



AER: 2024-2025

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 2023-24 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 student assessment, accountability, and teacher quality information. If you have questions about the AER, please contact Susan Simms, Wing Lake Developmental Center Supervisor at ssimms@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the mischooldata website [linked here](#), or you may review a copy in the main office.

For the 2024-25 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 approximately 100 students 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. 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 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:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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) meeting, where 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, and social-emotional learning. Progress toward these goals is monitored and goals are adjusted annually.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Building Michigan Integrated Continuous Improvement Process (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.

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

Wing Lake follows the Alternate Michigan State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. Grade level bands (pre-school/elementary, middle and high school, and adult transition) also meet to ensure that there is alignment both across and between the grade levels; i.e. 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 from one grade or subject level to the next.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS Attendance at IEP's, Progress Meetings and Parent Events

2023-2024: 50% Curriculum Night, 95% Annual IEP Meetings

2022-2023: 50% Curriculum Night, 95% Annual IEP Meetings

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,

Susan Simms
Supervisor, Wing Lake Developmental Center