



Rockwell Middle School School Annual Education Report (AER) Cover Letter

January 11, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Rockwell Middle School. 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, Corey Velazquez for assistance.

The AER is available for you to review electronically by visiting the school website <http://www.misd.net/rockwell/index.html> and clicking on the Annual Ed Report tab under the Related Content tab, or you may review a copy in the main office at your child's school.

For the 2021-22 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 has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 those labels. Rockwell continues to focus on school improvement goals, content specific professional development activities and the use of additional assessment tools. These include NWEA, MI-Access, M-Step, and grade level pre and post testing on the identified power standards. We have also implemented surveys for parents, students, and staff in the use of our Social-Emotional curriculum, True Success. This will help us better serve our population of diverse learners.

To meet individual social-emotional needs of our students, specific instructional strategies are utilized across all academic areas. In addition, a district-wide social-emotional goal has been added to our District School Improvement Plan. Ongoing professional development in the core content areas is focused on incorporating the educational supports necessary to improve student learning and provide students with an opportunity for academic success. Students benefit from individualized instruction and direct modeling of desired behaviors. Intensive practice in social skills training, including Restorative Practices, assists students in reaching their potential in a supportive environment. Students also benefit from a building wide Positive Behavior Support Program.

State law requires that we also report additional information.

2.

Process for Assigning Pupils to School:

Rockwell Middle School provides educational services for students in 6th through 8th grade that are referred to our program from one of the 21 local school districts in Macomb County. Students who are identified through the IEP process as Severely Emotionally Impaired, or with another special education certification while exhibiting significant behavioral challenges in their resident district and demonstrate the need for a more structured program to meet their educational/emotional needs.

Status of School Improvement Plan:

During the 2021-2022 school year we addressed the following School Improvement Goal:

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

Strategies to increase student achievement in social emotional learning include:

1. Professional development in trauma informed care.
2. True Success 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 Plan to serve as a motivator to students.
5. Training in and implementation of daily restorative circles to help foster a positive classroom community.
6. Progress Monitoring of behavioral components through school wide and individual level system data tracking
7. Weekly data tracking in the 5 areas of our skillstreaming checklist focus on, asking for help, following instructions, using self-control, responding to failure and deciding what caused a problem.

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

1. Data collection and analysis using NWEA, and grade level pre and post testing in weekly PLC meetings and professional development sessions.
2. Professional development in the areas of Writing, English Language Arts and Mathematics for teachers, paraprofessionals, and ancillary staff members.
3. PLC and PBIS weekly team meetings to review data and share strategies for success.
4. Response to Intervention groups run by our Teacher Consultant for students struggling in an academic area.
5. An increase in technology to support learning, including Microsoft 365, with training for teachers, students, and parents.

Description of Program:

Rockwell Middle School provides an academic and behavioral program for Macomb County middle schools students with severe emotional impairments and significant behavior challenges. During the 2021-22 school year, the average student enrollment was 69.

Access a Copy of Core Curriculum: provided by the Michigan Department of Education. The Common Core State Standards may be viewed here:

<https://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

Student Achievement Results for any Local Competency Tests:

Students at Rockwell take the NWEA assessment in the areas of Reading, Language and Mathematics three times per year: in the fall, in the winter and in the spring. Results are analyzed regularly to ensure students are progressing throughout the year. Based on analysis of existing data, students continue to show specified growth across Reading, Language and Mathematics. Teachers meet frequently to analyze NWEA results and instructional strategies are developed and implemented building-wide at weekly PLC meetings and during professional development sessions.

Parent Participation at Conferences and IEP's:

Rockwell had 100% parent/guardian participation in IEP team meetings. During the spring 2022 parent/teacher conferences, 87% of parents/guardians attended. Rockwell hosted an Open House in the fall as well as a trunk or treat event in an effort to increase family involvement and foster a greater sense of community.

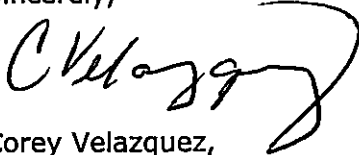
Additional High School Information:

Not applicable at the middle school level.

From The Principal:

The mission of Rockwell Middle School is to provide a positive, quality learning environment where emotional, social, and academic growth are fostered to empower and inspire today's students and to seize tomorrow's opportunities. At Rockwell, we believe that all students have value – with unique physical, social, emotional, and intellectual needs. We believe that students benefit from a consistent/structured environment and that students learn in different ways at different rates and at different times. We believe that students should be active and engaged participants in their learning. We believe that staff, parents/guardians, and community members support students' success by honoring their strengths and their abilities. The staff at Rockwell understands the importance of helping each student reach their potential. Together with their families and community, students meet their academic and social challenges with great success. Please feel free to contact the school at 586-939-2290 if you have any questions regarding this report.

Sincerely,



Corey Velazquez,

Principal