



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Pierce 2022-23 Annual Report

Introduction

Many of Pierce's faculty have been teaching in the building for over 20 years. When a new person joins the Pierce Family they stay. As one teacher repeatedly shares with anyone who asks, "Pierce is a great place to be." At Pierce we work every day to create a school community that is supportive and welcoming to all -- students, staff, and families alike. Middle school is that in between, sometimes awkward time in young tweens' and teens' lives. The Pierce staff goes above and beyond to connect with each of our students and their families to ensure they are heard, seen, and supported. At Pierce the transition to middle school is an important process that our staff and students put a lot of intentional thought and time into. New families are welcomed at a parent meeting in January. Our administrators and counselors personally visit each of our feeder elementary schools in early spring and we host a special field trip to Pierce for all our incoming 5th graders (those in district and from other schools) where students tour the building, visit the cafeteria, and participate in community building activities to learn about what to expect in middle school. In the fall we then have a special WEB (Where Everyone Belongs) Orientation just for our 5th graders. The orientation is led by 8th grade WEB leaders who apply to be leaders of this program. This select group of students remember their own WEB experiences as the new kids and want to give back. The program continues throughout the year with multiple planned events for WEB Leaders to meet and build community with their WEB group.



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: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:

- 2022-23 95% (505 students)
- 2021-22 95% (483 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.

Pierce students also participate in an Advisory program throughout their weekly schedule. This program provides intentional time to focus on Social Emotional Learning (SEL) and build community. This has been a long standing program at the middle school. Pierce uses this time to talk about what it means to be a Pierce Trojan. P.I.E.R.C.E stands for Perseverance, Integrity, Empathy, Respect, Courage, and Effort. These are the words our students identified when asked to define what it means to be a Pierce Trojan. Together we talk about what these traits look like and sound like throughout the year and build on them during a student's four years at Pierce.

As our students begin their middle school careers they tell us they like switching classes, but are also a part of a smaller team. Each year Pierce students gain more choice and opportunity to build a schedule of classes that is unique to them. Our 5th graders start on a team, where they share three teachers throughout their day, all participate in a rotation of electives as well as have the opportunity to begin learning an instrument--orchestra or band. Our 6th graders also experience a rotation of electives that is meant to expose them to multiple different experiences such as Life Skills in the Family Consumer Science Classroom and Innovation and Design where students get a taste of working in our Woods and Metal shop. Our 7th and 8th grades have the opportunity to choose the elective course they are most interested in for two hours of the day. These might include high school level language courses, broadcast journalism, digital art and design, and the list goes on.



Pierce students are supported by a robust PBIS (Positive Behavior Interventions & Support) program. PBIS is designed to recognize great decisions students make on a daily basis as well as remind them when a better choice is needed. Middle school is about learning to make good choices. Students earn reward signatures throughout their day and can redeem those at our Trojan Treasure Troves or in our monthly and year-end raffles. Our staff believes in the power of reinforcing students making positive choices. Our year-end raffles collected over 11,000 positive signatures!

Our students are also assigned one of two full time counselors who welcome students in as 5th graders and help them pick their 9th grade classes as they head off to high school. Often the support counselors provide includes

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. 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.

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problem solving and decision making strategies, as well as navigating peer friendships, and learning to advocate for themselves as learners. Counselors get to know their students personally through individually scheduled meetings multiple times per year.

Beyond the classroom our students are encouraged to join clubs they are interested in. Each year we are adding new clubs based on student interest. We want students to try new things and engage and build relationships with their peers while doing so. Our clubs are open to all students 5th through 8th grade, and include Robotics, Green Team, Future Cities, Swim and Cross Country. Our 7th and 8th grade students can also participate in interscholastic athletics such as Volleyball, Basketball, and Track. We want every student to feel they belong and can be a part of the happenings at Pierce. If we do not have what they are interested in, we help them develop that opportunity.

We also encourage our families to be involved. Pierce has a very active PTO. They host an annual Fun Run fundraiser that raises upwards of \$25,000 a year. Funds support classroom extensions, community cultural field trip experiences for students, and additional resources to support students and classroom teachers. Last year our students experienced the Holocaust Museum in Bloomfield Hills, the Arab American Museum in Dearborn, and the Henry Ford Museum in Dearborn. Each year our PTO contributes activities such as field day, 8th grade cedar point, and 5th grade camp. Contributions to an Angel Fund to provide scholarships for our annual 8th Washington DC trip and 5th grade camp helps to ensure every student who wants to attend is able to.

