GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Maire 2020-21 Annual Report

Mission Statement
The mission of Maire School is to provide a quality educational program which prepares students to be productive citizens and life-long learners.

Average Student Attendance Rate: 98%

Percentage of Parents Participating in Parent-Teacher Conferences:
2020-21
99% (254 Students)

2019-20
100% (343 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 in place policies and guidelines which guide promotion and retention.

Introduction

Maire Elementary School, located in historic Grosse Pointe Village, has been an educational home for 256 students during the 2020-21 school year. Children, from Young 5s to fourth grade, have been taught by 12 homeroom teachers in Math, Language Arts, Science and Social Studies, and specialist teachers for Library, Art, Vocal and Instrumental Music, Physical Education and Spanish. Maire is also home to one Autism Spectrum Disorder classroom. To assist with instruction and support, Maire students accessed a variety of professionals, including a Speech Pathologist, Occupational Therapist, Social Worker, School Psychologist, Reading/Language Arts Specialist and a Resource Room teacher.

Differentiated instruction to ensure student academic success continues to be a focus at Maire Elementary School. Maintaining a culture of high academic achievement, along with attention to students' emotional/social development, is our continuous goal. Teachers use technology, flexible groupings, leveled resources, cooperative learning, and project-based instruction to engage students, maintain educational rigor, and keep student interest high. Staff regularly plan together in professional learning communities, using Common Core standards and student achievement data as their guides.

In addition to academic opportunities, in a typical year Maire students have many enrichment programs from which to choose. These include Vocal Choir, Student Council, Service and Safety Patrols, Knitting, Coding, Silly Science, Chess and Ceramics. Our Positive Behavior Intervention Support (PBIS) program and The Leader In Me program both support leadership skills to benefit our students' learning environment. School-wide incentives, common language to describe behavioral expectations, and lots of "Maire-Bear" fun give Maire School a calm, yet spirited atmosphere, focused on student learning.

Students, staff and parents at Maire are environmentally aware, and practice recycling of paper, plastics, metal, cardboard, and much more. To help in our green efforts, our school adopted a policy that prohibited disposable water bottles at all school or PTO sponsored functions. Two community-created gardens enhance our grounds, featuring vegetables, flowers and a monarch butterfly habitat. Maire has once again been identified as a "Green School" with the state of Michigan.

Maire works every day to ensure students feel welcomed, respected, and valued as part of the school community. This is part of the Grosse Pointe Public Schools' Strategic Plan, which ensures that by embracing diversity, "Everyone learns, every day." Our parents are active members of the district wide Diversity Committee that continues to lead the district in promoting cultural education and responsiveness. Parents and teachers meet regularly to help ensure this vision becomes reality for our school. Assemblies and classroom projects are part of our curriculum to promote cultural awareness. The school year ends with a Diverse Desserts Night which features dancing and music, student country research projects, and delicious desserts, all celebrating a wide variety of world cultures.

Involved, supportive parents are a mainstay at Maire School. Not only do they provide expertise and assistance in the lunchroom, on field trips, and with classroom projects, our PTO is extremely generous in funding assemblies and in purchasing school and classroom resources. Over the past two years, the Maire PTO has invested in purchasing leveled guided reading books to create a teacher book room to support literacy instruction. The PTO also helped navigate the challenges of the pandemic with technology and digital resources. Maire continues on its journey to promote STEAM-related curriculum in our updated Makerspace, complete with a 3D printer, iPad, coding robots and hands-on materials. Maire School is part of "One GP." We are promoting innovation, embracing community and maximizing potential for EVERY student, EVERY day. Follow us on Twitter @GPMaire.

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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

Maire School continues to demonstrate outstanding academic success. Our school has been ranked at the 99th percentile of the state's schools. Teachers at Maire focus on academic achievement as they analyze student data to make continuous improvements in teaching and learning throughout the year. The school improvement plan is written and revised by teams of teachers during our collaborative Professional Learning Community times. Teachers plan strategies and objectives that focus on building and maintaining student achievement and excellence.

Reading: Our goal is to increase student reading achievement for all students, as measured by classroom, district and state tests. Leveled texts, flexible groupings, technology supports and reading in a wide variety of genres and content areas are all strategies included in our plan. The use of adaptive computer programs further meets the needs of each learner in their reading development.

Writing: Our K-4 students will increase their writing achievement. Daily Writers' Workshop, with increased time spent on writing across the curriculum, are strategies for improvement. Using correct spelling and grammar, making the right word choice, planning and organizing for writing assignments, and building fluency are all part of the Maire writing program.

Math: Students will increase their Math achievement, as evidenced by achievement on classroom, district, and state testing. Fact fluency, critical problem solving, differentiated instruction and a minimum of 60 minutes of time spent on math instruction each day are all objectives and activities planned for increased student achievement. Using adaptive computer math programs, students focus on skills at their level and continue to get challenged at their own pace.

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	76% (43%)	80%	73%	76%	20-21	67% (42%)	73%	63%	78%
18-19	77% (45%)	83%	73%	100%	18-19	84% (47%)	89%	81%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	83% (44%)	84%	81%	91%	20-21	90% (37%)	84%	95%	91%
18-19	89% (46%)	92%	87%	100%	18-19	89% (42%)	88%	90%	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												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	97	94	100	100	100	100	83	90	79	89	82	96
18-19	88	95	84	98	96	100	86	94	81	93	100	87

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Maire Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	20-21	71	76	67	74	77	73
	19-20	64	63	66	65	61	69
	18-19	55	55	55	68	73	64
1	20-21	80	74	84	80	76	83
	19-20	64	64	64	70	71	69
	18-19	68	75	64	77	73	79
2	20-21	84	87	80	84	84	84
	19-20	69	69	69	68	63	72
	18-19	84	85	84	84	83	85
3	20-21	76	77	75	64	61	66
	19-20	80	82	78	80	77	82
	18-19	77	80	74	76	70	80
4	20-21	79	79	79	80	74	85
	19-20	64	63	66	65	61	69
	18-19	81	82	81	86	82	88

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.

MAIRE BEARS