

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Brownell 2019-20 Annual Report

Introduction

The 526 students at Brownell Middle School completed a successful 2019-20 school year as evidenced by the many accomplishments listed below. Brownell is once again ranked in the top 25 Best Public Middle Schools in Michigan in 2020 by Niche with a rank #3 overall, #1 in Wayne County, and #1 for Best Public Middle School Teachers in the state. This is the result of a collaborative, compassionate, diligent, innovative, and inclusive learning atmosphere that is embraced by students, staff, parents, and community.



In all grade levels students were recognized for outstanding achievement in academics and citizenship. Students participated in many academic contests, including: America and Me Essay Contest, Social Studies Geography Bee, Daughters of the American Revolution Essay, State and National Scholastic Art Awards, Scripps National Spelling Bee, and Mathcounts Competition. Our Green Team again earned "Evergreen" designation for completing 20 energy saving and environmentally sound tasks. Band, orchestra, and vocal music students earned superior ratings at local, state, and national adjudicated music competitions.

This year several eighth grade choir students were selected by Michigan School Vocal Music Association State Honors Choir and Solo Ensemble to perform at the annual conference held at the JW Marriott International Ballroom in Grand Rapids. The eighth grade had 25 students earn a Gold Level Fitness Award and 29 others the Blue Fitness Award. Three art students earned Scholastic National Art Awards one of which was a Silver Key Art Award for Digital Graphics and two others were Honorable Mention for Drawing and Future Art.

"Together We Will" is the Brownell motto. We pride ourselves on working collaboratively to grow socially and emotionally as much as we do expanding our knowledge academically. Throughout the school year students work individually or cooperatively on Passion or Community Service Projects in clubs, classes, and/or as part of their National Junior Honor Society Membership commitment. These projects are inspired by student interest and often impact not only the culture of learning at Brownell but also the Grosse Pointe Community and beyond. Some notable projects this year were: a basketball fundraiser for Students with Autism that raised over \$1,000 for the Kids on the Go Organization in Detroit; a Thrive Donation campaign was led by the Lifeskills Classes for students who attend Piet Van School; hats, gloves, and mittens were collected and donated to a local church to help those in need; and the school store raised funds to help various organizations such as the Chad Tough Foundation and Big Family of Michigan Foundation.

Forty-one eighth grade students participated in the WEB (Where Everybody Belongs) Program dedicated to assisting and mentoring incoming students throughout their transition. In August, WEB Leaders worked with incoming students and their parents at registration by answering questions, leading tours, and conducting an orientation program. For the remainder of the school year WEB Leaders created lessons, games, and activities for their designated group of mentees to build upon the relationships established at the start of the school year and to continue in a positive capacity.

Brownell Middle School has several student service organizations to help encourage everyone to participate in passion and community service projects. The Student Lyfe Organization promotes, organizes, and conducts school-wide student and staff participatory events, such as PBIS (Positive Behavior Intervention and Support) Rewards Activities and leading all school assemblies. Our STAND (Students Taking A New Direction) organization sponsored several activities and charitable fundraisers such as health awareness initiatives and their semi-annual Haunted House in October. Similarly the Peer-to-Peer Program brings together students to share lunch and promote building relationships. All members of the National Junior Honor Society are expected to complete community service hours. Our PBIS Program is titled "Buck-Up-Broncos," named after our school mascot Bucky-

Mission Statement

The mission of Brownell Middle School is to provide educational challenge and rigor for all students each and every day.

Attendance Rate: 99%

Percentage of Parents Participating in Parent-Teacher Conferences:

- 2019-20 98% (515 students)
- 2018-19 99% (541 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 K-12 online registration.

Introduction, continued

the-Bronco, and it focuses on the four horseshoes of success: Respect, Responsibility, Compassion, and Positive Decision Making. Students are expected to be upstanders, not bystanders. PBIS program expectations can be found in every student's personal planner. Use of Advisory (homeroom) class time, bi-weekly all school assemblies, and grade level meetings provide opportunities to introduce, reinforce, and celebrate the program. Monthly themes such as Diversity in December and March Kindness provide learning guidance. For example, Brownell students conducted the fourth annual school wide initiative titled "March Kindness" to celebrate being kind to one another. This involves activities such as: learning about the power of words, discovering one another's unique personality traits as part of a True Colors lesson, posting anonymous messages on a kindness wall, wearing pink on Wednesday, placing positive post-it-notes on lockers, and entering a thirty-second YouTube video as part of a kindness competition.

Various extracurricular activities (basketball, volleyball, track, swimming, wrestling, cheer, cross country, Yearbook, Game Club, Jazz Band, Drama, Art, Fashion, Book Club, and Robotics) provide opportunities for students to explore areas of interest. Career Day, held every other year, provides students with opportunity to explore various jobs and how to apply educational interests to the world at large. Drama Club had almost 100 participants this year and performed the musical "Tarzan." They entertained hundreds of elementary students for two matinee performances and filled a 700+ seat auditorium two evenings. After school, Brownell teachers and high school tutors work with students three days a week in Study Club. Eighth grade students have the chance to visit Washington, D.C.

Staff members at Brownell were also recognized for their hard work and dedication to the academic, social, and emotional success of students. A staff member was named to the 2019-20 Teacher Advisory Group at the Holocaust Memorial Center in Bloomfield, Michigan. As a group in 2020 Niche ranked Brownell #1 Best Middle School Teachers in Michigan (#1 in 2017; #2 2018 & 2019).