It takes a special teacher to be a middle school teacher; and Pierce has a building full of them! Pierce truly is a "great place to be." As a staff we could not be prouder to work together and with our families to support all our students. Proud to be Trojans!

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement through 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.



Major Events

September 5,
First Day of School

September 6, 6:30 p.m.
Back to School Night

September 11
Late Start Mondays begin
for Staff PLC

September 12
Board of Education (BOE)
Meeting 6:30 p.m.

September 14
Back to School Night for
North and South

September 26
6:30 p.m. BOE Mtg.

October 4
Student Count Day

October 18
PSAT Test for 8th Grade

October 25
Middle School Evening
Conferences

October 26
1/2 day for Students
MS Afternoon and Even-
ing Conferences

October 31
1/2 day a.m. for Students
(PD for staff)

November 5
GPPSS Open House 12-2

November 7 - Vote
Full Day of PD—no
school for students

November 22-24
Thanksgiving Break

December 22-January 2
Winter break. Classes
resume Wednesday 1/3

January 8
Rising 5th Grade Parent
Info Night

January 10
Rising Freshman Parent
Info Night North & South

January 15
MLK Day No School

January 19
Half day am (records)

February 19-23
Midwinter Break

March 25-29
Spring Break

May 27
Memorial Day, No School

June 14
Last Day of School

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 2022-23, 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 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 Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
22-23	71% (44%)	81%	63%	64% (38%)	70%	58%	58% (37%)	63%	53%
21-22	76% (43%)	78%	74%	55% (38%)	61%	50%	60% (38%)	58%	62%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
22-23	65% (32%)	57%	72%	73% (30%)	75%	71%	55% (31%)	54%	56%
21-22	69% (30%)	69%	69%	41% (28%)	40%	42%	50% (30%)	41%	60%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY							
Grade 5				Grade 8			
Year	All	Female	Male	All	Female	Male	
22-23	39% (19%)	32%	45%	60% (27%)	54%	66%	
21-22	53% (16%)	54%	52%	55% (26%)	54%	57%	

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
22-23	63% (39%)	68%	57%	67% (37%)	63%	70%
21-22	65% (38%)	65%	66%	61% (36%)	61%	61%

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
22-23 English	88% (60%)	91%	84%
21-22 English	84% (60%)	91%	77%
22-23 Math	65% (36%)	58%	72%
21-22 Math	60% (36%)	62%	57%

NOTE: Total with Other Tests refers to percentage tested with M-STEP or MI-ACCESS (alternative state test) in each area. Pierce 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 in parentheses for comparison to school results.



STUDENT ACHIEVEMENT (continued)

M-STEP

2022-23 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
5	98%	98%	98%	98%	99%	99%	99%	99%
6	97%	96%	Not Tested	Not Tested	98%	98%	Not Tested	Not Tested
7	99%	99%	Not Tested	Not Tested	99%	100%	Not Tested	Not Tested
8	97%	97%	96%	96%	99%	99%	99%	96%

GROSSE POINTE WRITING

Percentage of Students Achieving a SATISFACTORY Score												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M	All	F	M
22-23	76%	87%	65%	81%	93%	71%	88%	91%	86%	96%	97%	95%
21-22	79%	88%	71%	71%	81%	63%	89%	94%	83%	87%	93%	80%
20-21	67%	77%	58%	92%	91%	93%	82%	88%	75%	88%	96%	81%

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
5	22-23	70	76	64	67	66	68
	21-22	74	75	74	78	78	79
	20-21	65	65	65	67	64	71
6	22-23	71	74	69	71	73	70
	21-22	62	64	60	61	59	64
	20-21	74	74	75	65	61	69
7	22-23	62	64	60	70	66	73
	21-22	70	70	69	65	61	70
	20-21	74	75	73	63	65	60
8	22-23	64	65	64	64	63	65
	21-22	67	71	64	64	66	62
	20-21	68	69	67	64	62	65

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.