



School Annual Education Report (AER) Cover Letter

January 17, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for the Bozymowski 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 Principal, Heather Shubnell (Elementary) or Principal, Jennifer Egan (Secondary) for assistance.

The AER is available for you to review electronically by visiting the following web sites: https://www.misd.net/Autism_Elementary/index.html, https://www.misd.net/Autism_Secondary/index.html, or you may review a copy in the main office at your student's school.

For the 2023-2024 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. Our school was identified as a "**HAS NOT BEEN GIVEN ONE OF THESE LABELS**" school.

We continuously work to address our students' unique learning needs and personalize their programs to ensure success. We also continue to work on meeting proficiency goals through targeted instruction that incorporates the educational and behavioral supports that our students with severe levels of Autism need. All students in the Bozymowski program have severe Autism. Our students benefit from direct instruction within the classroom setting incorporating pictures (visual cues) and demonstrations, short verbal instructions and written instructions, when possible. In addition, limited distractions, positive rewards for

positive behavior, direct modeling of desired behaviors and intensive ongoing practice to achieve their IEP goals. 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 and social emotional performance for our students.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to our program from the 21 local school districts within Macomb County and the Macomb Intermediate School District's (MISD) catchment area. Students identified as having severe autism may be referred to the MISD Center Program through a referral process.

Status of School Improvement Plan

During the 2022-2023 school year, we implemented the following district-wide School Improvement goal:

Students in the MISD need direct specialized instruction in social emotional learning. The various programs need to implement a PBIS program to increase positive student behavior and social emotional learning.

Strategies to increase student achievement in social emotional learning include:

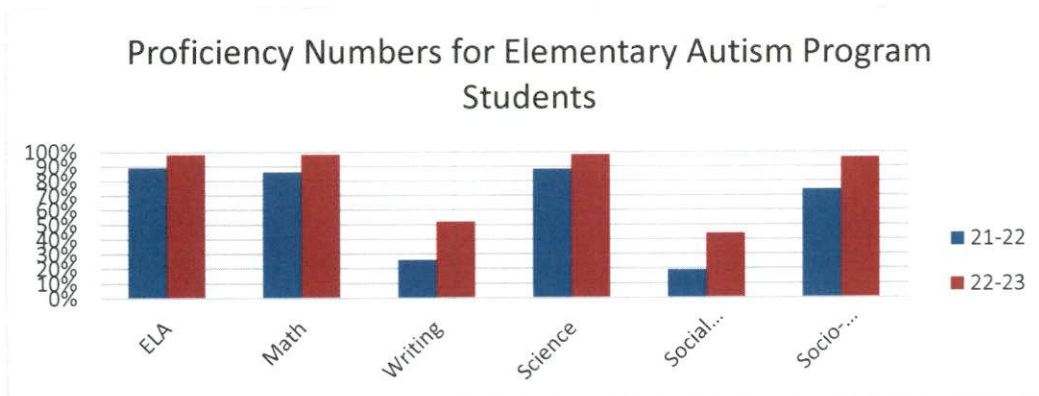
1. Professional development trainings in Developing Positive Behavior Support Plans, SAP Behavior Process, ISWIS, Mindful Practices, Class Catalyst, CPI and Behavior Data Collection & Analysis
2. Zones of Regulation training for teachers, students, and parents with ongoing implementation school wide
3. Training in Positive Behavior Support Programs for teachers, students, and parents.
4. Building-wide Positive Behavior Support Program to serve as a motivator to students with progress monitoring through Data Collection
5. Implementation of School Wide Sensory Rooms and Individual Sensory Diets to teach emotional regulation.
6. Implementation of Therapy Dog Program

Ongoing strategies to increase student achievement in core academic areas, to support past School Improvement Goals, include:

Elementary Strategies to improve student achievement in all academic areas include:

