



February 15, 2022

Dear Wing Lake Developmental Center Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Wing Lake 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 Rebecca Anders, Bloomfield/Wing Lake Special Education Supervisor at randers@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/V9WoXY>.

For the 2020-21 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

Wing Lake Developmental Center is a year round Oakland County Center Program, operated by Bloomfield Hills School District. Operating costs are covered through a combination of a countywide special education levy and state funding provided to resident school districts. Wing Lake has two distinct special education programs: Severe Multiple Impairments (SXI) and Severe Cognitive Impairments (SCI) which provide Individualized Education programs for up to 111 students from throughout Oakland County.

Wing Lake provides a comprehensive educational program in a caring and supportive environment where each student's fullest potential is the staff's greatest concern. An educational team evaluates the student's abilities in the developmental areas of gross motor, fine motor, self-care, language and pre-academic skills: math, reading, science and social studies. An Individual Educational Plan is written to meet the individual needs of each student. Long-range goals and short-term objectives are developed and progress is continually monitored. Our program provides adapted PE, music, swimming, community based instruction,

and opportunities to practice pre-vocational skills. Additionally, students whose needs as outlined in the IEP require related services will participate in occupational therapy, speech and language pathology, and/or physical therapy. At Wing Lake, we strive to teach as many skills of daily living and self-care as possible to increase independence. Staff also assists our students with transition planning in anticipation of program completion. All students participate in formative and summative assessments that are used to guide instruction. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions.

State law requires that we also report additional information.

- Students are referred to Wing Lake Developmental Center by their resident districts in alignment with the Oakland Schools Central Coordination referral process. Upon completion of an Individualized Education Plan (IEP) team whereas the IEP team determines students' programs and services location for Wing Lake Developmental Center, students dually enroll in Bloomfield Hills Schools while also remaining a student within their resident district.
- Wing Lake has maintained school improvement goals in the areas of emergent literacy, emergent math, CORE language, and adult transition. Progress toward these goals are monitored. Goals are adjusted yearly.
- Wing Lake follows the Alternate Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. Building MICIP team members, which includes administration, teaching staff, instructional assistants, and ancillary staff coordinate the efforts of preschool through age 26 subject area curriculum. The MICIP team reviews, evaluates, develops and writes curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. Grade level bands (pre-school/elementary, middle and high school, and adult transition) also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.
- Wing Lake's data is comprised of multiple sources of available data used to triangulate and assess students' needs during the global pandemic, during which instruction and assessment took various forms.
 - Wing Lake students participate in Michigan's alternate assessment: Mi-ACCESS. K-3 students are assessed using the Alternate Initial Screening Assessment (Oakland Schools version) and the Adapted Bridge Diagnostic Assessment. Additionally, in 2021-2022, Wing Lake adopted the Macomb Intermediate School District (MISD) Alternate Math Assessment and Adapted Bridge Diagnostic Assessment for K-9 Reading and Math benchmark assessments. IEP goal progress is also utilized to report progress on students' individual goals.
 - To Access our Mi-ACCESS data please click here: [mischooldata.org](https://www.mischooldata.org)

Data Overview: Wing Lake

2020-2021 School Year -

Overall progress on IEP Goals and Objectives prior to and during the COVID-19 pandemic:

As a building, since there were no Spring 2020 State Assessments, we have selected to track progress on IEP Goals and Objectives for our ECOL reporting dates. Below is data taken from IEP Progress Reports as of 12/18/2020.

Grade Band	Winter 2021 - Impacted by COVID-19	June 2021- Impacted by COVID-19	Winter 2021 - Maintained	June 2021 - Maintained	Winter - 2021 Progressed	June 2021 Progressed	Total # of Students	Winter 2021- Impacted Reasonings	June 2021 - Impacted Reasonings
Pre-K/Elementary	24	0	11	29	2	8	37	16 students were marked "Impacted" due to non-regular attendance f2f and/or virtually. 5 students were marked "Impacted" due to health factors	The addition of increased in-person learning helped to improve outcomes. The 8 students who progressed on their IEP goals/objectives all attended in-person.
Middle/High School	11	4	11	20	2	0	24	9 students were marked "Impacted" due to non-regular attendance f2f and/or virtually. One student was marked "Impacted" due to health factors.	20 of the 24 students in this grade band maintained progress on IEP goals and objectives. The 4 students who were directly impacted demonstrated poor or no attendance during in-person and/or virtual learning opportunities.
Adult Transition	11	4	21	30	5	3	37	10 students were marked "Impacted" due to non-regular attendance f2f and/or virtually.	30 students in the Adult Transition grade bands maintained progress on IEP goals and objectives, with 3 students progressing on their goals. 4 students were impacted due to poor or no attendance during virtual and/or in-person learning opportunities.

- Wing Lake Developmental Center hosts a Fall Curriculum Night for families and annual IEP meetings for each student.
 - Fall 2021 Curriculum Night attendance - 30% of our 95 students were represented.
 - Annual IEP parent attendance - 95% of our 95 students are represented.

We continue to be proud of the student's success, especially considering the significant health and cognitive needs of Wing Lake students. It is a result of the commitment of all Wing Lake stakeholders.

Sincerely,

Rebecca Anders, Ed. S., LMSW
Special Education Supervisor
Bloomfield/Wing Lake