



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Brownell 2021-22 Annual Report

Introduction

The 595 students at Brownell Middle School completed a successful 2021-22 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 2022 by Niche with a rank #17 overall and ranked in the top 10 for Best Public Middle School Teachers in the state the past 7 years (5 years as #1). 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. Some of these academic contests include: Daughters of the American

Revolution Essay, State and National Scholastic Art Awards, Scripps Spelling Bee, and the Mathcounts Competition. Our Green Team earned once again the "Evergreen" designation for completing 20 energy saving and environmental tasks. The band, orchestra, and vocal music leadership continued to have students earn superior ratings at local, state, and national adjudicated music competitions. This year Drama Club and choir students performed the musical *The Addams Family*. The eighth grade had 7 students earn a Gold Level Fitness Award and 24 the Blue Fitness Award. Lastly, Brownell had one art student earn the Scholastic National Art Gold Key Award for a painting and two others earned honorable mention status.



"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 year students work individually or cooperatively on passion or community service projects in clubs, classes, or as part of their National Junior Honor Society Membership commitment. These are inspired by student interest and often impact not only the culture of learning at Brownell, but also our community and beyond. Notable projects were: a turkey drive by the foods & nutrition classes to help Motor City Mission; a book drive for St. John's Children's Hospital; collected hats, gloves, goods and items to help refugees in Ukraine; sock sales for Breast Cancer Awareness Month; and bake sales to help Puppies Behind Bars.

Forty-three eighth grade students participated in the WEB (Where Everybody Belongs) Program assisting and mentoring fifth graders throughout their transitional middle school year. 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 to continue to build upon relationships established at the start of the year, continuing their positive mentoring.

Brownell Middle School also has several student service organizations to encourage everyone to participate in passion projects and community service. Student LyFE Organization promotes, organizes, and conducts school-wide student and staff events, such as rewards activities, school assemblies, and spirit days. Peer-to-Peer 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 Positive Behavior Interventions & Support (PBIS) Program is titled "Buck Up Broncos," named after our school 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 on Schoology (learning management program) or on the school website. 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 (Diversity in December, Kindness in March) provide learning guidance. For example, Brownell students conducted the fourth annual school-wide "March Kindness" initiative to celebrate being kind to one another. The involves activities like: learning about the power of words, discovering one another's unique personality traits, 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 kindness competition.

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:

- 2021-22 98% (595)
- 2020-21 98% (virtual)

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://wdcrohcolp01.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

A wide variety of extracurricular activities (such as basketball, volleyball, track, swimming, wrestling, competitive cheer, cross country, Yearbook, BRIDGE Club, Game Club, Jazz Band, Drama Club, Art Club, Fashion Club, Book Club, and Robotics Club) provide opportunities for students to explore many areas of interest. Career Day, held in March every other year, provides students with the opportunity to explore various jobs and how to apply their educational areas of interest to the world at large. After regular school hours Brownell teachers and high school tutors work with students three days a week in Study Club. Eighth grade students have the opportunity to visit Washington, D.C.; 7th grade students visited the Detroit Institute of Arts; 6th grade students went shopping to use real life math skills; and 5th grade visited the Planetarium at Grosse Pointe North High School.

Staff members at Brownell were also recognized for their effort, hard work, and dedication to the academic, social, and emotional success of students. The entire staff at Brownell collaborated with a book study on *Social Emotional Learning and the Brain* by Marilee Sprenger. A staff member is active on the Teacher Advisory Group at the Holocaust Memorial Center in Bloomfield, Michigan. We're also proud of our counselors who earned their RAMP designation and one who earned the State of Michigan Counselor of the Year Award in 2020. As a group of educators in 2022, Niche ranked Brownell #7 Best Middle School Teachers in Michigan.

Brownell students and staff are supported by the GPFPE and a Parent Teacher Organization that donate their time, services, and financial assistance by supplementing both curricular and extracurricular opportunities in the form of: activities such as the Color Run, Winterfest, Field Day Celebration, the eighth grade promotion ceremony; as well as professional development and appreciation meals for staff.

