



PIED PIPER SCHOOL
ALPENA-MONTMORENCY-ALCONA EDUCATIONAL SERVICE DISTRICT

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School Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Pied Piper School. The AER addresses the complex reporting information required by federal and state laws. While the number of students in any cohort/grade level at our school includes less than 10 students, an AER is required to be posted. The school's report contains information about student assessment, accountability and teacher quality. Because our group assessed is small, some data is not available in the report. If you have any questions about the AER, please contact the Pied Piper Principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/F2kDoK> or you may review a copy in our main office at your child's school. Links to this cover letter and the AER may also be found on our school website at <http://piedpiperschool.org/default.asp>.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

State law requires that we also report additional information for the two most recent years on the following:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pied Piper School works with the Alpena Montmorency Alcona local districts to provide center-based programs and services to students, as determined through the IEP process. Pied Piper School does not enroll students independent of local involvement. If an individual family is interested in the programming at Pied Piper, their first contact should be with the local special education director.

2. SCHOOL IMPROVEMENT PLAN

This plan for Pied Piper School encompasses includes 3 goals: Goals 1 and 2, (in their fifth year of a five year plan) and Goal 3 (year 2 of a 5 year plan).

- a. Students at Pied Piper School will increase their proficiency in the area of English Language Arts by 5%.
- b. Students at Pied Piper School will increase their proficiency in the area of mathematics by 5%.
- c. All students at Pied Piper School will improve adaptive behavioral skills, as measured by a reduction in behavioral issues leading to suspension, unexcused absences, and progress towards IEP adaptive behavioral goals.

These goals are aligned to the curriculum and also support our Mission, Vision and Beliefs:

Mission

The mission of Pied Piper School is to utilize community and district resources so that our students have optimum educational opportunities to develop to their fullest potential.

Belief Statement

We believe in the worth of all individuals; and by creatively combining measurable goals and innovative teaching, we will provide an educational environment that will improve the quality of life for our students.

Vision

- i. We believe in treating each student with care, dignity and respect
- ii. We believe our school should be of such a high quality that students are excited to come and parents are confident to send them.
- iii. We believe every decision we make should be based on the best interests of the child.
- iv. We believe in striving to be on the leading edge of the best educational practice.
- v. We believe we should support the efforts of our families and community organizations.
- vi. We believe each student should leave our school and be able to participate and contribute in their community as independently as possible.

3. SCHOOL DESCRIPTION

Our school serves students within the AMA ESD who are Moderately Cognitively Impaired, Severely Cognitively Impaired, Severely Multiply Impaired, and Autistic Spectrum Disorder. Students range in age from 3 to 26 years. Each classroom provides individualized instructional programs for students which may include:

- Personal Care
- Independent Living
- Communication & Language
- Academics
- Motor Development
- Social-Emotional Skills
- Vocational and/or Physical Education

Pied Piper staff work with local districts and families to provide center-based programs and services to students, as determined through the IEP process.

4. CORE CURRICULUM

Pied Piper School utilizes the Unique Learning System Curriculum. The curriculum can be accessed at the following website: www.uniquelearningsystem.com. The Unique Learning System is a curriculum written specifically for students with significant disabilities. The curriculum is aligned to Michigan's

curriculum requirements and the MI-ACCESS assessment. The Unique Curriculum is a thematic based system that incorporates all five core competencies. Individual student focus is determined at their IEP meeting.

5. AGGREGATE STUDENT ACHIEVEMENT RESULTS

One of the challenges depicted in the data of the Combined Report in the AER is that due to the low enrollment, few students are assessed using state assessments, and so data from the report provides little useful feedback. In the spring of 2016, we had nine students in grades 3-8 and 11 take the MI-ACCESS assessment. Four were assessed at the Participation Level and five at the Supported Independence level.

Our best way to address this is to look at individual student data and classroom data, which is easily done and an advantage of having lower enrollment. Teaching staff meet with administration approximately once per month to review data and use this to guide instruction. While many of our students have significant impairments, we believe all students can learn. Efforts continue to examine IEP data and progress in the curriculum. A new program of Positive Behavioral Interventions and Supports was introduced in the 2015-16 school year to support student achievement.

6. PARENT-TEACHER CONFERENCES

Opportunity for parents to conference with teachers occur at each student's annual IEP meeting. Parents, guardians and community members are also give a variety of other opportunities to participate in Pied Piper School life. The ability to request individual conferences at any time is available throughout the year for parents/guardians.

We are pleased with the opportunity to continue to work with and serve the children of Pied Piper Schools and look forward to the continued educational growth for each.

Sincerely,

A handwritten signature in cursive script that reads "Scott Reynolds".

Scott Reynolds, Principal
Pied Piper School