1. Balanced Literacy - Staff use a balanced literacy (Four-Block Model) approach to increase student engagement and learning.
2. Common Core Essential Elements Mathematics - Teachers implement and monitor math instruction, at each grade level, based on the Common Core Essential Elements.
3. Monthly Professional Learning Committee meetings across content areas occurred to monitor curriculum and instruction for all academic areas.
4. Common Core Essential Elements English Language Arts-Teachers implement and monitor ELA instruction, at each grade level, based on the Common Core Essential Elements.
5. Foundational Science Skills -Teachers teach foundational science skills in the areas of Earth, Life, and Physical Science.
6. Training for Elementary staff on Seesaw, an online tool to assist with virtual instruction.
7. Teacher Training for Elementary Staff on Boom Cards, Office 365, YouTube, iPad Apps, Zoom Screen Sharing, and QR codes to enhance the virtual learning platform used for Face-to-face instruction and virtual learning.
8. Teacher and staff collaboration to increase student achievement during virtual learning.

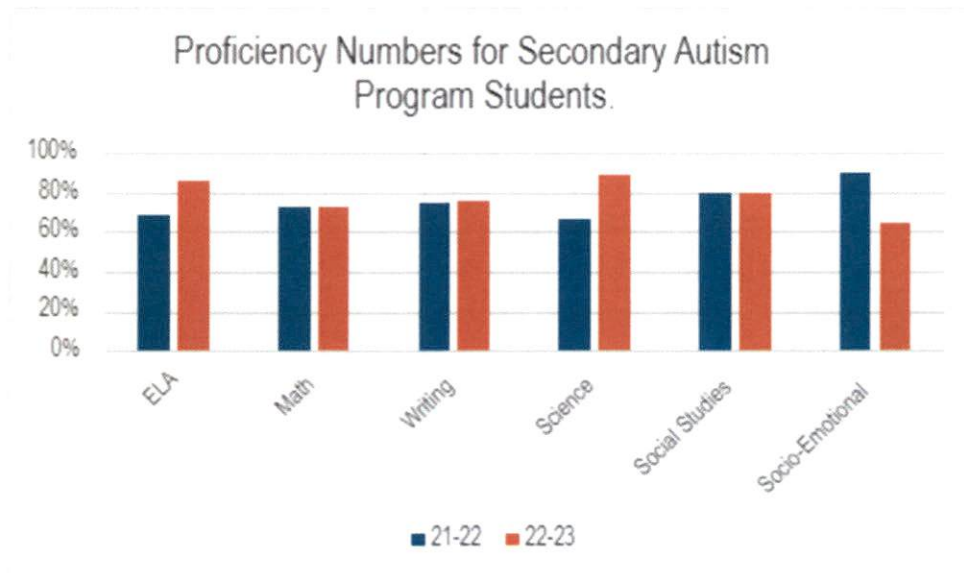
Assessment data is collected to measure progress. When data was reviewed for our continuing ELA, Math, Writing, Science, and Social Studies and Socio-Emotional goals, we found 52% of students were proficient in Writing, 98% of students were proficient in ELA, 98% of students were proficient in Math, 98% of students were proficient in Science, 44% of students were proficient in Social Studies, and 96% of students were proficient in Socio-Emotional. Overall, students demonstrated progress in all areas.



Secondary Strategies to improve student achievement in all academic areas include:

