



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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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 Lincoln 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 Lauren Feigel for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2lo2ITm>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

At the Lincoln Center, we are a Professional Learning Community (PLC). We have grade level teams that meet multiple times a month to create a collaborative culture, create common assessments, and to continue to learn and grow as educators. All staff comes together to increase student achievement. Our staff has been working diligently on making daily decisions that move our mission and vision forward for our students. Grade level teams continue to fine tune our guaranteed and viable curriculum and to create meaningful assessments.

State law requires that we also report additional information. The Lincoln Center serves students from the seventeen downriver school districts. Students are referred by their local school district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability).

The School Improvement Leadership Team meets frequently throughout the school year to move our school forward. Our School improvement plan (SIP) incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. The Lincoln Center continued the school wide curriculum, Unique Learning System, which addresses

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the state standards. A school-wide Positive Behavior Intervention Support program continues to be integrated into the SIP.

The Lincoln Center is a center-based program for students with Autism Spectrum Disorder and Cognitive Impairment/Emotional Impairment. The focus of the school's curriculum is on academic skills, positive behavior support, social skills, vocational skills, community skills, and adult daily living skills. We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related post-secondary training and adult life. Lincoln Center staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals.

The District and County has transitioned to the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found at [https://www.michigan.gov/mde/0,4615,7-140-22709\\_28463-410070--,00.html](https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html). Our transition classrooms are creating their own guaranteed and viable curriculum based on the ESTR to give students the necessary skills to become as independent as possible when they leave our program.

Student achievement is measured in many ways by the Lincoln Center Staff. All of our 5<sup>th</sup>-8<sup>th</sup> and 11<sup>th</sup> grade students participate in the MIAccess assessment. Our 5<sup>th</sup> grade students are assessed in the areas of ELA, math, and social studies; our 6<sup>th</sup> grades are assessed in the areas of ELA, and math; our 7<sup>th</sup> graders are assessed in the areas of ELA, math, and science; our 8<sup>th</sup> graders are assessed in the areas of ELA, math, and social studies. Our 11<sup>th</sup> grade students are assessed in all subject areas: reading, math, science and social studies. Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, vocational/functional, affective, speech and language, speaking and mobility.

For the past three school years, 90-95% of parents attended the annual IEPT meetings. There is constant communication between school staff and parents through phone, email, IEPT meetings, tours and communication folders.

The Lincoln Center continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are continuously reviewed and taught to students through various teacher-developed lesson plans. Students are rewarded and recognized for positive behavior on consistent bases. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. These interventions include: check-in/check-out, alternatives to suspension, take a break, mentoring, functional behavior assessments, behavior intervention plans, monthly wrap-around meetings, etc.

The implementation of the PBIS plan has led to a much more consistent approach to handling student behavior throughout the school. The expectations are made very clear to students in all of their classes.

Another notable achievement at the Lincoln Center in the last three years is our growth in the area of academic instruction. We have focused on our use of data to drive academic and behavioral instruction, implementing the strategies to increase students' achievement in the

Common Core Essential Elements, and providing exciting and challenging opportunities for all students. We have also continued to develop, implement and evaluate our school-wide positive behavior intervention support program to foster a positive and safe environment while ensuring that students continue to receive targeted instruction in the areas of math and language arts. The Lincoln Center will strive to further develop an academic curriculum that is aligned to the Common Core. We are striving to help our students improve in the areas of reading and math. We also plan to continue to improve student behavior through the use of our PBIS plan.

Sincerely,

*Lauren Feigel*

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