



## **Glen H. Peters School 2023-2024 School Annual Education Report (AER) Cover Letter**

January 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 the principal, Julee Anderson, 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 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup 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 or had a graduation rate at or below 67% in 2021-22. Some schools do not identify with any of these labels. In these cases, no label is given.

Our school has not been given one of those labels. School data can be found by viewing the Combined Report at [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,7636,1728,95](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,7636,1728,95).

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 and social emotional needs of our students. Professional development activities align with, and support improved academic performance for our students. 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 newsletter is sent home which provides information on school activities, highlights student success, and provides resources to families to further support their student. In order to keep parents updated on school events as well as to encourage participation, Remind is also used as our technology platform for parent communication. We continue to work to increase parent attendance at IEP meetings and parent teacher conferences. The addition of virtual meetings has allowed parents more flexibility in attending these meetings.

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 2021-22 and 2022-23 school years we addressed the following School Improvement goals:

1. Students will improve social emotional learning.
2. Increase in explicit instruction on monthly core vocabulary words based on the provided schedule.
3. Parent/Family communication - Staff members will use multiple modes to communicate with student families.

### **Strategies to improve student achievement in all areas include:**

- Technology in classrooms- Individual iPads provided to all students to ensure equitable access to curriculum.
- Technology in classrooms- SMART boards in every classroom
- PLC's meet regularly to collaborate on PBIS strategies and develop adapted materials appropriate for students.
- Professional Development on Addressing Student Behavior through Tiered Levels of Support
- Provide direct instruction on social/emotional learning through the PBIS initiative.
- Promote PBIS behavioral expectations.
- Little Spot of Emotion curriculum used building wide
- Monthly newsletter resources on targeted core vocabulary words
- Pre and post social emotional assessments to monitor student progress
- Remind platform used for communication with families
- Multiple modes of conducting meetings offered to families (in person, zoom, phone conference)

### **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. As of August of 2023, we had 285 students enrolled. Our average daily attendance was 78%.

**Access a Copy of Core Curriculum:**

At Glen Peters we utilize the Content Expectations Essential Elements which can be viewed at

[http://www.michigan.gov/mde/0,4615,7-140-22709\\_28463-18034--,00.html](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. Assessments are created by MISD staff. In the area of social emotional learning students showed a 16% average increase in the average score from pre to post test data over the course of the last two years. K-12 students are also assessed using the MISD ELA and Math assessment (pre and post). Data show that the number of students who became proficient during the school year in these areas increases annually.

**Parent Participation:**

Over the past three years we have been very proud of our parents' participation at Parent-Teacher Conferences or Individual Education Planning Team (IEPT) meetings. Parent participation at parent-teacher conferences has remained consistent over the last two years, averaging 58%. Parent attendance at annual Individual Education Planning Team (IEPT) meetings has increased over the last two years ranging approximately from 76-83%. Multiple means of meeting whether in person, via phone, or virtually are provided as options for families to allow the opportunity to meet and discuss student progress. We value parent, family and community participation and have incorporated other events where these stakeholders can participate in their student's program. Communication platform, Remind, is available for all family members to use. Classroom staff, nurses, ancillary staff, and administration use this tool to connect with families and share information on student programming. A weekly email is sent to parents updating them on upcoming school activities. The parent group hosts, sponsors, and supports a variety of activities throughout the school year. We are grateful for their support, creativity, flexibility, and partnership.

**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 high school credit.

**From the Principal:**

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

Sincerely,  
Julee Anderson  
Principal