1. Balanced Literacy - Staff use a balanced literacy (Four-Block Model) approach to increase student engagement and learning.
2. Common Core Essential Elements Mathematics -Teachers implement and monitor math instruction, at each grade level, based on the Common Core Essential Elements.
3. Common Core Essential Elements English Language Arts- Teachers implement and monitor ELA instruction, at each grade level, based on the Common Core Essential Elements.
4. Foundational Science Skills - Teachers build foundational science skills in the areas of Earth, Life, and Physical Science.
5. Training for Secondary Staff on SMART PANALS, Boom Cards, Office 365, EdPuzzle, YouTube, iPad Apps, Zoom Screen Sharing, IXL, and QR codes to enhance IEP goal data collection used for instruction.
6. Teachers collaborate through curriculum committee meetings and professional learning committees to develop and enhance the current curriculum.
7. Students have an opportunity to work at job sites 'In House" an Encored community throughout the buildings.
8. Infusion of computer-based learning (Boom Card, Encore, Raz Kids, SnapTypePro, BitzBoard, and Starfall) and instructional technology resources to supplement classroom instruction in the areas of Math and English.
9. Use of Teacher Tutorials and One on One support for students that need more academic support.
10. The web-based subscriptions Unique Learning Systems is used to support transition skills & high school academics for prevocational training.
11. Monthly Professional Learning Committees across content areas to monitor curriculum and aid in instruction for all academic areas.
12. Expansion of community-based instruction program to support transition services.
13. The following web-based subscriptions have been included to enhance learning in the Common Core Essential Elements: Discover Learning, Brain Pop Junior, and Teacher Pay Teacher.

Assessment data is collected to measure progress. When data was reviewed for our continuing ELA, Math, Writing, Science, and Social Studies and Socio-Emotional goals, we found 76% of students were proficient in Writing, 86% of students were proficient in ELA, 73% of students were proficient in Math, 89% of students were proficient in Science, 80% of students were proficient in Social Studies, and 65% of students were proficient in Socio-Emotional. Overall, students demonstrated progress in all ELA, Math, Writing & Social Studies. A new assessment for social emotional learning was used in the 22-23 school year as the prior year's assessment criterion was mastered.



A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The MISD Autism Program includes Bozymowski Elementary and Bozymowski Secondary/Post-Secondary programs. Bozymowski Elementary classrooms are in three school locations across Macomb County. The elementary locations are at: Wilde Elementary in Warren, Sequoyah Elementary in Macomb, and Higgs Elementary in Chesterfield. The Bozymowski Secondary Program is located in four locations across Macomb County. The secondary locations are: Bozymowski Center in Sterling Heights, Flynn Educational Center in Sterling Heights, Carter Middle School in Warren, and Center Line High School in Center Line. Our programs provide educational services for Macomb County resident students, ages pre-K through age 26, who have severe autism and have been referred by their local school district’s Special Education Department. During the 2022-2023 school year there were approximately 85 elementary students enrolled with an average daily attendance of 87% and 128 secondary students grades 6 – 12 enrolled with an average daily attendance of 87%.

As indicated above, our program spans across all corners of Macomb County. The school improvement teams work diligently to collaborate with each other to maintain ongoing curriculum planning and implementing effective instruction that includes academics and social emotional learning.

Access a Copy of the Core Curriculum

The Macomb Autism Program, follows 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

Link to MI School Data Combined Report

<http://bit.ly/2G7RxHh>

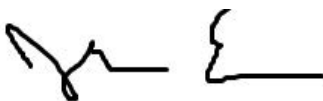
Parent Participation at Conferences

We continue to work to increase parent attendance at IEP meetings and parent teacher conferences. We work to find ways to enhance parental involvement in the IEPT process including using ZOOM. This year 98% of elementary parents participated in IEP meetings and 93% of secondary parents participated in IEP meetings. Conferences were held in March in the Elementary Autism Program and 89% of parents attended conferences. Conferences were held on October 6th, 2022, in the Secondary Autism Program and 50% of parents attended conferences.

From the Principals:

The mission of the Autism Program is focused on the whole student to foster a community of communicators. In addition, we strive to increase awareness, provide resources and support for families with students who have autism spectrum disorder throughout Macomb County. The educational and social emotional success of our students is a core commitment from the staff. Our curriculum remains focused on the Common Core Essential Elements as well as teaching students the behavior, social- emotional and communication skills needed to become successful in school and in their communities as they transition into adulthood. We continue to celebrate every achievement of our students. Please contact the elementary office at (586) 698-4014 or the secondary office at (586) 939-5391 if you have questions regarding this report.

Sincerely,



Jennifer Egan, LPC, NCC, Ed.S
Secondary Principal



Heather Shubnell
Elementary Principal