



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Parcells 2022-23 Annual Report

Introduction

Whether it was our WEB Leaders welcoming our new 5th graders, our performing arts students producing *Pinocchio*, our 8th graders enjoying a trip to Washington, D.C., celebrating our top scholars, sports, Blown Fuses, or Spirit Week, Parcells Middle School had something for everyone in the 2022-23 school year.

WEB (Where Everyone Belongs) gives our 8th grade students a chance to lead, and show our newest Panthers how we take care of ourselves, each other, and our school. Our WEB leaders have a chance as they complete their middle school journey to give something back and cultivate the next generation of Panther Pride. Led by a group of caring, dedicated teachers, our students are welcomed and celebrated from their first day as fifth graders and throughout the year.



Our performing arts students have many opportunities to showcase their talent and hard work in band, choir, orchestra, drama, and broadcasting classes. Concerts in our beautifully renovated auditorium brought live music back to Parcells and gave us the opportunity to experience in song what words so often fail to express.

“Learning by doing” at Parcells gives our students rich experiences to connect to their learning. Our Foods & Nutrition classes learn to cook and bake, and participate each year in giving back to the community by helping to prepare 150 Thanksgiving dinners for those less fortunate, in coordination with the Motor City Mitten Mission. In the spring, they can be found in the courtyard learning the art and science of grilling! Our 8th grade students connect their learning about our nation’s history with the annual trip to Washington, D.C., standing on the steps of history at the US Capitol, Supreme Court, and Lincoln Memorial on the site of the late Dr. Martin Luther King’s *I Have a Dream* speech.

The Parcells chapter of the National Junior Honor Society (NJHS) recognizes students whose scholastic achievement, citizenship, and leadership distinguish them among our students. NJHS students represent themselves and our school according to the highest standards of scholarship, service, leadership, character, and citizenship, and complete volunteer service at numerous school events.

Parent-teacher conferences provided the space and the opportunity to enhance the partnership between our school and our families in meaningful ways. Our PTO supports teachers through grants, and this year awarded more than \$7000 in grants to Parcells teachers to assist with projects, equipment, and improvement of learning spaces. The PTO sponsored activities and closed out the year with a wonderful send off for our 8th graders. The highlight of the year is the annual Parcells PTO Holiday Craft Bazaar in December, which has been a Parcells tradition for nearly 50 years! We are so fortunate to have the support of our amazing PTO and we truly appreciate their efforts on behalf of our students and staff.

We are excited and proud to be Panthers!

Mission Statement

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

Attendance Rate: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:

- 2022-23 87% (581 students)
- 2021-22 86% (601)

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.

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement through 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.



Major Events

September 6, 6:30 p.m.
Back to School Night

September 11
Late Start Mondays begin
for Staff PLC

September 12
Board of Education
(BOE) Meeting 6:30 p.m.

September 14
Back to School Night for
North and South

September 26
6:30 p.m. BOE Mtg.

October 4
Student Count Day

October 18
PSAT Test for 8th Grade

October 25
Middle School Evening
Conferences

October 26
1/2 day for Students
MS Afternoon and Even-
ing Conferences

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

November 5
GPPSS Open House 12-2

November 7 - Vote
Full Day of PD—no
school for students

November 22-24
Thanksgiving Break

December 22-January 2
Winter break. Classes
resume Wednesday 1/3

January 8
Rising 5th Grade Parent
Info Night

January 10
Rising Freshman Parent
Info Night North & South

January 15
MLK Day No School

January 19
Half day am (records)

February 19-23
Midwinter Break

March 25-29
Spring Break

May 27
Memorial Day, No
School

June 14
Last Day of School



At Parcels, there is "No Place for Hate" and they have earned the national designation to prove it.

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 Reading Foundations, Close Reading
- Strategies, 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, Freckle Math, 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 a ONE Parcels Class, focusing on team building, the teaching of our behavior matrix, and the implementation of the Second Step Program.

