



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Brownell 2024-25 Annual Report

Introduction

The 609 students at Brownell Middle School completed a successful 2024-25 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 by *Niche*, with a #5 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 10 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 the community.



In all four grade levels, 5-8, students were recognized for outstanding achievement in academics and citizenship. Some of the academic contests include: Daughters of the American Revolution Leadership Award winners; DAFT (Digital Arts, Film, & Television Association) Michigan Film Festival, earning a Narrative Film Award; Scripps Spelling Bee; Geography Bee; and the Math Invitational Competition at Detroit Country Day. Our Michigan Green Team again earned "Evergreen" designation for completing 20 energy-saving and environmental tasks. The band, orchestra, and vocal music leadership continued to have students earn first division superior ratings at local, state, and national adjudicated music competitions at the MSBOA. This year, 97 Drama Club students performed Disney's musical titled *Mary Poppins, Jr.* The eighth grade had 33 students earn all 1's or A's in conduct and work habits, in addition to 81% earning a 3.5 overall GPA, and 59 were members of National Junior Honor Society. This year, a seventh-grade student won the 2024 Michigan Department of State "I Voted" sticker contest – Michiganders everywhere on election day in November wore the Werewolf decal to show their patriotism.



"Together We Will" is the Brownell Middle School motto. We pride ourselves on working collaboratively to grow socially and emotionally as much as we expand our knowledge academically. Students work individually or cooperatively on Passion or Community Service Projects in clubs, classes, or as part of their NJHS Membership commitment. These 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 for: St. Jude Children's Research Hospital, Grosse Pointe Animal Adoption Society, a school store donation drive for I Heart Dog Rescue and Animal Haven; various bake sales to help Ronald McDonald House Charity, a turkey drive by the foods classes to help Motor City Mission; a book drive for St. John's Children's Hospital; as well as multiple collections of hats, gloves, and items to help students in need across Michigan. Thirty-two eighth-grade students participated in the WEB (Where Everybody Belongs) program dedicated to assisting and mentoring fifth graders throughout their transition to middle school. In August, WEB Leaders worked with incoming students and parents at registration by answering questions, leading tours, and conducting an orientation. Throughout the school year WEB Leaders created lessons, games, and activities for their designated group of 5th-grade mentees to build upon relationships established at the start of the school year and continue in a positive mentoring capacity.

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:

- 2024-25 98% (597)
- 2023-24 97% (565)

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

Brownell Middle School has several student service organizations to help encourage everyone to participate in passion and community service projects. Student LyFE promotes, organizes, and conducts school-wide student and staff participatory events, such as rewards activities, school assemblies, and spirit days. 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 (Positive Behavior Intervention and Supports) Program uses the motto "Buck-Up-Broncos," in collaboration with our school mascot Bucky the Bronco. 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 the school website. Use of Advisory (homeroom) class time, weekly all-school assemblies, and grade-level meetings provides opportunities to introduce, reinforce, and celebrate. Monthly themes provide learning guidance. For example, Brownell students conducted the 5th 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 include: 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 *Mary Poppins, Jr.* After regular school hours, Brownell teachers and high school tutors work with students four to five days a week in the Study Club. 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 Mackinac Island for adjudicated music competitions; 6th-grade students went shopping to use real-life math skills and to a Toledo Mudhens Game; and the 5th grade went to Camp for two-nights/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. This year, the entire staff at Brownell collaborated on a book study titled *Improve Every Lesson Plan with SEL* by Jeffrey Benson – as well as visiting 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 in 2024 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, creating a Zen Den and hosting TRAILS (Transforming Research into Action to Improve the Lives of Students) gatherings during lunch. *Niche* ranked Brownell's group of educators in 2025 #20 Best Middle School Teachers in Michigan (#1 in 2017, 2020 and 2021; #2 in 2018 and 2019; top 20 for the past 10 years).

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

Events

September 2,

First Day of School

September 3, 6:30 p.m.

Back to School Night

September 8

Late Start Mondays begin
for Staff PLC

September 11

Back to School Night for
North and South

October 1

Student Count Day

October 7

PSAT Test for 8th Grade

October 15

Middle School Evening
Conferences

October 16

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

October 31

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

November 2

GPPSS Open House 12-2

November 4 - Vote

Full Day of PD—no
school for students

November 26-28

Thanksgiving Break

December 22-January 2

Winter break. Classes
resume Monday 1/5

January 6

Rising 5th Grade Parent
Info Night

January 7

Rising Freshman Parent
Info Night North & South

January 19

MLK Day No School

January 23

Half day Am (records)

February 16-20

Mid Winter Break

March 30– April 3

Spring Break

April 8

PSAT Test for 8th Grade

April 20

All Day PD

June 11

Last Day of School

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 engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: One Inclusive Community Learning Together**, and our **Mission: Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities**. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

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
24-25	62% (44%)	59%	64%	53% (39%)	60%	46%	67% (39%)	76%	58%
23-24	64% (44%)	70%	59%	59% (38%)	71%	49%	65% (38%)	71%	62%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
24-25	54% (33%)	47%	61%	59% (32%)	57%	61%	71% (33%)	76%	66%
23-24	53% (33%)	52%	55%	71% (31%)	71%	72%	73% (32%)	66%	77%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
24-25	47% (40%)	41%	53%	64% (41%)	65%	63%
23-24	58% (40%)	62%	55%	54% (39%)	50%	58%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
24-25	49% (30%)	37%	64%	72% (47%)	64%	77%
23-24	43% (19%)	43%	43%	57% (30%)	60%	55%

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
24-25 English	84% (65%)	89%	81%
23-24 English	87% (65%)	84%	89%
24-25 Math	57% (30%)	56%	58%
23-24 Math	60% (33%)	55%	66%

STUDENT ACHIEVEMENT (continued)

M-STEP

2024-25 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	95%	94%	93%	94%	100%	99%	99%	96%
6	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	95%	97%	Not Tested	Not Tested	97%	98%	Not Tested	Not Tested
8	96%	96%	96%	96%	100%	100%	100%	96%

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
24-25	79%	84%	73%	86%	91%	82%	86%	97%	77%	94%	100%	90%
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%

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	24-25	65	65	65	64	60	69
	23-24	64	71	57	64	64	64
	22-23	67	71	62	63	63	64
6	24-25	63	69	58	72	71	72
	23-24	67	72	61	73	74	72
	22-23	65	62	67	74	67	78
7	24-25	68	73	62	74	77	72
	23-24	67	66	68	76	71	78
	22-23	63	64	62	66	63	69
8	24-25	62	65	60	76	75	77
	23-24	58	62	54	71	67	73
	22-23	65	69	62	66	67	65

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