

**Macomb Intermediate School District Autism Program**

MISD Elementary Program at Wilde Elementary School • 32343 Bunert • Warren, MI • 48088 • 586-698-4013

MISD Secondary Program at Bozymowski School • 11870 Eldorado • Sterling Heights, MI • 48312 • 586-939-5391

---



**School Annual Education Report (AER) Cover Letter**

January 1, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 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_Elementary/index.html),

[https://www.misd.net/Autism\\_Secondary/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 2020-2021 school year, schools were identified using the definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. 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 supports that our students with severe autism need. Our school improvement goals are reviewed annually and adjusted to focus on the academic needs of our students. Professional development activities align with and support improved academic performance for our students. All students in the Bozymowski program have severe autism. Our students benefit from direct modeling of desired behaviors and intensive ongoing practice to achieve their IEP goals.

---

Theresa J. Genest, *President* • Donald R. Hubler, *Vice President* • Edward V. Farley, *Treasurer*

Brian White, *Secretary* • Michael A. Schulte, *Trustee*

Michael R. DeVault, *Superintendent*

## PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to our program from the 21 local public-school districts that reside within 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.

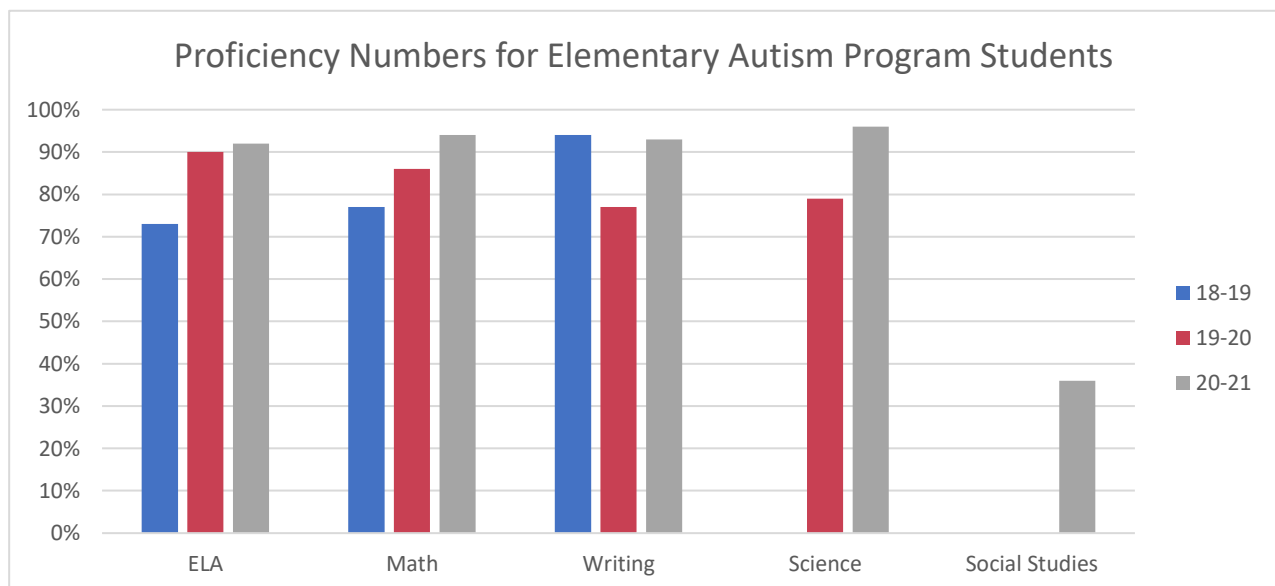
## STATUS OF THE 3 - 5 YEAR SCHOOL IMPROVEMENT PLAN FOR ELEMENTARY

During the 2020-2021 school year the elementary program addressed the following School Improvement goals:

1. 70% of students will maintain or increase skills in the area of Reading.
2. 70% of students will maintain or increase skills in the area of Math.
3. 70% of students will maintain or increase skills in the area of Writing.
4. 70% of students will maintain or increase skills in the area of science.

## STUDENT ACHIEVEMENT RESULTS FOR SCHOOL IMPROVEMENT GOALS ELEMENTARY AUTISM PROGRAM

Assessment data is collected three times a year to measure progress. When data was reviewed for our continuing ELA, Math, Writing and Science goals, we found, using pre, mid and post assessments, the number of students who were proficient have increased in ELA, Math, Writing, and Science. ELA has increased by 2%, Math has increased by 8%, Writing has increased by 16%, and Science has increased by 17%. The 20-21 school year is the first-year students were assessed in Social Studies.



