



REGIONAL EDUCATIONAL SERVICE AGENCY

499 Range Road, PO Box 1500
Marysville, MI 48040
(810) 364-8990 | (810) 364-7474 Fax
www.sccresa.org

4-12-2019

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 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 please contact Diana Maison for assistance.

The AER is available for you to review electronically by visiting the following web site at www.sccresa.org or you may review a copy in our main office at Woodland Developmental Center.

For the 2017-18 school year, schools were identified using new 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 subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school is one that has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. 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.

We continuously work to address our students' unique needs and personalize their programs to ensure success. According to the 2017-2018 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 began three programs in the 2015-2016 school year to increase student participation in this program area. They were Eagle Eyes, Camera Mouse 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. Generally this is used with individuals whose only controlled muscular movement is their eyes.

Camera Mouse, which comes with Eagle Eyes, utilizes head movement to curser movement. Individuals must have reliable head control to benefit from this piece of technology.

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.



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We continue to explore/expand these technologies with students that may benefit from these modalities of communication tools and have documented notable gains for students using these technologies.

A new initiative that has been added school-wide and shared with families in the area of communication is PODD. Pragmatic Organization Dynamic Display (PODD) is a means of selecting and organizing symbols so that people with complex communication needs and their communication partners can communicate more easily. PODD is an example of Augmentative and Alternative Communication (AAC). Our entire school staff has been trained in PODD, as well as, interested families/Group Home staff. During the 2017-2018 school year our school applied to be considered as a PODD Implementation Site and was awarded this opportunity.

State law requires that we also report additional information.

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 the fourth year of the 5 year School Improvement Plan with the following goals.

Goal #1 (Math): Students at Woodland Developmental Center will utilize Assistive Technology resources to become proficient to the best of their ability in the area 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. 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.



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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 2017-2018 school year 96.23% of parents attended their child's IEP. In comparison to the 2016-2017 school year in which 96.9% of parents attended their child's IEP. The Parent Teacher Organization (PTO) sponsored many activities to benefit students at Woodland annually.

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