



School Annual Education Report (AER) Cover Letter

February 5, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Glen Peters School. 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 Principal, Jennifer Shelton for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.misd.net/peters/index.html>, or you may review a copy in the main office at your child's school.

For the 2019-20 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. School data can be found by viewing the Combined Report at <https://bit.ly/38x1pIJ>. The 'Combined Report' provides data on state administered student assessment results, accountability results, teacher qualification information and the state results for the National Assessment of Educational Progress (NAEP).

We continue to strive to meet proficiency goals through targeted instruction that incorporates the educational supports that our students with moderate and severe cognitive impairments need. Our school improvement goals are reviewed annually, and adjusted to focus on the academic needs of our students. Professional development

activities align with and support improved academic performance for our students. During the state mandate requiring remote instruction from March 16, 2020 through the remainder of the 2019-20 school year, teachers and ancillary staff worked diligently to provide synchronous and asynchronous instruction to all students. To support this required instructional model our staff attended multiple professional development trainings in order to provide and support students with on line learning via Seesaw. All students at Glen Peters School have cognitive impairments that range from moderate to severe. Our students benefit from direct modeling of desired behaviors and intensive ongoing practice to achieve improvements in their proficiency. A school improvement newsletter was sent home which provides parents and teachers activities to support goals. An email distribution list has been established to keep parents updated on school events and encourage their participation. We continue to work to increase parent attendance at IEP meetings and parent teacher conferences. We will continue to work to find ways to enhance parental involvement in the IEPT process.

State law requires that we also report additional information.

Process for Assigning Pupils to School:

Students are referred to our program from the 9 northern public school districts that reside within the Macomb Intermediate School District's (MISD) catchment area. Severely Impaired students that are identified at a pre-school age may enter our program through the IEPT process upon reaching 3 years of age.

Status of School Improvement Plan:

During the 2018-19 and 2019-2020 school year we addressed the following School Improvement goals:

1. Students will demonstrate proficiency in English Language Arts
2. Students will demonstrate proficiency in Math
3. Students will demonstrate proficiency in Science
4. All teachers will implement a designated DEAR (Drop Everything and Read) time 15-30 minutes 3-5 times per week.
5. All teachers will use before, during and after reading strategies, 2-3 times per week, during a guided reading lesson.

Strategies to improve student achievement in all areas include:

- Balanced Literacy - Staff will use a balanced literacy (Four-Block Model) approach to increase student engagement and learning.
- Common Core Essential Elements Mathematics - Teachers will implement and monitor math instruction, at each grade level, based on the Common Core Essential Elements.
- Common Core Essential Elements English Language Arts - Teachers will implement and monitor ELA instruction, at each grade level, based on the Common Core Essential Elements.
- Foundational Science Skills - Teachers will build foundational science skills in the areas of Earth, Life, and Physical Science.
- PLC's meet regularly to collaborate on Math, Science and ELA strategies and develop adapted materials appropriate for students.
- Guest presentation from the Michigan Science Center provided students with a hands on experience.
- Expansion of community based instruction program to support Math and literacy goals.

- Teacher and staff collaboration to increase student achievement during virtual learning

Description of Program:

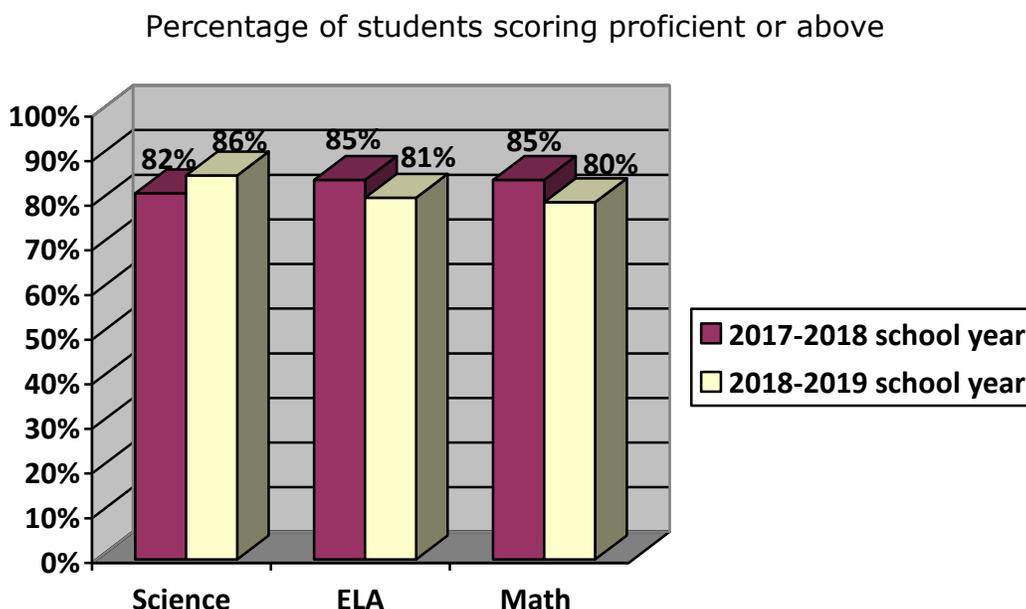
Glen H. Peters provides educational services for Macomb County students, ages 3 to 26, who have moderate to severe cognitive impairments or severe multiple impairments and have been referred by their local school districts. During the 2019-2020 school year, we had 356 students enrolled. Our average daily attendance was 84%.

Access a Copy of Core Curriculum:

At Glen Peters we utilize the Common Core Essential Elements (CCEE) which can be viewed at

http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html

Student Achievement Results for any Local Competency Tests



Assessment data is collected annually to measure progress. When the data was reviewed for our continuing Math and ELA goal, we found that through the use of Pre and Post testing, our number of students who became proficient during the school year, increased. It should be noted that during the 2018-2019 school year the district was in the process of transitioning from one data collection system to the next. During the 2019-2020 school year students were administered the Pretest in the areas of Science, ELA and Math. Due to the Covid-19 school closure post tests were not administered.

Parent Participation at Conferences and IEPs:

Over the past two years we are very proud of our parent participation at Parent-Teacher Conferences or Individual Education Planning Team (IEPT) meetings. During the 2019-2020 school year, Parent Teacher Conferences were held in October for our SXI program and in April for our MOCI and SCI program. Our attendance at parent teacher conferences has remained consistent over the last two years ranging from 56-59%. Parent attendance at annual Individual Education Planning Team (IEPT) meetings has

remained consistent over the course of the last two years ranging from 70-71%. We value parent, family and community participation and have incorporated other events where these stakeholders can participate in their student's program. A weekly email is sent to parents updating them on upcoming school activities. We started the 2019-2020 school year with an open house. Parents were invited to a meet and greet with all staff and have an opportunity to visit their child's class to get an overview of their child's day. We offer a Sib Shop program to support siblings of our Glen Peters students. The parent group hosts, sponsors and supports a variety of activities during the school year. We are grateful for their support and partnership. Due to the school mandated closure related to COVID-19 many of the activities had to be cancelled such as the Family Fun Day, Roller Skating Field Trips, Science Alive and Teacher Appreciation Lunch. With the support of our dedicated teachers, a drive by Completer's Ceremony for all Peters completers did take place in cooperation with the PTO. During this school closure, teachers, support staff and parents maintained frequent contact regarding educational programming and student progress.

High School Data

While we do have high school aged students, the nature of this program does not lend itself to postsecondary enrollment, college equivalent courses or college credit.

From the Principal:

Our students continue to demonstrate courage, strength, and persistence as they work towards their goals. Our staff remains committed to providing students every opportunity to acquire new skills. We continue to celebrate each and every achievement. Please contact the school (586-465-6251) if you have questions regarding this report.

Sincerely,
Jennifer Shelton
Principal