Elementary Strategies to improve student achievement in all areas include:

- Balanced Literacy - Staff will use a balanced literacy (Four-Block Model) approach to increase student engagement and learning.
- Common Core Essential Elements Mathematics - Teachers will implement and monitor math instruction, at each grade level, based on the Common Core Essential Elements.
- Monthly Professional Learning Communities across content areas occurred to monitor curriculum and aid in instruction for all academic areas.
- Common Core Essential Elements English Language Arts - Teachers will implement and monitor ELA instruction, at each grade level, based on the Common Core Essential Elements.
- Foundational Science Skills - Teachers will teach foundational science skills in the areas of Earth, Life, and Physical Science.
- Training for Elementary staff on Seesaw, an online tool to assist with virtual instruction.
- 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 both for Face-to-face instruction and virtual learning.
- Teacher and staff collaboration to increase student achievement during virtual learning.

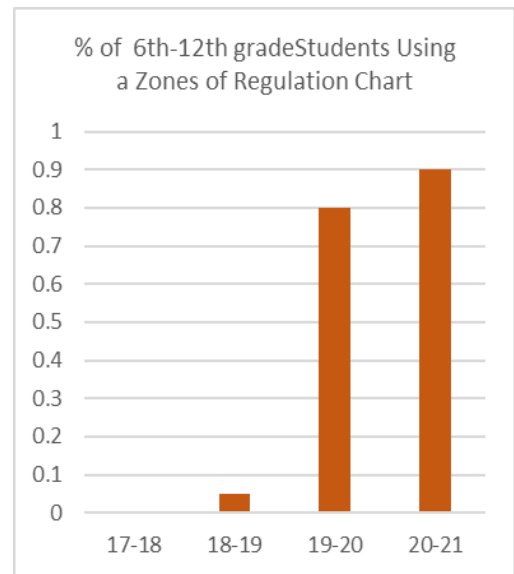
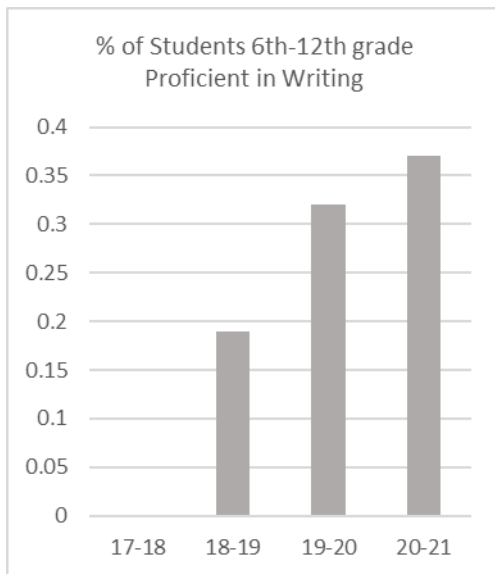
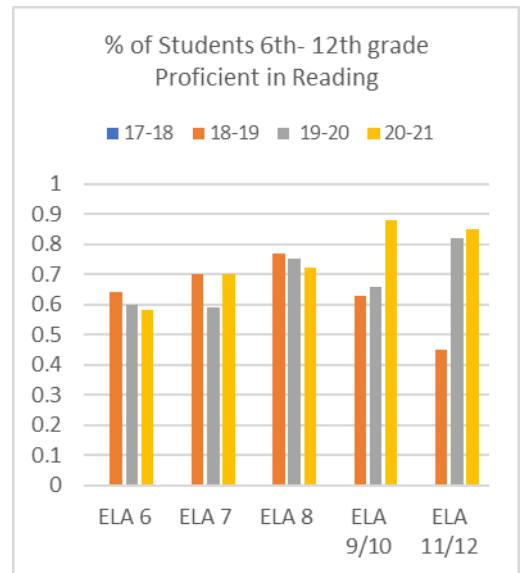
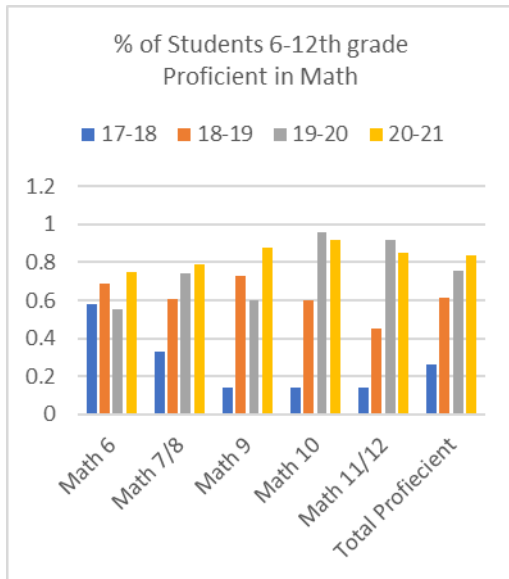
**STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN FOR SECONDARY**

During the 2020-2021 school year the secondary program addressed the following School Improvement goals:

1. Students will increase proficiency in ELA from Pre to Post on the district wide ELA assessment.
2. Students will increase proficiency in Math Pre to Post on the district wide Math assessment.
3. Students will increase proficiency in Writing by one point using the First Author writing rubric.
4. Students will maintain or increase their ability to self-regulate their emotions.

