

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 29, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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, Jennifer Egan (secondary) or Principal, Heather Shubnell (elementary) 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 2019-2020 school year, schools were identified using new 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.

John A. Bozymowski, *President* • Theresa J. Genest, *Vice President* • Edward V. Farley, *Treasurer*

Donald R. Hubler, *Secretary* • Brian White, *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.

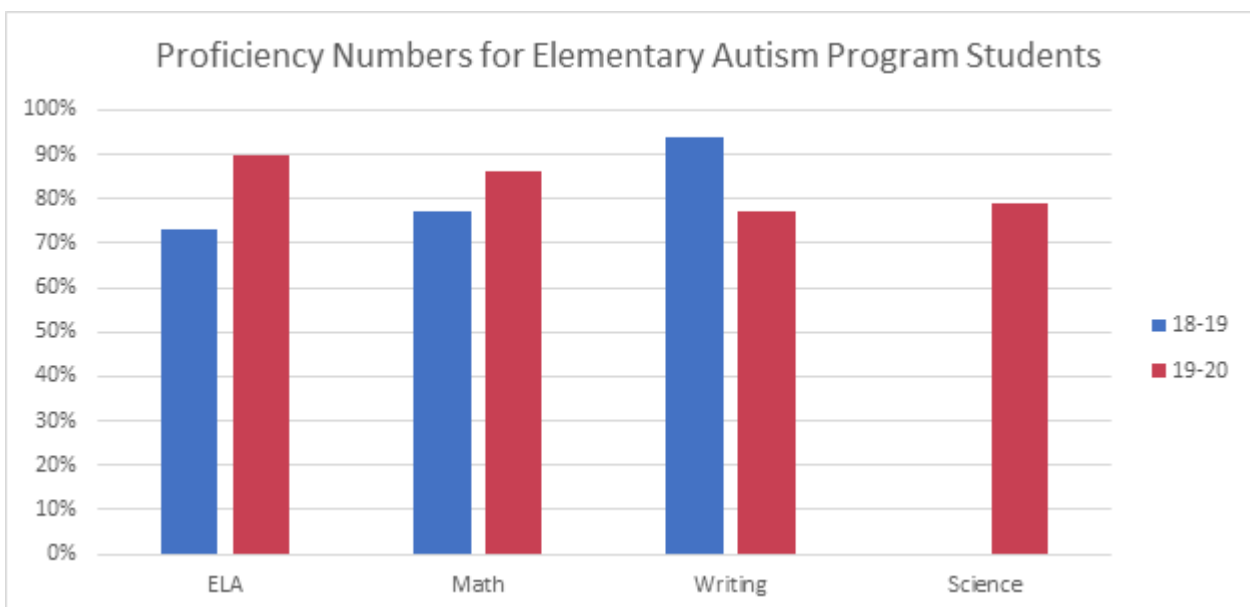
STATUS OF THE 3 - 5 YEAR SCHOOL IMPROVEMENT PLAN FOR ELEMENTARY

During the 2019-2020 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 and Writing goals, we found, using pre, mid and post assessments, the number of students who were proficient have increased in ELA and Math, and decreased in Writing. ELA has increased by 17%, Math has increased by 9%, Writing has decreased by 17%. The 19-20 school year is the first year students were assessed in Science. Due to the mandatory school closure post assessment data was collected virtually through Zoom and Seesaw.



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.

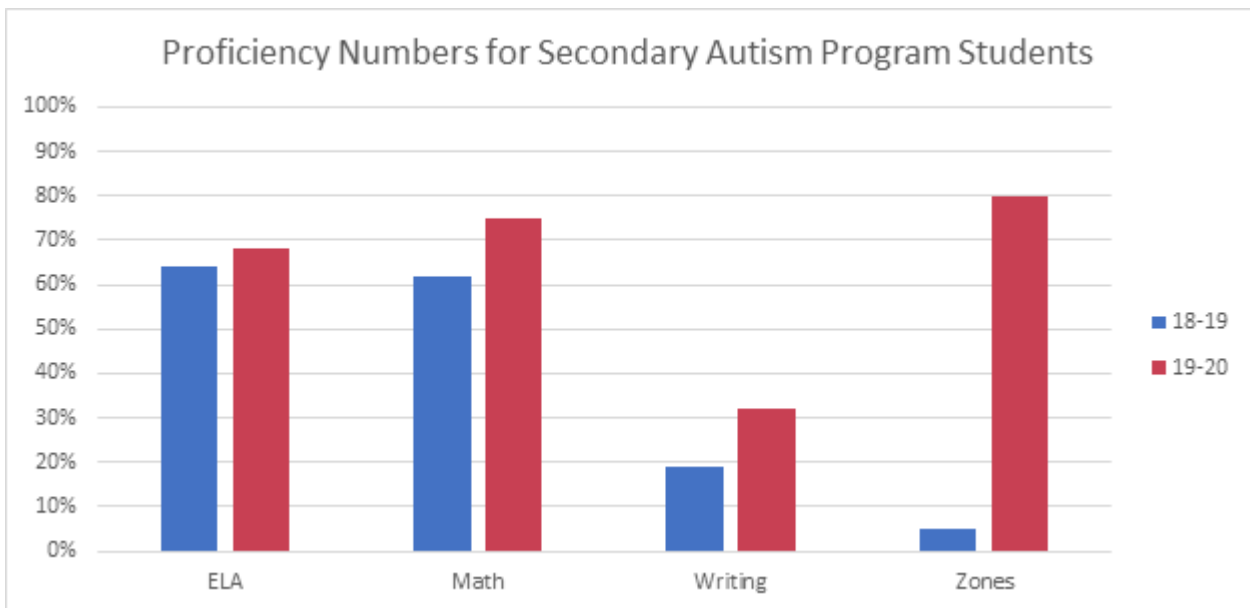
STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN FOR SECONDARY

During the 2019-2020 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 13%, ELA by 4%, Writing by 13% and Zones of Regulation by 80%. Due to the mandatory school closure post assessment data was collected virtually through zoom and Schoology.



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.
- 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 and English.
- 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: Discover Learning, Brain Pop Junior, and Teacher Pay Teacher.

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 2019-2020 school year there were approximately 105 elementary students enrolled and 141 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

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>

12th 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 12th 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 12th grade year a transition IEP is held with the student prior to their entering the post-secondary program.
- 12th 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. The majority of conferences took place in March and April. In the Secondary Autism Program 75% of parents attended conferences virtually via zoom during the 2019- 2020 school year and 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. We began the 2019-2020 school year with an open house and ice cream social. Parents

were invited to a meet-and-greet with all staff and have an opportunity to visit their student's classes to get an overview of their students' day. 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 monthly, and the Administration Team also sends out bi-monthly newsletters. In the Secondary Program in the 2019-2020 School Year, we began our very first Parent Teacher Organization. Due to the school mandated closure related to COVID-19 many of the activities were unable to take place. A drive by Completer's Ceremony did take place to honor our completer's hard work and perseverance. During this school closure, teachers, support staff and parents maintained frequent contact regarding educational programming and student progress.

During the 2019-2020 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 MISD Autism Program was selected to present at the Mid-West Shape America Conference on Mental Health; Michigan Association of Administrators of Special Education Conference on Supporting Executive Functioning for students with special needs. 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; use of Evidence Based Strategies for students with ASD and training for transportation staff to further support student needs.

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