



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Parcells 2019-20 Annual Report

Introduction

The Parcells Middle School community continued its tradition of excellence in academics, arts, athletics, and activities in the 2019-20 school year. Parcells students strive each day to achieve their personal best through a rigorous academic program, and are part of a safe and welcoming “One Parcells” community. This school has been seen success in all areas, including achievement in the classroom, academic competitions, the performing and fine arts, and the athletic arena.

Parcells students continue to thrive in the classroom, and student achievement has increased each of the last three years. This year, over 72% of Parcells students in all three grade levels maintained a high grade point average, earning them a spot on the honor roll. Parcells has an outstanding group of teachers, dedicated our mission that, “Every student will reach his or her personal best in curriculum, character, and community.”

Student growth on standardized exams was achieved this year on both the M-STEP and NWEA tests. Parcells also is in year three of implementing AVID (Achievement via Individual Determination), promoting a college ready culture, focused on reading, writing, organization, inquiry, and collaboration. Furthermore, Parcells students are supported by an outstanding counseling department, one of only five in the state of Michigan to earn the RAMP (Recognized ASCA Model Program) designation.

Our Arts programs continue to be recognized at state and regional competitions. Parcells band, orchestra, and choir groups compete at various festivals such as MSBOA and MSVMA, and this year traveled to Mackinac Island where they received excellent ratings at a regional music festival. Our drama department took students to the annual Thespian Festival, and produced a wonderful production of The Bully Plays. In addition, students in the fine arts were recognized by receiving five Scholastic Art Awards this year.

Parcells students also excel and have won numerous distinctions in several academic events. Our Geography Bee team took second place in the state competition and You Be The Chemist competitors scored in the top 5 at regional competition. Other students that had outstanding showings at competition include our Robotics Team, “The Blown Fuses,” and our Spelling Bee. Parcells offers other after school experiences for students including a Yearbook Club, Art Club, Diversity Club, Running Club, Lifeskills Club, Chess Club, Jazz Band, and Strong Girls Club.

In athletics, students competed in Volleyball, Boys and Girls Basketball, Wrestling, Swimming, Cheer, and Track. Several of our teams went undefeated this year and all teams displayed exemplary character and teamwork on the court. In addition, our National Junior Honors Society participated in A National Day of Reading by reading to elementary students across the district, and participated in several service projects throughout the year.

The Parcells community would not nearly as strong without the hard work and dedication of our PTO. Our parent group organizes several fun events for students throughout the year including a 6th Grade Welcome Party and 8th Grade Farewell. They work hard to fundraise to support Parcells clubs and activities, mainly through our annual Holiday Bazaar fundraiser. Funds raised this year helped to purchase new flexible, collaborative seating for our library and classrooms.

We look forward to continuing to push our community to new heights, maintaining our status as one of the top Middle Schools in the State of Michigan.



Mission Statement

The mission of Parcells Middle School, in partnership with parents and community, is to ensure that all students progress in acquiring and using the knowledge, skills, and behaviors necessary to responsibly meet the challenges of today and tomorrow.

Attendance Rate: 99%

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20 - 93% (618 students)
2018-19 - 93% (625 students)

Assignment of Studies

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interest of the student. In middle school and high school, students will be assigned to counselors, classes, and instructors by the building principal. GPPSS also has policies and guidelines which guide promotion and retention.

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters. GPPSS also publishes student information via school sponsored or school-related media, including activities of the Grosse Pointe Foundation for Public Education. Parents or students, 18 years or older, who do not wish this information made public should click the FERPA directory information button during

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.



GPPSS core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly. The core curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, TV Production)

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

The School Improvement Plan is established yearly based on relevant student achievement data and informed by current trends and research in the most relevant, effective educational practices. Parcels School Improvement Goals are:

Reading: All Students at Parcels Middle School will improve their proficiency in reading.

- ◇ Strategies to increase comprehension include Accelerated Adolescent Reading Initiative, Close Reading, Graphic Organizers, Question Answer Relationships, and AVID Strategies.

Writing: All Students at Parcels Middle School will improve their proficiency in writing.

- ◇ Teachers in all content areas will focus on building writing skills by focusing on elements of the Grosse Pointe Writing Assessment.

Math/Problem Solving: All Students at Parcels Middle School will improve their proficiency in mathematics and problem solving.

- ◇ Strategies and programs in math and problem solving include the 8 Mathematical Practices, Project Prime, CUBE Method, STEM Instruction, Science Gizmos, and Project Based Learning.

School Climate: All Students and Staff at Parcels Middle School will improve the building culture and climate.

- ◇ Students will participate in weekly ONE Parcels Class, focusing on team building and the teaching of our behavior matrix.

PARCELLS MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	51% (42%)	51%	50%	18-19	42% (43%)	44%	40%	18-19*	NA	NA	NA
17-18	50% (41%)	52%	48%	17-18	59% (43%)	67%	51%	17-18	55% (43%)	62%	48%

M-STEP MATHEMATICS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	35% (35%)	27%	44%	18-19	30% (36%)	25%	34%	18-19*	NA	NA	NA
17-18	36% (35%)	35%	37%	17-18	33% (36%)	31%	34%	17-18	39% (33%)	39%	39%

M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	31% (28%)	30%	33%
17-18	38% (29%)	35%	41%



PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19* English	72% (62%)	77%	66%
18-19* Math	45% (41%)	47%	43%

NOTE: Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 requirements previous years' data is shared here. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when moving from paper and pencil testing. M-STEP Science was moved to grade 8 and remains a pilot test in spring 2019 (not reported). State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results. In 2018-19 the M-STEP Math and English tests for 8th grade changed to PSAT which are shown here for comparison.

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2018-19) of State Mandated Groups					
Grade	Group	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
6	Black, Not of Hispanic Origin	23%	8%	Not Tested	Not Tested
	Economically Disadvantaged	24%	15%	Not Tested	Not Tested
7	Black, Not of Hispanic Origin	19%	10%	Not Tested	Not Tested
	Economically Disadvantaged	23%	14%	Not Tested	Not Tested
8*	Black, Not of Hispanic Origin	46%	19%	N/A	8%
	Economically Disadvantaged	56%	25%	N/A	10%

2018-19 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
6	93%	93%	Not Tested	Not Tested	98%	97%	Not Tested	Not Tested
7	93%	93%	Not Tested	Not Tested	97%	96%	Not Tested	Not Tested
8	Not Tested	Not Tested	N/A	92%	4%	4%	N/A	93%

NOTE: Total with Other Tests refers to percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
18-19	72%	77%	67%	75%	88%	64%	78%	88%	68%
17-18	75%	80%	70%	88%	95%	81%	83%	87%	78%
16-17	78%	85%	71%	72%	83%	61%	76%	81%	71%

Grade 6-8 — Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Parcels Students on National Norms

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	19-20	54	59	49	47	42	52
	18-19	60	60	60	50	42	59
	17-18	52	53	50	45	41	49
7	19-20	67	65	68	56	49	64
	18-19	56	57	56	48	44	51
	17-18	59	65	53	53	54	52
8	19-20	57	58	57	54	50	58
	18-19	57	67	46	51	54	48
	17-18	58	65	50	57	59	55

NOTE: Due to COVID-19, 2019-20 data is from the fall test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

