

Livonia Public Schools

Western Wayne Skills Center Garfield Community School



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2025-2026 Annual Education Report



Western Wayne Skills Center at
Garfield Community School

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Lauren Feigel, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for the Western Wayne Skill Center, at Garfield Community School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Lauren Feigel, Principal of Garfield Skills Center for assistance.

The AER is available for you to review electronically by visiting the following web site [WWSC Website](#) or you may review a copy by contacting the Garfield Skills Center office.

For the 2025-2026 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

Students at the Western Wayne Skill Center at Garfield Community School receive specialized instruction from highly qualified special education staff in daily living, work skills, communication, social skills, and independent living skills.

Our staff participates in weekly Professional Learning Community team meetings that focus on the Life Centered Education Transition Curriculum, and Positive Behavior

Intervention Supports. Staff are always asking what students need to know, analyzing data on how we know students have the skill, and then what to do when students are struggling or excelling with specific skills. Staff members collaborate to provide specific targeted instruction on skills that are transferable to the community and work setting.

Collaborative efforts positively impact the school's success and student achievement as evidenced by the steady reduction of students requiring Tier 3 behavior supports and office discipline referrals.

The Western Wayne Skill Center is a special education, post-secondary program that provides instruction to address transition outcomes for students with disabilities (MoCI and ASD) ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System.

The Western Wayne Skill Center Curriculum is derived from the Life Centered Education Transition Curriculum: addressing the areas of employment skills, self-determination and interpersonal skills, and daily living skills.

As part of the Livonia Public Schools District accreditation and goals, our students continue to show measurable improvements. The goals of positive behavior intervention support, utilizing and training students on DWIHN (Detroit Wayne Integrated Health Network) and using the LCEC framework as a curriculum, drive the school's improvement initiatives, strategies, and school assessments. These are consistent with the Livonia Public School District Goals.

Any parent, guardian or care provider wishing to serve on the School Improvement Committee should contact the office at 734.744.2810.

Additional Information:

- The program is available to students living within the eleven school districts served by the Western Wayne Region. Students must be between the ages of 18-26 years and have a moderate cognitive impairment or autism spectrum disorder eligibility and meet additional requirements as outlined by Wayne RESA.
- The Western Wayne Skill Center is a school that emphasizes community-based instruction, providing instruction in career awareness and work experience.
- To access a copy of the Western Wayne Skill Center Curriculum, please call the office. 734-744-2810.
- All administration, teaching and ancillary staff are certified, licensed and otherwise qualified within their area of professional expertise as required by the State of Michigan.

The parents, guardians or care providers of each student play an integral role in the Transition Planning process by providing guidance and support to their student as they make realistic decisions about their future. Parents are encouraged to take advantage of the many opportunities throughout the school year to learn more about transition by attending informational workshops co-sponsored by the school, and community agencies.

State law requires that we also report additional information as found on the following pages.

Congratulations to our incredible students on your hard work and achievements thus far! We are immensely proud of the strides you are making toward your future. It is important to recognize

that the success of the Transition Planning process is a shared journey; parents, guardians, and care providers play an integral role by providing the guidance and support students need to make realistic, confident decisions about their next steps. We encourage you to stay active in this partnership by taking advantage of the various informational workshops co-sponsored by the school and community agencies throughout the year. Together, we can ensure our students have the tools and encouragement they need to thrive.

Sincerely,

Lauren Feigel

Garfield Skills Center Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

The Mission of the Western Wayne Skill Center is to educate, advocate, empower.

SCHOOL PROFILE

The Western Wayne Skill Center serves post-secondary students living within the 11 school districts served by the Western Wayne Region who are certified as eligible for special education services and meet other enrollment criteria. The Principal of the Western Wayne Skill Center is Lauren Feigel and the Program Specialist is Leah Clark. There are 30 professional teaching staff members including Behavior Consultant, Physical Therapist, Occupational Therapist, Speech Therapist, Social Worker, School Psychologists and Visually Impaired Consultant. In addition, there are 33 paraprofessional staff.

