



Brownell STEM Academy
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2016-2017 School Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Brownell STEM Academy. 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 Ms. Shalonda Byas, Principal at (810) 760-1643 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/oQm6XP> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

Students at Brownell are provided the opportunity to be engaged in hands-on learning focused on developing a deeper understanding of seven topics: team building, measurement and data, systems and recycling, force and motion, construction, let's get growing, and engineering. Kindergarten - 2nd grade students are actively engaged in strategies to develop STEM literacy using an interdisciplinary approach guided by STEM strategies and Project Lead the Way Curriculum, NGSS as well as Mystery Science. We are also the proud recipients of the Apple ConnectED grant, where we have a one-to-one iPad per student ratio, 85% of our staff are Apple Certified Teachers and technology is used to engage students in learning in each and every classroom. We, the school family, at Brownell STEM Academy, strive to give our students the best educational experience. We help mold minds and prepare students to be college and career ready, and with the home, school and community working together we can accomplish this goal. For further detailed data, please visit <https://goo.gl/oQm6XP>. While our 2016-2017 NWEA data

reflects growth we will not be satisfied until we exceed the State averages in all content areas. In addition, we have also extended into a Community School Model, which enables us to provide additional learning opportunities for our children and their families.

Brownell STEM Academy has made student attendance a top priority. Research shows that students who are chronically absent in the “early” years are less likely to exhibit strong reading skills necessary to be successful. Brownell has written goals within the school improvement plan to address absenteeism, with strategies at Tiers one through Tier three as well as an “in-house” Attendance Agent. Brownell has also made socio-emotional student supports a key priority. Brownell has dedicated future staff, parent and community trainings around Trauma Sensitive Strategies and Restorative justice to support families exposed to lead from the water crisis and any other ACE’s Adult Childhood Experiences that were traumatic. Brownell has a School Social Worker, School Nurse and GHS staff to work with students and families who are experiencing challenges.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Flint Community School District has a centralized enrollment process. The Flint School District has established residential boundaries that govern which schools students attend. Consideration of student needs and specialized programming are also taken into consideration to determine school placement. The district has a process for school transfers and participates in the County Section 105 Schools of Choice program which parents can apply for in the office of Centralized Enrollment.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We are continuing into the fifth year of our school improvement plan. Goals and strategies support current data in all content areas. The plan is written and reviewed by staff, parents, and district personnel. The goals and strategies are based on our students’ achievement data and aligned with the district goals.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not applicable.

ACCESS TO A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

All staff can access the core curriculum for ELA, mathematics, science, and social studies online at www.flintcurriculum.weebly.com. Daily instruction and on-going classroom

assessment occurs in all content areas. Mathematics also has end-of-module assessments and science has unit assessments. High school students utilize Plato online platform which is aligned with the Common Core State Standards. Buildings receive support in curriculum implementation from building principals, and instructional specialists. The district uses Common Core State Standards, Michigan’s Science Standards, and grade level expectations as the basis for developing all curriculum documents.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Spring 2016-2017 Testing Period: Brownell K-2 STEM Academy

	Language Usage		Mathematics		Reading		Science	
	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT
Kindergarten	**	**	160.5	48.1%	160.8	52.5%	**	**
1st Grade	**	**	165.2	15.9%	164.3	15.9%	**	**
2nd Grade	183.3	40.0%	177.2	25.3%	171.6	18.6%	**	**

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent-Teacher conferences were held two times during the 2016-2017 school year. The number of students represented by parents during conferences was 142 which constituted 57 percent of students.

Brownell STEM Academy remains steadfast in making student achievement a priority. We make every effort to make sure our children are provided the best education. We are working collaboratively with our Community School Model partnership to close our achievement gap and to make a difference in every one of our children. While progress has been made we continue to align our resources and stay true to our improvement plan to make necessary progress. We are encouraged and we celebrate academic and socio-emotional growth of our students.

Sincerely,

Ms. Shalonda Byas, Principal
Brownell STEM Academy