

FRANK W. BROWN ELEMENTARY SCHOOL

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"Home of the Brown Bobcats"

Mrs. Carrie Fisher, Principal



Mrs. Heather Esquibel, Secretary

January 11, 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 Frank W. Brown Elementary. 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 me, Carrie Fisher fisherc@huronschools.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/38tnh8a> , or you may review a copy in the main office at your child's school.

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. Congratulations!

The key challenges that we have identified at Brown include increasing scores in literacy and math and to close the achievement gap. Our goal is to close the gap while raising all students' performance. We continuously monitor student progress with the use of NWEA and other assessments.

Because of the State of Michigan Schools COVID-19 pandemic shutdown, our 3rd and 5th grade students did not take the MSTEP test this spring. We have no data to show where we lack student proficiency in either Math or Language Arts. However, we will continue to monitor proficiency and student growth closely in both areas with NWEA and grade level unit assessments throughout the year. This data will be used to differentiate the learning of our students and provide remediation using resources such as small group work and one-to-one instruction and intervention. Analysis of all areas of the school is underway with a focus on improving instruction through coaching and professional development on the various areas of the new curriculum. The focus on teaching and learning should serve the school well in the future.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Brown Elementary School served approximately 500 students in grades K-5. We assign grade K-5 students to Brown Elementary based on district attendance lines. We do not discriminate on which students are assigned to our school and accepted over 30 out-of-district students as school of choice students this year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We are continually working to improve our school. We have pulled together staff, parents, and community members to be involved in this process. After researching and setting out our plans, we focus on our SMART goals, and strategies and activities to improve student achievement. During our School Improvement progress we are continually focusing on data-driven, research-based best practices in the classroom.

BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Brown Elementary hosted special education students who are classified as Emotionally Impaired (grades K-5). In addition, we serviced almost 65 special education students with Speech and Language Impairments and have a Resource Room that serviced around 30 students this year.

ACCESS TO CORE CURRICULUM:

Brown's core curriculum is directly aligned to the Common Core State Standards (CCSS) and can be accessed on our school website, at parent-teacher conferences, or by visiting our school office. We implement the curriculum by providing an interactive, hands-on, and technology enriched program with the goal of success for all students.

<http://bes.huronschools.com/>

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY ACHIEVEMENT TESTS:

With the goal of demonstrating student growth we assess all grade 3-5 students with the Michigan Student Test of Educational Progress (M-Step) test starting in April, and going through May (disaggregated data is available in AER).

In addition, we assess all grade K-5 students with pre and post assessments in math and English language arts at the beginning and end of year. Brown also is participating in the NWEA, an assessment that measures achievement 3 times a year, for K-5 th grades.

All grade K-3 students are also assessed in reading using the Fountas and Pinnell Benchmark Reading Assessment. Students in grades 4-5 that are below grade level expectations are also assessed using the Fountas and Pinnell BAS. We are bolstered to report that results of all of these assessments have shown positive growth over the last several years.

PARENT TEACHER CONFERENCES:

We are pleased to report that 94% of our students were represented at parent teacher conferences this year. This was up last year by 2% from the previous year. Our four year average was 92%.

We at Brown Elementary are proud of the progress that students, teachers, and parents have made in making academics our primary focus. We are also proud to report that our school has continued to make growth in the areas of reading and math. We believe this is helping the upper grades to prepare and become successful at the Michigan State Assessments. We have continued to focus on our Literacy Essential Skills program and early education initiatives. We continue to encourage parents to be active in their child's education. Joint participation between the school and home will allow students to progress academically, socially, and emotionally to the best of their ability. Brown has a lot of reasons to be proud of its students and staff, together we will work to generate more reasons for such pride. The exemplary achievements of our school are not possible without the considerable collaboration of all factions of our school family: students, teachers, parents, school district administrators, School Board and community members. We thank all of these groups and look forward to another year of living our district and school mission statement of being, "Completely Committed to Kids!"

With pride in our school,

Carrie Fisher
Carrie Fisher
Principal