GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Richard 2020-21 Annual Report

Mission Statement
The mission of Père Gabriel Richard Elementary is to help each student develop the abilities, skills, and character traits to succeed in life.

Attendance Rate: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:
2020-21
96% (253 Students)

2019-20
99% (286 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.

The district also has policies and guidelines which guide promotion and retention.

Introduction

Welcome to the 2021-22 school year at Père Gabriel Richard School! Over the last year, our community has learned the importance of collaboration, patience, and empathy. I am proud of the way our staff, students, and community worked together to better ourselves and create experiences for our students. I have no doubt that these traits will continue to assist our growth in the new year.

As we move forward together, remember that a successful learning environment and successful students can only develop with a close relationship between their home life and school life. We encourage you to become as involved as you can be in your students' learning and also in the excitement that is created around individual and group growth.

Our Richard community has built bonds that will allow us to flourish. We are lucky to be part of an incredible community, but also remember that we do not have to be bad to improve. Our staff, students, and parents are ready to take the next step in our learning and push our community to achieve beyond even our high expectations.

This year, we would like to welcome new staff members to the Richard family. Joining us in third grade is Ms. Rachel Siefert. Ms. Siefert taught last year for OneGP Virtual and brings experience with digital platforms, a passion for students, and an energy that will spread across our school. Additionally, we are excited to add Mrs. Holly Bayster as a new kindergarten teacher. Adding another kindergarten class gave us the opportunity to welcome back Mrs. Bayster. Though I have only had the opportunity to work with her as a member of our PTO, I am confident that the care she gave our students in that role will allow her to be successful with our young learners.

Through our successes, struggles, and opportunities, our Richard Community continues to grow and demonstrate the power of a group working toward a common goal. We are excited to team with you as our journey continues.

Thank you for all your support, and welcome to a new year at Richard!

#RichardRaccoons #BeAwesome

Dr. John Kernan

Principal John Kernan · 176 McKinley · Grosse Pointe Farms, MI 48236 · Phone: 313-432-4900 · kernanj@gpschools.org

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://wdcrobcolp01.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. GPPS 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 and/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

Math: Students will demonstrate increased proficiency in solving multiple step math problems. Students will utilize a variety of strategies for problem solving while building math fact fluency. Math proficiency will be measured by annual State of Michigan assessments.

Reading: Students will increase proficiency in their reading comprehension of complex texts, both narrative and informational. Students will cite examples from the text when summarizing passages, identifying themes, and comparing texts. Reading proficiency will be measured by annual State of Michigan assessments.

Writing: Students will demonstrate increased proficiency in their writing skills. Students will demonstrate quality writing traits with an emphasis on organization, use of supporting details, expressive language, and spelling and grammar conventions. Proficiency will be measured by annual State of Michigan assessments.

Character Development: Through our Positive Behavior Intervention and Support Program (PBIS), students will develop positive character traits including those such as integrity, flexibility, perseverance, responsibility, and problem-solving, among others.

The Richard School Improvement Plan includes strategies and objectives that are aligned with the district curriculum and the State of Michigan requirements. The staff gathers and reviews data in order to determine future instructional goals. Staff development is an integral component of the ongoing school improvement process.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	71% (43%)	73%	70%	96%	20-21	78% (42%)	77%	79%	94%
18-19	60% (45%)	65%	54%	98%	18-19	62% (47%)	52%	71%	98%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	65% (44%)	63%	68%	92%	20-21	52% (37%)	48%	55%	92%
18-19	50% (46%)	64%	39%	100%	18-19	54% (42%)	55%	54%	100%

NOTE: Due to COVID-19, M-STEP tests were not administered in spring of 2020, so to meet Public Act 25 reporting requirements the most recent previous year's 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 results without revealing the identity of individual students. State of Michigan M-STEP results have been shown above in parentheses for comparison to school results. The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY scores												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	88	90	87	95	100	91	93	100	86	75	83	69
18-19	94	96	92	96	96	97	100	100	100	70	82	61

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Richard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	20-21	67	70	65	69	60	73
	19-20	61	52	69	65	56	73
	18-19	64	73	54	81	82	80
1	20-21	71	70	72	82	78	85
	19-20	78	82	73	78	80	76
	18-19	81	87	75	87	86	87
2	20-21	78	87	69	83	81	84
	19-20	67	73	59	79	80	78
	18-19	74	73	75	82	80	84
3	20-21	75	77	74	74	74	73
	19-20	65	65	65	62	56	68
	18-19	62	68	57	64	54	72
4	20-21	71	70	71	70	64	73
	19-20	64	61	66	60	44	71
	18-19	57	65	50	65	64	67

NOTE: Due to COVID-19, 2019-20 data is from the winter 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. The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure.