often non-verbal, paralyzed, and at most have a "Yes/No" method of communicating with those around them.

MyGaze Assistive 2 Eye Tracker offers an alternative way to use a computer mouse with your eyes. It will follow your eye movements so that you can move the cursor around the screen. It is designed for students in special needs programs such as Woodland's.

State law requires that we also report additional information for the two most recent years on the following:

1. Process for Assigning Pupils to School:

The Woodland Development Center utilizes a formal, consistent enrollment process. Students are enrolled following a referral, a complete diagnostic evaluation, and an Individualized Educational Planning (IEP) team recommendation.

2. School Improvement Plan Status:

Woodland Developmental Center is in its first year of the five year School Improvement Plan. We have identified the following goals.

Goal #1 (Math): Woodland will provide students access to a variety of Assistive Technology resources to enhance classroom instruction in the areas of Mathematics.

Goal #2 (Behavior): Students at Woodland Developmental Center will continue to develop pro-social skills through the use of School-wide Positive Behavioral Interventions and Supports.

Goal #3 (Literacy): Students will demonstrate progress in one or more areas of English Language Arts based on the MI-Access assessments, IEP progress reports and Curriculum assessments.

3. A Brief Description of Each Specialized School

Woodland Developmental Center Information:

Woodland is located on the RESA campus, 499 Range Road, Marysville. The staff works with students up to age 26 with Moderate and Severe Cognitive and Physical Disabilities.

4. Access a Copy of our Core Curriculum:

At Woodland Developmental Center we utilize the Essential Elements with Michigan Range of Complexity. Copies can be obtained at:

http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html.

The *Essential Elements* assist educators in understanding the links between the general assessment content standards and the Essential Elements. They also provide how the skills associated with each target Essential Element is to be assessed using the three levels of MI-Access.

5. Aggregate Student Achievement Results:

Students at Woodland Developmental Center take the Mi-Access Participation and Supported Independence assessments. Aggregate results can be found at

<https://www.mischooldata.org>.

6. Parent Participation:

Woodland involves parents at each student's Individualized Educational Planning (IEP) review. Parental suggestions are incorporated into the student's instruction and training program. In the 2015-2016 school year 94.61% of parents attended their child's IEP. In comparison to the 2014-2015 school year in which 95.35% of parents attended their child's IEP. The Parent Teacher Organization (PTO) sponsored many activities to benefit students at Woodland this year.

We congratulate Woodland students and staff who continue to work hard to improve achievement for all students. On behalf of our students, I want to thank our parents and community for its continued support. Please contact me (810-455-4376) if you have questions regarding this report.

Sincerely,

Diana Maison
Principal
Woodland Developmental Center