



Wyandotte Public Schools

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School Annual Education Report (AER) Cover Letter

February 12, 2025

Dear Parents 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 Jo Brighton Skills 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 Katie Bradd for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,8468,1691,119, or you may review a copy in the main office at your child's school.

For the 2024-25 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 subgroup in 2023-24. 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, had a graduation rate at or below 67%, 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 was identified as a universal support school with no label.

Jo Brighton Skills Center is a center-based program for students with moderate cognitive impairments. Students are referred to Jo Brighton from the 17 Downriver Region School districts based on individual need and IEP team determined support. The focus of the school's curriculum is on academic skills, social skills, vocational skills, community skills, and adult daily living skills. Our high school and middle school classroom's curriculum is centered around the CCEE (Common Core Essential Elements). We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related to post-secondary training and adult life. Jo Brighton staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals. We have an extensive work site based learning program that helps students with disabilities receive job training and eventual paid employment.

At Jo Brighton Skill Center, we are a Professional Learning Community (PLC). We have grade level teams that meet multiple times a month to create a collaborative culture, create common assessments, and to continue to learn and grow as educators. All staff come together to increase student achievement by reviewing student data and determining what is working and what is not. Our staff has collaboratively created our guaranteed and viable curriculum which details what students must learn to move on and be successful in their future. Additionally, our staff work diligently to make daily decisions that move our mission and vision forward for our students. Grade level teams continue to fine tune our guaranteed and viable curriculum and to create meaningful assessments. Currently, we are using classroom informal and formal assessments to show growth on IEP goals and objectives.

Our building's guiding coalition meets 1-2 times per month throughout the school year to move the work of our collaborative learning teams forward. We work together as a team to make shared decisions with input from all stakeholders.

State law requires that we also report additional information. Jo Brighton Skills Center serves students from the seventeen downriver school districts. Students are referred by their resident district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability). When resident districts begin to consider a referral to a center program, Wayne County center program procedures are followed and decisions are made by individualized education program teams. We also have seven satellite classrooms that are located at Wilson Middle School and Roosevelt High School in Wyandotte that service our students with moderate cognitive impairments referred to us by the districts in our Downriver region.

The Michigan Department of Education has shifted the school improvement process to MICIP which is a more comprehensive district needs assessment that focuses on the whole child. Our district has chosen a focus on social emotional learning which we continue to support through our teaching and learning in classrooms, our social emotional learning resource library as well as support from our Behavior Specialist, School Social Worker and Transition Coordinators. The PBIS "Expect Respect" initiative has driven our SEL instruction during town hall school meetings as well as individual instruction when students need support with peers or coping with their own behavior.

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Our District and County uses the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher plans lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found here: <https://www.michigan.gov/mde/services/student-assessment/mi-access/training/essential-elements-with-michigan-range-of-complexity>. Our Vocational and Community classrooms have created their own guaranteed and viable curriculum to give students the necessary skills to become employable when they leave our program.



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Student achievement is measured in many ways by the Jo Brighton Skills Center Staff. All of our 3rd-8th and 11th grade students participate in the MI-Access assessments.

ELA Grades 3-8 and 11

Math Grades 3-8 and 11

Science Grades 5, 8 and 11

Social Studies Grades 5, 8 and 11

Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, vocational/functional, affective, speech and language, and fine and gross motor skills as determined appropriately by the student's IEP team. Progress on IEP goals and objectives is communicated quarterly to families via quarterly IEP progress reports. Parent/Guardian attendance at our student's annual IEP meetings by our families is consistently above 90%. We also sponsor a monthly family support program hosted by Celebrate Hope where our parents can connect with other parents who share the common experiences of raising and supporting students with disabilities.

At Jo Brighton Skill Center we work together to educate, prepare and empower our students for success and independence when they leave our program. We value student voice and student choice and believe that each one of our students has something positive to contribute to our society. We are proud of our relationships with students, families, and agencies that facilitate and contribute to the growth of the whole child or adult while they attend our program.

Sincerely,

Katie Bradd, M.Ed, Ed.S
Principal of Jo Brighton Skills Center