For more details, contact the Parcels office at 313-432-4603.

PARCELLS 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
22-23	48% (44%)	49%	47%	56% (38%)	63%	51%	44% (37%)	55%	31%
21-22	47% (43%)	51%	44%	42% (38%)	50%	32%	37% (38%)	45%	30%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
22-23	37% (32%)	26%	46%	48% (30%)	49%	48%	45% (31%)	54%	35%
21-22	44% (30%)	39%	47%	42% (28%)	45%	37%	34% (30%)	34%	34%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY							
Grade 5				Grade 8			
Year	All	Female	Male	All	Female	Male	
22-23	22% (19%)	17%	25%	28% (27%)	26%	30%	
21-22	38% (16%)	32%	42%	32% (26%)	28%	37%	

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
22-23	40% (39%)	36%	43%	41% (37%)	46%	37%
21-22	47% (38%)	51%	43%	42% (36%)	39%	45%

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
22-23 English	63% (60%)	73%	54%
21-22 English	66% (60%)	71%	60%
22-23 Math	42% (36%)	43%	42%
21-22 Math	44% (36%)	43%	45%

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.

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.



STUDENT ACHIEVEMENT (continued)

M-STEP

2022-23 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	96%	96%	96%	96%	98%	98%	98%	97%
6	92%	92%	Not Tested	Not Tested	98%	98%	Not Tested	Not Tested
7	96%	96%	Not Tested	Not Tested	99%	98%	Not Tested	Not Tested
8	94%	94%	94%	94%	99%	99%	99%	94%

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2022-23) of State Mandated Groups					
Grade	Group	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
5	Black, Not of Hispanic Origin	22%	13%	22%	13%
	Economically Disadvantaged	27%	17%	27%	15%
6	Black, Not of Hispanic Origin	32%	24%	Not Tested	Not Tested
	Economically Disadvantaged	38%	31%	Not Tested	Not Tested
7	Black, Not of Hispanic Origin	23%	17%	Not Tested	Not Tested
	Economically Disadvantaged	32%	25%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	N/A	N/A	20%	8%
	Economically Disadvantaged	N/A	N/A	22%	8%

PSAT Percentage Achieving PROFICIENT TO ADVANCED — (2022-23) of State Mandated Groups			
Grade	Group	ENGLISH	MATH
8	Black, Not of Hispanic Origin	45%	17%
	Economically Disadvantaged	47%	19%

NOTE: Total with Other Tests refers to percentage tested with M-STEP or MI-ACCESS (alternative state test) in each area. Grade 8 ELA and Math tests are from the PSAT. Parcels M-STEP Data is not reported by Racial/Ethnic minority group (except for Black, Not of Hispanic Origin) or Special Education, because no other group is significantly large enough to report M-STEP results without revealing the identity of individual students.



Left: Foods & Nutrition students learned to BBQ, follow recipes, and even helped prepare Thanksgiving dinners for Motor City Mitten Mission. Right: Students learning how to read music in Ms. Saroli's class. Did you know GPPSS was voted a "Best Community for Music Education" again?

STUDENT ACHIEVEMENT (continued)

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
22-23	84%	88%	80%	63%	71%	56%	72%	84%	57%	69%	85%	55%
21-22	83%	87%	80%	59%	70%	42%	70%	82%	59%	69%	80%	58%
20-21	64%	77%	49%	69%	82%	59%	75%	86%	64%	72%	75%	69%

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	22-23	56	60	53	54	49	57
	21-22	53	58	49	55	50	58
	20-21	54	60	47	53	55	51
6	22-23	62	65	58	53	51	55
	21-22	56	63	46	50	52	47
	20-21	52	62	44	48	53	44
7	22-23	57	64	48	51	54	48
	21-22	51	57	45	46	49	43
	20-21	63	66	58	50	47	54
8	22-23	48	54	42	43	41	44
	21-22	49	55	43	42	40	44
	20-21	63	64	62	51	45	57

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.