**STUDENT ACHIEVEMENT RESULTS FOR SCHOOL IMPROVEMENT GOALS  
SECONDARY AUTISM PROGRAM**

Assessment data is collected three times a year to measure progress. When data was reviewed for our continuing Math, ELA and Writing goals, we found, using pre, mid and post assessments, the number of students who were proficient have increased. Math has increased by 9%, ELA by 7%, Writing by 5% and Zones of Regulation by 10%.



<b>% Students Proficient in ELA, Math and Writing.</b>				
<b>% of Students Proficient in Math according to District Assessment</b>				
Math	17-18	18-19	19-20	20-21
Math 6	58%	69%	55%	75%
Math 7/8	33%	61%	74%	79%
Math 9	14%	73%	60%	88%
Math 10	14%	60%	96%	92%
Math 11/12	14%	45%	91.60%	85%
<b>Total Proficient</b>	<b>27%</b>	<b>62%</b>	<b>75%</b>	<b>84%</b>

<b>% Students Proficient in Reading</b>				
<b>% of Students Proficient in Reading according to District Assessment</b>				
ELA	17-18	18-19	19-20	20-21
ELA 6		64%	60%	58%
ELA 7		70%	59%	70%
ELA 8		77%	75%	72%
ELA 9/10		63%	66%	88%
ELA 11/12		45%	82%	85%
<b>Total Proficient</b>		<b>64%</b>	<b>68%</b>	<b>75%</b>

<b>% of students 6-12th Writing Proficiency</b>				
	17-18	18-19	19-20	20-21
ALL	NA	19%	32%	37.00%
<b>Total Proficient</b>	<b>N/A</b>	<b>19%</b>	<b>32%</b>	<b>37%</b>

<b>% Zones of Regulation</b>				
	17-18	18-19	19-20	20-21
ALL	N/A	5%	80%	90%
<b>Total Proficient</b>	<b>N/A</b>	<b>12%</b>	<b>56%</b>	<b>64%</b>

Secondary Strategies to improve student achievement in all areas include:

- Balanced Literacy - Staff will use a balanced literacy (Four-Block Model) approach to increase student engagement and learning.
- Common Core Essential Elements Mathematics - Teachers will implement and monitor math instruction, at each grade level, based on the Common Core Essential Elements.
- Common Core Essential Elements English Language Arts - Teachers will implement and monitor ELA instruction, at each grade level, based on the Common Core Essential Elements.
- Foundational Science Skills - Teachers will build foundational science skills in the areas of Earth, Life, and Physical Science.
- Training for Secondary staff on Schoology, an online tool to assist with virtual instruction.
- Teacher and staff collaboration to increase student achievement during virtual learning.
- Teacher Training for Secondary Staff on Boom Cards, TeachTown, Office 365, YouTube, iPad Apps, Zoom Screen Sharing, and QR codes to enhance the virtual learning platform used both for Face-to-face instruction and virtual learning.
- Teacher via linked in learning to access all tool and apps that office 365 has stop offer.
- Students will have an opportunity to work at job sites 'In House' throughout the buildings.
- Continue to utilize Zones of Regulation as part of helping students develop the skills to regulate emotions.
- 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, English, science & social studies.
- The Secondary Program for students with Autism focuses on the whole student to foster a community of communicators.
- Use of Teacher Tutorials and One on One support for students that need more academic support.
- The following web-based subscriptions have been purchased to support transition skills for prevocational: Unique Learning Systems & TeachTown.
- Monthly Professional Learning Communities across content areas occurred to monitor curriculum and aid in instruction for all academic areas.
- Expansion of community-based instruction program to support transition services.
- The following web-based subscriptions have been included to enhance learning in the Common Core Essential Elements: Encore, Linked in Learning, Discover Learning, Brain Pop Junior, and Teacher Pay Teacher.
- Staff trained on video modeling to support students learning of common core essential elements, transitional job sites, and self-regulation.
- Implementation of PBIS an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

## **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

The MISD Autism Program includes Bozymowski Elementary and Bozymowski Secondary/Post-Secondary programs. Bozymowski Elementary classrooms are located in four school locations across Macomb County. The elementary locations are at: Wilde Elementary in Warren, Sequoyah Elementary in Macomb, Rodgers Elementary in St. Clair Shores, and Naldrett Elementary in New Baltimore. The Bozymowski Secondary Program is also 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 2020-2021 school year there were approximately 86 elementary students enrolled and 132 secondary students enrolled in grades 6–12th.