The building support staff includes three custodians, one full time and one part-time secretary, and three cafeteria staff.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to the Western Wayne Skill Center in collaboration with surrounding school districts in the Western Region of Wayne County. The process used to assign students includes a referral by the resident school district with required documents; a review of the student's records; an interview; and an Individualized Education Program Team meeting. Transportation is arranged by the resident district.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Western Wayne Skills Center Staff to focus our improvement efforts on the fundamental areas of communication and social emotional well being. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our efforts this year were to develop an action plan to increase student achievement in Self-Awareness and communication, in alignment with the district school improvement plan. Much of our professional development this year included topics such as AdvancED goals, professional learning communities, developing a process for assessments, and supporting students with disabilities and the Individual Educational Program Team Report Process and Procedure.

School improvement goals for the 2026-2027:

PBIS:

By the end of the 2026-2027 school year, Garfield will sustain 80% and above, of students achieving their Tier 1 PBIS point goal, as measured by PBIS point data, through consistent monitoring and support.

Transition:

By the end of the 2026-2027 school year, Garfield will increase the percentage of students connected with Detroit Wayne Integrated Health Network (DWIHN) from 35% to 50%.

Curriculum:

By the end of the 2026-2027 school year, Garfield's Professional Learning Teams (PLTs) will complete the leveling of the curriculum for our pacing guide, complete teacher record forms, and develop common formative assessments based on these levels. This will be evidenced by a completed, leveled, pacing guide, teacher record forms, and formative assessments for student data.

School improvement goals for 2023-2025

- All students at the Garfield Skills Center will demonstrate school-wide positive behavior expectations, as evidenced by a decrease of 20% in Office Disciplinary Referrals (ODRs) in MiStar over the course of the school year.
- Garfield will increase our tier 1 support of behavior-specific praise as evidenced by an increase in our average blue ticket count from 4 blue tickets per student to 5 blue tickets per student.
- Garfield will increase staff buy-in (actual participation) for PBIS from 87% to 90% as shown in our end of year PBIS staff survey.

SPECIALIZED SCHOOLS OR PROGRAMS

The Western Wayne Skill Center is a specialized school for students with disabilities serving young adults, ages 18-26, residing in Western Wayne County with moderate impairments. Specific information about the programs is available on the district website at www.livoniapublicschools.org.

CORE CURRICULUM

The curriculum at the Western Wayne Skill Center provides learning experiences designed to promote independence and a rewarding lifestyle.

A copy of the WWSC Curriculum can be obtained from the school by calling (734)744-2810.

STUDENT ACHIEVEMENT

The Western Wayne Skill Center is a special education, post-secondary center program that provides instruction to address Transition outcomes for students with moderate disabilities ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System nor college practice or entrance exams.

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. The Western Wayne Skill Center has a high degree of parent participation at all parent information sessions. These sessions include Open House, Community Presentations, and Individual Educational Program Meetings held for each student. Community Presentations are held virtually monthly and all parents/guardians are invited to attend.

During the 2024-25 school year, out of 119 students, 100% of families are personally invited to IEP meetings, open house events, and Community Presentations. Families have access to Community Presentations via a virtual link and also have access to recordings if they are not able to attend at the time of the presentation.

During the 2023-2024 school year, out of 122 students, 100% of families are personally invited to IEP meetings, open house events, and Community Presentations. Families have access to Community Presentations via a virtual link and also have access to recordings if they are not able to attend at the time of the presentation.

Every parent/guardian/care provider and student is invited to participate in an annual Individual Education program (IEP) Team Meeting. Every student at the Skill Center has an annual IEP meeting.

Parents receive information from Western Wayne Skill Center staff in numerous forms including progress reports, phone contacts, monthly administrator newsletter, parent meetings, and written correspondence (i.e. newsletter, weekly e-mails, website, and letters). Each parent receives formal information weekly regarding their student and or school program. Parents may also access their student's grade and attendance through a secure website.

In addition, the following parent information sessions occur on an annual basis: Fall Open House, regularly scheduled monthly Community Presentation evenings and Arc Workshops co-sponsored by the school, and yearly Individualized Education Planning Team meetings. The Community Presentations give parents and students the opportunity to learn about the various agencies and supports available to students with disabilities and their families within the community.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

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