



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Brownell 2020-21 Annual Report

Introduction

The 604 students at Brownell Middle School completed a successful 2020-2021 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 #18 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 four grade levels, 5-8, students were honored and recognized for outstanding achievement in academics and citizenship. Students and staff found ways to participate in extracurricular activities even when faced with the many obstacles of COVID protocols. These academic contests include: Holocaust Memorial Center Writing and Art, America and Me Essay Contest, Social Studies Geography Bee, Daughters of the American Revolution Essay, State and National Scholastic Art Awards, Scripps Spelling Bee, and the Mathcounts Competition. Our Green Team once again earned the "Evergreen" designation for completing 20 energy saving and environmental tasks. A 7th-grade student won the Poetry Division for the 2021 Holocaust Memorial Center Writing and Art Contest. The band, orchestra, and vocal music leadership continued to have students earn superior ratings at local, state, and national adjudicated music competitions. We are proud to write one student earned All-state status in the violin and viola classification. This year choir students performed an online musical titled *The Show Must Go Online*. The eighth grade had 25 students earn a Gold Level Fitness Award and 29 others the Blue Fitness Award. Lastly, Brownell had one art student earn the Scholastic National Art Gold Key Award for a painting.

"Together We Will" is the Brownell Middle School 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 projects 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 book drive that collected over 700 books provided to St. John's Children's Hospital; collected hats, gloves, and mittens donated to local churches to help those in need during the winter months; sponsored a *Night-Night Activity* in which students put together bags with books, teddy bears, etc. for kids in shelters; conducted a school-wide Penny Drive that raised over \$800 to donate to Endangered Species Organization; and students made hundreds of peanut butter and jelly sandwiches for the local homeless shelters.

Twenty-nine eighth grade students participated in the WEB (Where Everyone Belongs) Program dedicated to assisting and mentoring sixth graders throughout their transitional middle school year. In August the WEB Leaders worked with incoming fifth grade 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 to facilitate their designated group of mentees in an effort to build upon the relationships established at the start of the school year and to continue in a positive mentoring 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 the 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



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:

- 2020-21 98% (virtual)
- 2019-20 88% (virtual P/T Nov. 20 and March 21)

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

lunch and promote building relationships. All members of the NJHS (National Junior Honor Society) are expected to complete community service hours.

Our PBIS program is titled "Buck-Up-Broncos," after our mascot Bucky 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 provides opportunities to introduce, reinforce, and celebrate the program. Monthly themes such as Diversity in December and March Kindness provide learning guidance. For example, during the month of March, Brownell students conducted the fourth annual school-wide initiative titled "March Kindness" to celebrate being kind to one another. The initiative 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 30-second YouTube video as part of a kindness competition.



A variety of extracurricular activities (basketball, volleyball, track, swimming, wrestling, cheer, cross country, Yearbook, Jazz Band, and Game, Drama, Art, Fashion, Book, and Robotics Clubs) provide opportunities for students to explore many areas of interest. Career Day, held in March every other year, provides an opportunity to explore various jobs and how to apply educational areas of interest to the world at large. Drama Club and Choir performed an online musical *The Show Must Go Online*. After regular school hours, Brownell teachers and high school tutors work with students three days a week in Study Club. In most years the eighth grade students have the opportunity to visit Washington D.C. In addition, the choir and instrumental students attend adjudicated music competitions both in and out of state.

Staff members at Brownell were also recognized for their hard work and dedication to the academic, social, and emotional success of students. The entire staff at Brownell is collaborating with a book study titled *Social Emotional Learning and the Brain* by Marilee Sprenger. A staff member is a active on the Teacher Advisory Group at the Holocaust Memorial Center. We're also proud of our counselors who continue to maintain their RAMP designation and one who earned the State of Michigan Counselor of the Year Award in 2020. In 2021, *Niche* ranked Brownell #1 Best Middle School Teachers in Michigan again! The Brownell students and staff are supported by the GPFPE and a Parent Teacher Organization (PTO) that donate their time, services, and financial assistance by supplementing both curricular and extracurricular opportunities in the form of: activities such as the Fun Run, Tin Can Auction, fifth grade camp and clue night, sixth grade fun night, seventh grade Mythology Day, and the eighth grade promotion activities; computer software license renewal for science classes, 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 7 Tuesday
First Day of School - Full
Day for K-12

September 9, 6:30 pm
Back to School Night

September 13
Late Start Mondays begin
for Staff PLC, 7 p.m.
Board Mtg

September 16
Back to School Night for
North and South

September 20
7 pm School Board Mtg
Brownell PTO

September 27
7 pm School Board Mtg

September 30
6:30 pm Parent Orientation
Meeting MPR, 7:30
p.m. Washington DC Info
Meeting MPR

October 1
School Fun Run/Walk

October 6
Student Count Day

October 12
PSAT Test for 8th Grade

October 20
Middle School (MS)
Evening Conferences

October 21
1/2 day for Students
MS Afternoon and Evening
Conferences

October 29
1/2 day a.m. for Students
(professional development)

November 2 - Vote
Full Day of PD—no
school for students

November 6
Middle/High School end
of first quarter

November 24-28
Thanksgiving Break

December 23-January 2
Winter break. Classes
resume Monday 1/3 with
Late Start for PLC

January 6
Class of 2026 (rising
freshman) Parent Info
Night at North and South

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 websites, 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 21st Century learning, and professional development is an integral component.



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

M-STEP ENGLISH LANGUAGE ARTS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
20-21	64% (44%)	64%	65%	61% (39%)	65%	57%	79% (41%)	86%	71%
18-19	N/A	N/A	N/A	53% (42%)	60%	46%	59% (43%)	70%	49%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
20-21	53% (30%)	43%	61%	55% (29%)	52%	58%	65% (32%)	62%	68%
18-19	N/A	N/A	N/A	56% (35%)	55%	58%	56% (35%)	55%	58%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY							
	Grade 5			Grade 8			
Year	All	Female	Male	All	Female	Male	
20-21	34% (16%)	18%	46%	50% (26%)	53%	48%	
18-19	N/A	N/A	N/A	52% (28%)	47%	56%	

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
20-21	39% (29%)	28%	48%	30% (23%)	29%	31%
18-19	N/A	N/A	N/A	N/A	N/A	N/A

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.

Brownell 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 2021 was the first time science M-STEP tests were taken so there is no prior year data. Last year was also the first year for fifth grade in middle school, so there is no prior year data for that either.

*State of Michigan M-STEP results have been shown above in parentheses 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.

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
20-21 English	84% (64%)	91%	77%
18-19* English	92% (62%)	93%	91%
20-21 Math	64% (36%)	68%	61%
18-19* Math	79% (41%)	76%	82%

STUDENT ACHIEVEMENT (continued)

M-STEP

2020-21 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
5	79%	79%	79%	80%	84%	82%	79%	82%
6	80%	79%	Not Tested	Not Tested	83%	82%	Not Tested	Not Tested
7	76%	75%	Not Tested	Not Tested	78%	78%	Not Tested	Not Tested
8	85%	85%	75%	75%	87%	87%	75%	77%

GROSSE POINTE WRITING

Percentage of Students Achieving a SATISFACTORY Score												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	71%	81%	61%	67%	86%	52%	84%	89%	79%	88%	91%	85%
18-19	N/A	N/A	N/A	81%	92%	71%	88%	94%	81%	96%	98%	94%
17-18	N/A	N/A	N/A	83%	93%	72%	88%	95%	81%	92%	99%	86%

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
5	20-21	64	63	64	63	51	71
6	20-21	61	73	51	59	65	53
	19-20	72	78	65	64	67	61
	18-19	61	63	60	64	61	67
7	20-21	69	75	62	65	70	61
	19-20	65	68	63	67	64	70
	18-19	66	71	63	67	68	67
8	20-21	65	68	62	67	66	68
	19-20	68	73	62	72	71	73
	18-19	70	76	66	76	75	77

NOTE: The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure. Due to COVID-19, 2019-20 NWEA 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. Fifth grade moved to the middle schools in 2020-21, so prior year data is not available.