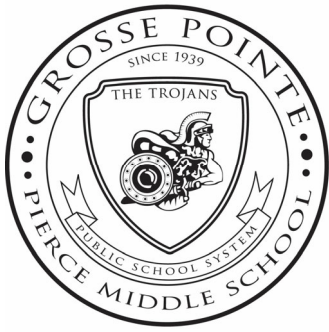




Mission Statement

The mission of Pierce Middle School is to create a caring and respectful environment where all students can grow intellectually, ethically and socially.

Attendance Rate: 95%

Percentage Participating in Parent-Teacher Conferences:

2019-20 90% (421 students)
2018-19 90% (450 students)

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.

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Pierce 2019-20 Annual Report

Introduction

Named after the United States of America's and State of Michigan first state superintendent, John D. Pierce Middle School demonstrated another year of excellence in academics, arts, athletics, and service during the 2019-20 school year. Pierce students met the rigorous expectations of our academic programs and actively participated in our Pierce School Community where all students work to "*Make Memories We're Proud of.*"

All grade levels were honored and recognized for participation and outstanding performance in academic and citizenship. A majority of Pierce students earn Academic Honors Recognition. Our students participated in many academic contests including You Be the Chemist, Social Studies Geography Bee, Social Studies Olympiad, Destination Imagination, National Spelling Bee, and Lakeshore Optimist Oratorical Contest to name a few. Pierce also has a robust National Junior Honors Society.

Our Fine Arts programs were recognized many times over this year for their exemplary performances at the MSBOA and MSVMA festivals. Our Band, orchestra and vocal music students earned superior ratings at local, state, and national adjudicating music competitions. Our 8th Grade Choir was selected by the Michigan School Vocal Music Associate to perform at their annual conference in Grand Rapids.

At Pierce students follow the mantra of "*Making Memories We're Proud of.*" 5th and 6th Grade students at Pierce are welcomed into Middle School by participating in orientation WEB (*Where Everyone Belongs*) led by 8th grade WEB Leaders. The program provides mentoring to our 5th and 6th grade students as they transition into the middle school experience. Activities are carried out throughout the year with special events and through Advisory-P2.

Our P2, Pierce Pride, hour provides students the opportunity to focus on and strengthen our positive school culture. Advisory lessons and activities centered on monthly themes such as Kindness, Empathy, Diversity, and Perseverance/Grit. An example activity was students placing sticky notes of positive affirmations on lockers. Pierce students also participated in service projects in conjunction with these themes.

Students continued their involvement outside the school day as well as with their involvement in many co-curricular activities including, Art Club, First Robotics, Future cities, NJHS and WEB.

Our PTO supports the successes of our students and our positive school culture by organizing student and community events. Something new this year, our PTO introduced the Trojan Trolley to support and encourage teachers and staff during remote learning.

Pierce Middle School is a place where all students can "*Make Memories We're Proud of.*" and we look forward to continuing to provide opportunities for all students to be successful both academically and socially.



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://wcdrobcolp01.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.

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

The GPPSS core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly.

The core curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, TV Production)

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

The School Improvement Plan consists of four processes. Pierce stakeholders: 1--Plan (outline strategy), 2--Do (implement plan), 3--Study (analyze data), and 4--Act (make adjustments, and repeat). The Plan is re-evaluated yearly, taking into consideration new student achievement data, as well as current trends and research based instructional practices. Entering 2020-21, we continued to focus on:

School Climate: School-wide Positive Behavior Intervention Support System (PBIS) with tiered interventions, and student leadership/mentoring opportunities:

- Students will be supplied with a PBIS matrix defining expectations for Pierce Students to demonstrate Respectful, Responsible, and Safe behavior in all school settings.
- Faculty and staff continue to implement a multi-disciplinary team approach in identifying and assisting students with significant problem behaviors.
- Peer to Peer and WEB student leadership programs will provide opportunities for student modeling, leadership, and growth.

Reading: All Pierce Middle School students, will improve their reading proficiency as measured by managing complex text.

- Students will develop their skills in making inferences and analyzing characters and content.
- Students will utilize strategies including: Close Reading, and Graphic Organizers.
- Students will use Claim Evidence Reasoning (CER) when analyzing text.

Writing: All Pierce students will improve their proficiency in writing:

- Students will utilize the 8 and 11 sentence paragraph, to organize their thoughts and demonstrate a deeper understanding by drawing conclusions, problem-solving unfamiliar language, making inferences, and synthesizing the information.

Math: All Pierce students and math teachers will improve their ability to reason abstractly and quantitatively

- Students will represent abstract and contextual situations symbolically, estimate for reasonableness, create and use multiple representations.
- Students will attend to precision through precise vocabulary (orally and written) and carefully formulate questions and explanations using the CER (Claim Evidence Reasoning) strategy.

PIERCE MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	55% (42%)	49%	60%	18-19	63% (43%)	68%	56%	18-19*	NA	NA	NA
17-18	67% (41%)*	72%	63%	17-18	58% (43%)	76%	46%	17-18	65% (43%)	74%	57%

M-STEP MATHEMATICS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	49% (35%)	37%	59%	18-19	54% (36%)	51%	57%	18-19*	NA	NA	NA
17-18	52% (35%)	48%	55%	17-18	51% (36%)	52%	51%	17-18	53% (33%)	55%	51%

M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	49% (28%)	56%	43%
17-18	55% (29%)	49%	61%



PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19* English	84% (62%)	93%	78%
18-19** Math	68% (41%)	74%	64%

NOTE: Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 requirements previous years' data is shared here. M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report M-STEP results without revealing the identity of individual students.

State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

Spring 2019 Science M-STEP tests remained pilot assessments, therefore no results are being shared with districts. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in peer districts when they moved from paper and pencil testing. *In 2018-19 M-STEP Math and English tests for 8th grade changed to PSAT (shown above for comparison).

2018-19 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
6	97%	97%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	97%	97%	Not Tested	Not Tested	97%	97%	Not Tested	Not Tested
8	Not Tested	Not Tested	N/A	98%	Not Tested	Not Tested	N/A	99%

NOTE: Total with Other Tests refers to percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each area.

STUDENT ACHIEVEMENT (cont.)

PIERCE MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2019) of State Mandated Groups					
Grade	Group	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
6	Economically Disadvantaged	30%	24%	Not Tested	Not Tested
7	Economically Disadvantaged	37%	26%	Not Tested	Not Tested

Note: None of the other mandated groups reached the threshold of 30 students to require posting.

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
18-19	75%	81%	70%	80%	85%	75%	86%	93%	81%
17-18	85%	90%	80%	78%	88%	72%	83%	92%	74%
16-17	84%	91%	79%	78%	85%	72%	81%	92%	70%

Grade 6-8 — Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Pierce Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	19-20	75	78	70	60	61	59
	18-19	69	69	69	60	54	63
	17-18	70	73	68	58	58	58
7	19-20	70	73	68	62	57	66
	18-19	73	74	72	68	64	73
	17-18	66	75	57	63	68	60
8	19-20	74	72	76	74	77	70
	18-19	69	78	62	71	74	70
	17-18	71	76	66	74	73	75

NOTE: Due to COVID-19, 2019-20 data is from the fall test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