Brownell students and staff are supported by the Grosse Pointe Foundation for Public Education and a Parent Teacher Organization that donate their time, services, and financial assistance by supplementing curricular and extracurricular opportunities in the form of: activities such as the Fun Run, Tin Can Auction, sixth grade fun night, seventh grade Greek & Revival Day, and eighth grade promotion; computer software license renewal for science, and professional development for staff.

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.

The 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 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.

Fall Events

September 8 Tuesday
First Day of School - Full Day for K-12

September 10, 6:30 pm
Back to School Night

September 14
7 pm School Board Mtg
Brownell PTO

September 15
Brownell Student Materials Pick-Up Grade 8, 1-3 pm

September 16
Brownell Student Materials Pick-Up. See calendar for time table.

September 17
Back to School Night for North and South

September 28
7 pm School Board Mtg

October 7
Student Count Day

October 12
7 pm School Board Mtg

October 15
Middle School (MS)
Evening Conferences

October 22
1/2 day for Students
MS Afternoon and Evening Conferences

October 28
7 pm School Board Mtg

October 30
1/2 day for Students
End of first trimester (grade 5)

November 3 Vote
Full Day of PD—no school for students

November 6
End of first quarter (grades 6-8)

November 9
7 pm School Board Mtg

November 25-29
Thanksgiving Break

December 23-January 3
Winter break. Classes resume Monday 1/4

School Improvement Plan

Continued learning growth of Brownell students from an academic, social, and emotional perspective is dependent upon maintaining a structure and focus on unified goals that utilize data to determine success as well as areas in need of support. Yearly review of the school improvement plan establishes this vision.

All students will be proficient writers.

- 100% of all students will demonstrate proficiency on the State of Michigan writing assessment test.
- 100% of all students will demonstrate proficiency on the Grosse Pointe Writing assessment.

All students will be proficient problem solvers.

- 100% of all students will demonstrate proficiency in fractions and integers in mathematics as measured by the NWEA assessment.
- 100% of all students will demonstrate proficiency in fractions and integers in mathematics as measured by the State of Michigan M-STEP assessment.
- 100% of all students will demonstrate proficiency in fractions and integers in mathematics as measured by the grade 8 PSAT test.

All students will become proficient in reading both fiction and non-fiction texts.

- 100% of all students will demonstrate proficiency in both narrative and expository reading comprehension in English Language Arts as measured by the NWEA assessment.
- 100% of all students will demonstrate proficiency in both narrative and expository reading comprehension in English Language Arts as measured by the State of Michigan M-STEP assessment.
- 100% of all students will demonstrate proficiency in both narrative and expository reading comprehension in English Language Arts as measured by the grade 8 PSAT test.

All students will be accountable for their learning and behavior, using the PBIS (Positive Behavior Intervention and Support) Program as outlined on the school and GPPSS website, as well as, shared digitally via Schoology.

- Collaborate to create and maintain a positive learning environment as measured by a decrease in minor behavioral and fractions outlined in our PBIS program.

The School Improvement Plan includes strategies and objectives aligned with Common Core and expectations for learning in the 21st Century. Professional Development is an integral component of the process.

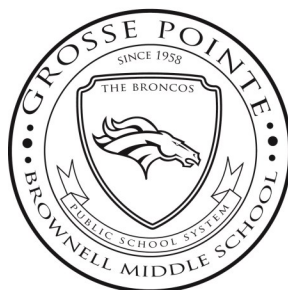


BROWNELL MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

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	53% (42%)	60%	46%	18-19	59% (43%)	70%	49%	18-19*	NA	NA	NA
17-18	64% (41%)	73%	54%	17-18	78% (43%)	77%	78%	17-18	71% (43%)	80%	63%

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	56% (35%)	55%	58%	18-19	63% (36%)	66%	61%	18-19*	NA	NA	NA
17-18	58% (35%)	54%	61%	17-18	69% (36%)	65%	73%	17-18	69% (33%)	75%	63%

M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	52% (28%)	47%	56%
17-18	58% (29%)	51%	65%



PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19* English	92% (62%)	93%	91%
18-19* Math	79% (41%)	76%	82%

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	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	96%	96%	Not Tested	Not Tested	97%	98%	Not Tested	Not Tested
8	Not Tested	Not Tested	N/A	96%	Not Tested	Not Tested	N/A	99%

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



NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report M-STEP results without revealing the identity of individual students.

Spring 2019 Science M-STEP tests remained pilot assessments, therefore no results are being shared with districts. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in peer districts when they moved from paper and pencil testing.

*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 above for comparison.

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	81%	92%	71%	88%	94%	81%	96%	98%	94%
17-18	83%	93%	72%	88%	95%	81%	92%	99%	86%
16-17	87%	92%	82%	89%	95%	84%	94%	97%	91%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Brownell Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	19-20	72	78	65	64	67	61
	18-19	61	63	60	64	61	67
	17-18	64	70	57	63	60	67
7	19-20	65	68	63	67	64	70
	18-19	66	71	63	67	68	67
	17-18	75	78	72	76	75	77
8	19-20	68	73	62	72	71	73
	18-19	70	76	66	76	75	77
	17-18	73	77	69	74	75	74

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.

