

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

January 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Brownstown Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the school's administration for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2YDHzwo> or you may review a copy in the main office at your child's school upon request.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. *Our school has not been given one of these labels.*

By conducting a comprehensive needs assessment, we were able to identify Math and English as our most critical needs. With this information, we formulated clear and detailed goals, objectives, and strategies to address our needs in all curricular areas that target the whole school population as well as specific subgroups/gaps that are identified.

Brownstown Middle School is continuing to make positive shifts in developing a more effective learning environment and working to improve students' math and reading achievement. We will continue to analyze our achievement gaps and have made great strides in creating an environment focused directly on learning which we believe will raise achievement and close any and all gaps. Our focus as well has been directed to all students as we are improving the way we teach students who are on target and above target and have created new classes and interventions to help those students excel.

Our research-based actions include: essentials ELA and Math classes for students in the identified sub groups, ELA enrichment classes (Reading Strategy for Success) and Math enrichment classes (Math Essentials) for identified students in sub group, Advanced Literacy skills for identified students in sub group, ROLO (Male mentoring and study support program for males in targeted sub groups), Lunch Bunch (female mentoring and study support program for females in targeted sub group), Meet and Eat (Student and teacher mentoring and homework support), PBIS (motivation assemblies for students), PLC development time, tiered RTI model with intervention programs (AAMP and CICO), and Curriculum Alignment teams.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

WBSD Admission and Enrollment 2000.01

Resident Students-Michigan law establishes which students have the right to attend school in the School District. The Superintendent will develop and implement regulations for the enrollment of resident students and their assignment to School District schools, facilities and programs. The Superintendent may also develop and implement regulations for intra-district open enrollment.

Nonresident Students-Nonresident students may be permitted to enroll in the School District, as described below. Enrollment decisions will be made on a nondiscriminatory basis.

Schools of Choice-The Board may choose to permit the enrollment of nonresident students through a schools of choice program. If a program is adopted, the Superintendent will develop and implement regulations for the enrollment of nonresident schools of choice students. Students duly enrolled through a schools of choice program will, thereafter, be considered School District students for all curricular and extracurricular purposes

THE STATUS OF THE 5 YEAR SCHOOL IMPROVEMENT PLAN

Brownstown Middle School's goals and priorities are:

- All Students will demonstrate improvement in their Mathematics skills.
- All Students will demonstrate improvement in their ELA skills.
- All Students will demonstrate improvement in Science.
- All Students will demonstrate improvement in Social Studies.
- All Students will be proficient or exhibit growth improvement in all core classes

During the 2018-2019 school year, the Brownstown Middle School academic and financial resource plan aligned to our school goals.

All Students will demonstrate improvement in their mathematics skills

- Reviewed local and state assessment data including common benchmark mathematics assessments from Math curriculum Big Ideas, STAR Math, and M-STEP Math.
- Infuse instructional technology within the curriculum.
- Align curriculum, instruction and assessment to the state standards.
- A minimum of twice a month common PLC time.
- Provided small group interventions to differentiate instruction to address performance gaps by multi-tiered interventionists for students most at-risk of failing. (Math Essential class)
- Use learning targets within all classes.

All Students will demonstrate improvement in their reading and writing skills.

- Reviewed local and state assessment data including STAR Reading, and M-STEP, Common assessment in ELA.
- Provided small group interventions to differentiate instruction to address performance gaps by multi-tiered interventionists for students most at-risk of failing. (Literacy Skills and Read 180 classes)
- Professional Development training to use and implement RTI instruction to increase student proficiency.
- A minimum of twice a month common PLC time.
- Align curriculum, instruction and assessment to the state standards.

All Students will demonstrate improvement in science.

- Reviewed local and state assessment data from the state M-STEP test.
- Use ISN notebook within all science classes.
- Incorporate real-world media into the science classroom.
- Increase/incorporate more science inquiry based activities into the science curriculum.
- A minimum of twice a month common PLC time.

- Embed literature, nonfiction, picture books, and primary sources into the curriculum.

All Students will demonstrate improvement in social studies.

- Reviewed local and state assessment data from the state M-STEP test.
- Use ISN notebook within all social studies classes.
- Add additional resources and tools needed to support student growth in reading proficiency.
- A minimum of twice a month common PLC time.
- Implement RTI instruction to increase student proficiency mainly in the area of vocabulary comprehension.
- Embed literature, nonfiction, picture books, and primary sources into the curriculum.

All Students will be proficient or exhibit growth improvement in all core classes

- Elective classes will work to support curriculum strategies through the use of cross-curricular activities.
- 7th grade exploratory teachers will support student growth in reading by using core subject vocabulary/terminology
- Using graphic organizers to map reading activities
- Cross-curricular PLC to build and maintain common assignments, data and assessments

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Woodhaven-Brownstown School District works diligently to provide educational access to all of its students to meet their diverse learning needs. The district provides early education experiences to our students as well as surrounding districts through our TOTE program. Teach Our Tots Early (TOTE) is an infant/toddler special education program for developmentally delayed children birth to three years of age. As part of Early On Wayne County, we service children who qualify for special education in their home setting. Gudith Elementary houses our cognitively impaired program for the district as well as the ECP classroom. Students residing in Woodhaven-Brownstown also are sent to consortium center-based programs based on their educational needs. In addition, our district participates in a career and technical consortium that allows our students at the high school to take courses in skilled trades classes that provide experiences for college and career readiness.

The Core Curriculum

The Woodhaven-Brownstown School District’s core curriculum is based upon the State of Michigan standards in all subjects. These standards serve as a framework for instruction and assessment in all of our classrooms. Curriculum recommendations are reviewed by district stakeholders through a comprehensive process including administration, teachers, district level staff, and the Board of Education. Teachers meet regularly in their professional learning communities to continually review and assess the curriculum and student learning. The standards for our core curriculum can be found on our district website.

Aggregate Student Achievement Results from Local Competency Tests

The Woodhaven-Brownstown School District assesses its students three times a year using STAR Reading and Math as a universal screener to determine student skill deficiencies and interventions. The assessment is a computer adaptive assessment aligned to Michigan content standards. This test assists teachers in determining proper learning progressions for students and for instructional grouping.

STAR READING - The results of the percentage of students above the 40th percentile

Grade	% Spring 2019	% Spring 2020
6	72%	%
7	82%	%

STAR MATH - The results of the percentage of students above the 40th percentile

Grade	% Spring 2019	% Spring 2020
6	88%	%
7	90%	%

Percent of parents participating in Parent-Teacher Conferences

Year	Percentage of Parents Participating
2018-19	57%
2019-20	52%

Thank you for your ongoing support of the children at Brownstown Middle School and the Woodhaven-Brownstown School District. Please feel free to contact me or any of our professional staff to discuss how we may better serve the needs of the community.

Sincerely,
Andrew Clark
Brownstown Middle School