As indicated above our program spans across all corners of Macomb County. The school improvement teams collaborate with each other to maintain ongoing curriculum planning and implementing effective instruction.

### **Access a Copy of the Core Curriculum**

At the Macomb Autism Program, we follow 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](http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html)

The Essential Elements assist educators in understanding the links between the general assessment content standards and the Essential Elements. They also provide how the skills associated with each target Essential Element is to be assessed using the three levels of MI-Access.

### **Link to MI School Data Combined Report**

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

## **12<sup>th</sup> GRADE TRANSITION**

The focus of the Secondary Autism Program is to prepare students for life after school. This "Transition" process emphasizes 4 domain areas: post-secondary education, training, employment, and independent living.

Within the program the process of transition is designed as a stepped process consisting of distinct levels of engagement. This begins at the middle school level continues through high school and culminating at the post-secondary level.

Corresponding with these levels are distinct steps. The middle school level is where parents and students are introduced to the concept of planning for life after school. At the high school level by the age of 16 a specific transition plan is put into place which focusses on a student's post-school vision and the types of activities and services needed to help the student achieve their vision. Finally, at the post school level the transition plan is implemented.

Throughout this process various supports and services are provided program wide. These include family outreach to assist in educating families about what transition is, what roles families play in supporting the process of transition, educating families about community agencies and service providers and what they can do to support the families and the student, assisting families in developing relationships with the providers and agencies which will become increasingly important as the student progresses from school to post school life.

Currently, the program-wide outreach is facilitated with a "Parent Night" held in the fall as well as community agency outreach to families during spring parent teacher conferences. We continue to encourage families to make connections with those community agencies and encourage the involvement of those agencies in the IEP process.

Program activities and supports specific to students at the 12<sup>th</sup> grade level include:

- An emphasis on guardianship. By age 17 a letter is sent to the family informing them of the transfer of parental rights to the student at the age of 18. During the summer of the student's 12<sup>th</sup> grade year a transition IEP is held with the student prior to their entering the post-secondary program.
- 12<sup>th</sup> grade student's educational goals become more functional in scope. Emphasis is put on vocational soft skill development such as: developing responsibility, working towards independence, self-determination skills, choice making skills, problem solving skills, goal setting and self-advocacy skills.

### **Parent Participation at IEP's and 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. Many parents chose to attend the IEP's virtually due to Covid restrictions. Conferences were held on March 25, 2021, in the Secondary Autism Program and 89% of parents attended conferences virtually via zoom during the 2021- 2021 school year. 90% of Elementary parents attended.

### **From the Principals:**

The mission of the Elementary Autism Program is to promote learning for students with Autism by providing instruction in an educational environment designed to develop independence in communication, social and community skills. Since the 2017-2018 school year, the Bozymowski Autism program has been separated into an elementary and secondary/post-secondary program. This has provided additional administrative and leadership support at each level. During the state mandate requiring remote instruction from March 16, 2020, through the remainder of the 2019-20 school year, teachers and ancillary staff provided instruction through multiple modalities to all students. For the 2020-2021 school year, we had two classrooms of students on remote learning, but the majority of students returned to in-person instruction. We offer a Sib-Shop program to support siblings of our Autism Program students.

The Secondary Autism Program also sends the Student News home virtually via YouTube weekly, and the Administration Team also sends out updates weekly via remind. In the Secondary Program in the 2020-2021 School Year, involvement in our Parent Teacher Organization increased by 5%. Due to the restrictions related to COVID-19 many of the activities were videotaped and posted to the YouTube Channel in order to keep everyone safe and allow families to be involved in student activities. An outdoor Completer's Ceremony took place to honor our completer's hard work and perseverance.



During the 2020–2021 school year both the Elementary and Secondary Autism Programs were awarded Building Healthy Communities: Step up For School Wellness grants. This program provides students, teachers, and administrators training, curriculum, equipment, funds, communication tools and external coaches to create a healthy school environment that supports a culture of wellness of the whole child both physically and mentally.

The staff of the Autism Program continue to provide professional learning opportunities to educational staff within Macomb County in the areas of the use of technology for instruction in special education; crisis prevention intervention; stress management, Social Emotional Learning and use of Evidence Based Strategies for students with Autism and training for transportation staff to further support student needs.

In order to support families' social emotional needs, school health professionals offer parent support groups via zoom monthly during the day and in the evening. Health professionals are also a part of the MISD Mental Health support group which answers calls and emails 24 hours a day, 7 days a week.

The educational success of our students is a core commitment from the staff. We thank our community partners and families for the continued support of our programs. Please contact the elementary office at (586) 698-4014 or the secondary office at (586) 416-5185 if you have questions regarding this report.

Sincerely,

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

Heather Shubnell  
Elementary Principal