Northwest Education Services

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School Annual Education Report (AER) Cover Letter

2-20-26

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 Creekside. 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 Lisa Klepper for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/49L6tHW , or you may review a copy in the main office at Creekside.

For the 2025-26 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 status label is given.

Our school was not given one of these labels.

When fewer than 10 students per grade level in a school building take an assessment, the State does not report the "percentage of students proficient" and few conclusions can be drawn regarding student achievement. Due to the nature of our students' disabilities and our small class sizes there is little State assessment data related to proficiency available in the AER reports.

Additional challenges arise from the high needs of our students in the following areas: medical, behavior, and cognition. We address these needs through a multidisciplinary approach. Our multidisciplinary team includes school social workers, special education teachers, school psychologists, physical therapists, occupational therapists, speech and language pathologists, teacher consultants for emotional impairments, orientation and mobility specialists, teacher assistants, and nurses. Current school initiatives include Trauma informed practices, social-emotional learning, Positive Behavior Interventions

and Supports (PBIS), Multi-Tiered Systems of Support (MTSS) and Applied Educational Neuroscience (AEN).

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

- Creekside School is a center-based program for students who are significantly impacted by their difficulty regulating their emotions and behavior resulting in safety concerns at their resident school. 100% of the students who attend Creekside School are eligible for and receive special education services. The school encompasses 10 classrooms, and provides instruction to students in grades kindergarten through 12th. Each classroom supports up to 12 students and is led by a teacher certified to teach students with emotional impairments and a teaching assistant. Based on each student's Individualized Education Plan (IEP), the students may also receive physical therapy, occupational therapy, speech and language therapy, or psychology or social work services. In addition to meeting students' academic needs, the program seeks to identify and address needs related to behavior self-regulation.
- Our School Improvement Plan focuses on increasing student access to academic instruction by supporting healthy emotional regulation. The staff at Creekside School utilize Professional Learning Communities to learn, strengthen and reflect on system-wide responses to students' emotional regulation needs. Restorative Practices, Crisis Prevention Intervention (CPI), PREPaRE, Positive Behavior Interventions and Supports (PBIS) and Applied Educational Neuroscience (AEN) provide a foundation for and are examples of supports embedded in daily programming to increase student access to academic instruction. Additionally, school staff are trained in conducting Functional Behavior Assessments and developing Behavior Intervention Plans to further support the needs of the students.
- Teachers use curricular materials that allow students to access the State Standards through instructional and response modifications, when necessary. The modified curriculum is aligned to the Essential Elements. For additional information, please contact Leigh Kennedy at 231- 922-6393 or lkennedy@northwested.org. In addition to academics, our students engage in daily lessons/activities related to social-emotional learning. Opportunities to allow students to practice behavior regulation strategies learned in the school school setting is provided through volunteer work within the community and other community-based experiences.
- Students enrolled in Creekside School do not take their local district's assessments, but do participate in nationally-normed achievement tests (NWEA, AimsWeb+ and MSTEP) and/or curriculum-based assessments.
- In place of traditional parent teacher conferences, each student at Creekside School has an Individualized Education Planning team meeting. Many students also have staffing meetings, monthly data review meetings, medication review meetings, and wrap-around meetings that include representation and collaboration with other community support agencies. Communication with parents occurs daily in writing through student check sheets and behavior incident reports. Many parents prefer their conference information via email and phone, which we provide.

- Students who attend Creekside School are able to earn a diploma or a certificate of completion as a capstone of their educational career. At this time, Creekside does not offer any courses that are equivalent to college courses (such as AP/IB) and currently zero students participate in dual-enrolled programs.

The Creekside school community is strengthened by ongoing collaboration with students, families, local school districts and related community agencies. We recognize and value these partnerships as a necessary component of improved social-emotional and academic outcomes for our students.

Sincerely,

Lisa Klepper
Special Education Supervisor