



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Brownell 2023-24 Annual Report

Introduction

The 584 students at Brownell Middle School completed a successful 2023-2024 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 2024 by Niche with a #4 rank for Best Public Middle Schools in Wayne County. Brownell remains in the top 20 for Best Public Middle School Teachers in the state for the past 9 years – and 5 of those 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 (DAR) Essay winner(s), Michigan Film Festival Best of Show Award, Scripps Spelling Bee, Geography 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 at the MSBOA. This year the Drama Club students performed Disney's musical titled Aladdin. The eighth grade had 7 students earn a Gold Level Fitness Award and 16 others the Blue Fitness Award. An eighth-grade student was named the MAMSE (Michigan Association of Middle School Educators) Romano Scholarship winner. Lastly, a Brownell student was selected as one of the National Junior Honor Society (NJHS) Outstanding Achievement Award (OAA) recipient, as well as, a State and National Winner of the DAR Essay Writing Contest.

"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 NJHS 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 Girl Scout led cereal drive to assist the Children's Hospital of



Michigan, a school store donation drive for the I Heart Dog Rescue and Animal Haven; various bake sales to help the Ronald McDonald House Charity, a turkey drive by the foods classes to help Motor City Mission; a children's book drive for St. John's Children's Hospital; as well as multiple collections of hats, gloves, a collection of goods and items to help other students in need across Southeast Michigan. Lastly, this year the Brownell students and staff hosted the MAMSE Conference to promote adult professional development and learning – it was a great success.

Thirty eighth-grade students participated in the WEB (Where Everybody Belongs) program dedicated to assisting and mentoring fifth graders throughout their transitional middle school year. In August the 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 facilitate their designated group of 5th-grade mentees in effort to build upon the relationships established at the start of the school year and to continue in a

Mission Statement

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

Attendance Rate: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:

- 2023-24 97% (565)
- 2022-23 98% (595)

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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

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

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 rewards activities, school assemblies, and spirit days. Similarly, the Peer-to-Peer Program brings together students to share lunch and promote building relationships as does the Radically Inclusive Club. All members of the NJHS are expected to complete community service hours.

Our 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 (the district's learning management system) or on the school website. 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, during the month of March, Brownell students conducted the fifth annual schoolwide 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, 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 wide variety of extracurricular activities such as: basketball, volleyball, track, swimming, wrestling, tennis, competitive cheer, cross country, Yearbook Club, Radically Inclusive Club, Game Club, Jazz Band, Drama Club, Art Club, Fashion Club, Drama Club, Variety Show Club, Book Club, School Store, Coding Club, LEGO Club, and D&D 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. The Drama Club and Choir performed Disney's musical Alladin. After regular school hours, Brownell teachers and high school tutors work with students four sometimes five days a week in Study Club. The eighth-grade students had the opportunity to visit Washington, D.C.; World Language students visited the Detroit Institute of



Arts and Mexicantown; Vocal, Band, and Orchestra students traveled to Chicago for adjudicated music competitions; 6th-grade students went shopping to use real-life math skills and a Toledo Mudhens Game; and the 5th grade went to Camp for three days.

Staff members at Brownell were also recognized for their effort, hard work, and dedication to the academic, social, and emotional success of students. Last year the entire staff at Brownell collaborated on a book study on SEL titled Social Emotional Learning and the Brain by Marilee Sprenger – this year they visited colleagues' classrooms to witness the work in action as part of their instructional rounds initiative. The Brownell Assistant-Principal was named the MAMSE Administrator of the Year and 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 continue to serve with excellence and one who earned the State of Michigan Counselor of the Year Award in 2020. Niche ranked Brownell's group of educators in 2024 #12 Best Middle School Teachers in Michigan (#1 in 2017, 2020 and 2021; #2 in 2018 and 2019).

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 Color Run, Winterfest, the eighth-grade promotion activities; as well as professional development and appreciation meals for staff.



Events

September 3,

First Day of School

September 4, 6:30 p.m.

Back to School Night

September 9

Late Start Mondays begin
for Staff PLC

September 12

Back to School Night for
North and South

October 2

Student Count Day

October 8

PSAT Test for 8th Grade

October 16

Middle School Evening
Conferences

October 17

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

October 31

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

November 3

GPPSS Open House 12-2

November 5 - Vote

Full Day of PD—no
school for students

November 27-29

Thanksgiving Break

December 23-January 3

Winter break. Classes
resume Monday 1/6

January 6

Rising 5th Grade Parent
Info Night

January 8

Rising Freshman Parent
Info Night North & South

January 17

Half day Am (records)

January 20

MLK Day No School

February 17-21

Mid Winter Break

March 24-28

Spring Break

April 9

PSAT Test for 8th Grade

April 18th

Good Friday

April 21

All Day PD

School Improvement Plan

The continued learning growth of Brownell students from an academic, social, and emotional perspective depends upon maintaining a structure and focus on unified goals that utilize data to determine success, as well as, areas in need of support. Our focus is on providing access to literacy across content areas with a focus on the most disadvantaged learners.

District Strategy

- #1 – Restorative Practices
- #2 – Essential Coaching Practices for 5th-grade Literacy
- #3 – Lexia Reading
- Building Strategy
- #1 – Restorative Practices
- #2 – Disciplinary Literacy
- #3 – Lexia/Power Up
- #4 – Map Accelerator
- #5 – LRC Reading Resources for Identified Struggling Learners

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.



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
23-24	64% (44%)	70%	59%	59% (38%)	71%	49%	65% (38%)	71%	62%
22-23	63% (44%)	65%	62%	59% (38%)	58%	60%	54% (37%)	59%	50%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
23-24	53% (33%)	52%	55%	71% (31%)	71%	72%	73% (32%)	66%	77%
22-23	59% (32%)	57%	62%	76% (30%)	70%	79%	63% (31%)	61%	64%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
23-24	58% (40%)	62%	55%	54% (39%)	50%	58%
22-23	59% (39%)	65%	54%	59% (37%)	57%	61%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
23-24	43% (19%)	43%	43%	57% (30%)	60%	55%
22-23	38% (19%)	37%	38%	54% (27%)	55%	53%

NOTES: State of Michigan M-STEP results have been shown in parentheses for comparison to school results.



PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
23-24 English	87% (65%)	84%	89%
22-23 English	77% (60%)	85%	69%
23-24 Math	60% (33%)	55%	66%
22-23 Math	65% (36%)	69%	61%

STUDENT ACHIEVEMENT (continued)

M-STEP

2023-24 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	99%	99%	97%	97%	100%	100%	99%	98%
6	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	94%	94%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	92%	92%	92%	92%	99%	99%	98%	92%

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
23-24	89%	90%	88%	89%	95%	84%	87%	92%	84%	87%	92%	82%
22-23	87%	92%	82%	81%	92%	74%	85%	95%	76%	89%	94%	85%
21-22	89%	95%	84%	76%	82%	72%	71%	85%	57%	89%	94%	83%

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	23-24	64	71	57	64	64	64
	22-23	67	71	62	63	63	64
	21-22	64	65	63	68	60	75
6	23-24	67	72	61	73	74	72
	22-23	65	62	67	74	67	78
	21-22	65	67	63	66	60	71
7	23-24	67	66	68	76	71	78
	22-23	63	64	62	66	63	69
	21-22	67	73	62	66	70	63
8	23-24	58	62	54	71	67	73
	22-23	65	69	62	66	67	65
	21-22	66	72	60	67	66	68

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