



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Maire 2021-22 Annual Report

Introduction

Located in historic Grosse Pointe Village, Maire Elementary School is more than just a school. Maire is truly a community hub that draws students, families, and our community together. Opened in 1936, Maire has unique architectural charm, with features like Pewabic-tiled fireplaces and coy ponds. Thanks to recent bond updates, our learning environment has been modernized and incorporates 21st century instructional technology like interactive whiteboards and sound systems. Maire is unlike any school in which you will set foot.

Maire Elementary was consistently been recognized by Niche.com as one of the best elementary schools in the state. Our elementary teaching staff ranked 15th out of 1,625 schools in the state of Michigan. Maire also ranked in the top 3% of all elementary schools in the state. None of that success would be possible without our hardworking teaching staff and our supportive parents and PTO. Involved, supportive parents are a mainstay at Maire. Not only do they provide expertise and assistance in the lunchroom, on field trips, and with classroom projects, but they partner with our staff to ensure each child gets exactly what they need for a successful school year. No matter what the task is, our PTO rallies to support our students and staff with assemblies and resources, like our new leveled book room for guided reading instruction.



For the 2021-22 school year, 229 kindergarten to fourth grade students called Maire their “home away from home.” Twelve homeroom teachers developed the fundamental academic skills necessary to build lifelong learners, while also supporting the students’ social and emotional growth. 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 to meet the needs of each student.

As a Leader in Me School, Maire focuses on creating well-rounded students who learn the 7 Habits of Highly Effective People in order to be the best versions of themselves. Our Positive Behavior Instructional Support program creates common language to describe behavioral expectations, and lots of “Maire-Bear” fun gives Maire a calm, yet spirited atmosphere. Empowering our students is important, with our oldest students giving back through opportunities like our Safety Patrol, Service Squad, or leading our school-wide Town Hall celebrations. All students experience enrichment activities in Art, Music, Physical Education, Library and Spanish where they can find their passions and sharpen their saw. Another unique feature at Maire is the development of our Makerspace, equipped with 3d printers, coding robots, and even a Lego wall. Students enhance their critical thinking skills through STEAM based activities in our Makerspace. A variety of PTO sponsored in-school and after-school enrichment activities like Chess Club, Art, and Golf allow students to sign up for whatever peaks their interest.



Maire works every day to ensure students feel welcomed, respected, and valued as part of the school community. 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. Maire truly is a special place that brings our community together and provides an excellent educational experience for everyone.

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: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:

2021-22
98% (223 Students)

2020-21
99% (254 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.

Principal Nicole Filiccia ·

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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

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5-7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance



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
21-22	78% (42%)	80%	76%	100%	21-22	81% (42%)	67%	90%	100%
20-21	76% (43%)	80%	73%	76%	20-21	67% (42%)	73%	63%	78%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	72% (43%)	83%	64%	100%	21-22	89% (37%)	94%	86%	100%
20-21	83% (44%)	84%	81%	91%	20-21	90% (37%)	84%	95%	91%

NOTE: 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. [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
21-22	100	100	100	98	100	96	100	100	100	89	100	82
20-21	97	94	100	100	100	100	83	90	79	89	82	96

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	21-22	70	60	77	79	69	85
	20-21	71	76	67	74	77	73
	19-20	64	63	66	65	61	69
1	21-22	72	76	68	74	71	77
	20-21	80	74	84	80	76	83
	19-20	64	64	64	70	71	69
2	21-22	78	72	84	83	75	89
	20-21	84	87	80	84	84	84
	19-20	69	69	69	68	63	72
3	21-22	82	85	79	74	76	73
	20-21	76	77	75	64	61	66
	19-20	80	82	78	80	77	82
4	21-22	78	84	74	82	85	79
	20-21	79	79	79	80	74	85
	19-20	64	63	66	65	61	69

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.