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5 -7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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 6 Tuesday
First Full Day of School

September 7, 6 pm
Back to School Night

September 12
Late Start Mondays begin
for Staff PLC, 7 p.m.
Board Mtg

September 15
Back to School Night for
North and South

September 19
Brownell PTO 6 p.m.

September 26
7 pm School Board Mtg

October 4
8:15 a.m. Listening Ses-
sion at Brownell with
Superintendent Dean, 6
p.m. Principal's
Roundtable

October 5
Student Count Day

October 11
PSAT Test for 8th Grade

October 19
Middle School (MS)
Evening Conferences

October 20
1/2 day for Students
MS Afternoon and Even-
ing Conferences

October 25
Picture Retake Day

October 31
1/2 day a.m. for Students
(PD for staff)

November 4
Middle/High School end
of first quarter

November 6
GPPSS Open House

November 8 - Vote
Full Day of PD—no
school for students

November 23-27
Thanksgiving Break

December 26-January 3
Winter break. Classes
resume Wednesday 1/4

January 10
Rising 5th Grade Parent
Info Night

January 11
Rising Freshman Parent
Info Night North & South

School Improvement Plan

The 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. The yearly review of the school improvement plan establishes this vision.

- All students will be proficient writers.
 - 100% of students will demonstrate proficiency on the State of Michigan writing assessment.
 - 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 students will demonstrate proficiency in fractions and integers in mathematics as measured by the 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 fiction and non-fiction texts.
 - 100% of students will demonstrate proficiency in both narrative and expository reading comprehension in English Language Arts (ELA) as measured by the NWEA assessment.
 - 100% of 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 students will demonstrate proficiency in both narrative and expository reading comprehension in ELA 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 infractions outlined in our PBIS program.



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

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
21-22	68% (43%)	69%	67%	62% (38%)	67%	58%	60% (38%)	68%	51%
20-21	64% (44%)	64%	65%	61% (39%)	65%	57%	79% (41%)	86%	71%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
21-22	58% (30%)	51%	63%	60% (28%)	56%	64%	58% (30%)	59%	57%
20-21	53% (30%)	43%	61%	55% (29%)	52%	58%	65% (32%)	62%	68%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY							
Grade 5				Grade 8			
Year	All	Female	Male	All	Female	Male	
21-22	43% (16%)	38%	47%	52% (26%)	47%	57%	
20-21	34% (16%)	18%	46%	50% (26%)	53%	48%	

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
21-22	62% (38%)	62%	62%	59% (36%)	55%	64%
20-21	39% (29%)	28%	48%	30% (23%)	29%	31%

NOTES: Due to COVID-19, M-STEP tests were not administered in the spring of 2020. 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 in parentheses for comparison to school results. In 2018-19 the M-STEP Math and English tests for 8th grade changed to PSAT.

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
21-22 English	86% (60%)	94%	77%
20-21 English	84% (64%)	91%	77%
21-22 Math	63% (36%)	61%	66%
20-21 Math	64% (36%)	68%	61%



STUDENT ACHIEVEMENT (continued)

M-STEP

2021-22 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	94%	94%	94%	94%	99%	99%	99%	96%
6	94%	94%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	95%	95%	97%	97%	97%	97%	99%	97%

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
21-22	89%	95%	84%	76%	82%	72%	71%	85%	57%	89%	94%	83%
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%

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	21-22	64	65	63	68	60	75
	20-21	64	63	64	63	51	71
6	21-22	65	67	63	66	60	71
	20-21	61	73	51	59	65	53
	19-20	72	78	65	64	67	61
7	21-22	67	73	62	66	70	63
	20-21	69	75	62	65	70	61
	19-20	65	68	63	67	64	70
8	21-22	66	72	60	67	66	68
	20-21	65	68	62	67	66	68
	19-20	68	73	62	72	71	73

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.