



# ***Browning Elementary***

## ***Michigan Blue Ribbon Exemplary School***



January 26, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 education progress for Browning 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 the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:

<https://bit.ly/38Lp736> or you may review a copy in the principal's office at your child's school.

### **State of Michigan Rankings**

For the 2021-2022 school year, schools were identified using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. 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.

### **School Improvement Plan**

#### **Browning Elementary Objectives:**

- 48% of all students will demonstrate a proficiency across all domains in mathematics by 06/15/2024 as measured by the spring state assessment.
- 60% of all students will demonstrate a proficiency across all domains in English Language Arts by 6/15/2024 as measured by the spring state assessment
- 85% of all students will demonstrate a proficiency across all domains in science and social studies by 06/15/2024 as measured by the spring state assessment

Browning Elementary had a successful 2021-2022 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

Browning Elementary data teams utilized a variety of assessments to analyze data including M-Step, Northwest Evaluation Association (NWEA) and classroom assessments. Teachers meet on a regular basis to analyze data and collaborate in planning classroom lessons and intervention strategies.

## **Key Challenges**

Browning Elementary is coming out of the effects of the global pandemic and while the direct impact has lessened, there are still residual effects on teaching and learning. Students were able to take the 2022 state assessment for the second year in a row. While we have interrupted cohort data, it still needs to be analyzed through the lens of disrupted instruction. The M-STEP data that we do have shows a marked increase in achievement data in grades three, five and six with students at each grade level scoring above the state and ISD averages, while grade four showing the greatest need for support. This positive trend is the percent of students who are making progress towards proficiency or increasing their proficiency in all subjects on the state tests. Browning has scored above both the state of Michigan average as well as above comparable schools in all subjects.

Browning has been designated a Targeted Title I school. These changes in student and familial economic conditions challenge our staff to find new and innovative strategies to improve student achievement.

NWEA data from fall and winter of 2020, 2021, and 2022 shows consistency in overall student scores. Either increases or decreases are within a few points of comparative scores. This data is an important component of student growth analysis leading to targeted instruction and providing appropriate support services. Regardless, many of the key challenges remain. Amongst them is continued staff focus on decreasing our achievement gap between our top 30% and bottom 30%, supporting at risk sub-groups and increasing our proficiency levels on the M-Step and NWEA Assessments

To increase reading and math achievement for students in grades Kindergarten through Second grade, we implemented the UCS personalized instruction model. Students receive small group instruction from their teachers in reading and math based on instructional data gathered from fall and winter NWEA assessments. Having a Literacy Coach for the second year in row as part of our instructional team has been invaluable. Her work to model, coach, and support teachers in expanding their repertoire of reading strategies benefits every student. Teachers plan differentiated lessons for small group instruction ensuring students' individual learning needs are met. In addition to small group instruction, students use the eSpark application for focused reading and math practice. The eSpark application designs a personalized pathway for each child based on their individual NWEA RIT scores in reading and math as students' progress at their own pace through their lessons. Data shows our students are making a comeback as evidenced by our Kindergarten through Second grade students continuing to show strong increases in their personal growth, as well as strong increases in proficiency levels because of the personalized instruction model.

Staff and student wellness has become our collective goal. Over the course of the school year, all classroom, special education, and support teachers have attended professional development sessions on wellness. We have identified through surveys the idea of 'belonging' as a need in our building.

Consequently, we created a Wellness Committee to work on ways to increase staff and students sense of belonging. Under the wellness umbrella, we are in the process of completing the Calm Classroom series of professional development. The strategies learned by our teaching staff will help support students and adults who may need additional support. While we have embedded Classroom Instruction that Works as the foundation of the School Improvement Plan as well as Essential Elements of Literacy, we must continue to address student social/emotional needs exacerbated by the aftereffects of the pandemic. A healthy child ready to learn needs to feel safe, cared for, loved, and recognized. Browning teachers strive to support every child regardless of need or circumstance. It needs to be noted that prior initiatives will continue at Browning Elementary.

## **Student Enrollment**

Students attend Browning Elementary based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

## **Specialty Programs**

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6275 posted on [www.uticak12.org](http://www.uticak12.org) under the Board of Education tab for further information.

### Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9<sup>th</sup> and 10<sup>th</sup> grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate and lifelong learners who value intercultural understanding and respect for others.

### Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation.

## Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9<sup>th</sup> through 12<sup>th</sup> grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives, which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

## Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real-world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to Davis, Heritage, and Jeannette junior high school students scheduled to attend Stevenson High School.

## **Core Curriculum**

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Academic Standards in English Language Arts, Mathematics, Science and Social Studies. These standards can be accessed at [www.michigan.gov/mde](http://www.michigan.gov/mde) under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district’s vision and mission statements can be accessed at [www.uticak12.org](http://www.uticak12.org).

## **District Assessments**

Utica Community Schools not only looks at state assessments, but we also monitor the progress of our students through the Northwest Evaluation Association (NWEA). NWEA is used to monitor and assess students in English Language Arts and mathematics using computer adaptive testing. NWEA aggregate student achievement can be requested from the school.

## **Parent/Teacher Conference Attendance 2020-2021**

Number: 360

Percentage: 100%

## **Parent/Teacher Conference Attendance 2021-2022**

Number: 366

Percentage: 100%

## **Points of Pride**

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

- Our students participated virtually in Social Studies and Science Olympiad, Academically Talented and Gifted, Bully Free Club, and Elementary National Honor Society.
- Browning staff continued the work from previous years with the Macomb Intermediate School District and have fully implemented Positive Behavior Intervention Supports with weekly, monthly, and quarter recognition.
- Browning staff has implemented a Wellness Committee to improve a “sense of belonging” for students and staff.
- Browning students participate in student council, service squad, safety patrol and the technology news broadcasting team.
- Browning students participated in limited March is Reading Month Activities, Family Literacy, Gizmo Night, as well as other school-based initiatives.
- Browning families supported the, Kiwanis canned food drive, Toys for Tots, and various other community based projects.

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child’s education by volunteering in the classrooms, serving on our parent groups and working closely at home with your students on their assignments.

Browning Elementary is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

*Lou Misovski*

Lou Misovski  
Principal