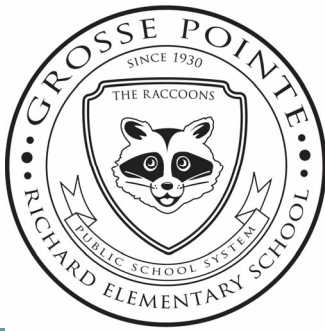




Mission Statement

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: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:

2023-24
98% (293 Students)

2022-23
100% (282 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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Richard 2023-24 Annual Report

Introduction

As we begin the 2024-2025 school year at Père Gabriel Richard Elementary, we are looking forward to continuing to collaborate with our community to build a school focused on inclusivity, opportunity, and wonder. Over the years, our staff, students, and families have found ways to work together to better ourselves and create incredible experiences for our kids. This year will be no different as we support each other and allow our students to thrive.

Together, we have placed a focus on opening up new avenues for our students to access, explore, and apply their learning, including designing and developing 3D prints, coding robots to complete a variety of tasks, studying aeronautics and launching rockets, and producing a school centered morning news show. Students also were afforded many experiences throughout the year with visits from New York Times Bestselling authors, science experiments guided by Thermal Fisher Scientific, trips to the Zoo, rock and



mineral shows, and community outreach by partnering with Children's Hospital-Detroit and Mott's Children Hospital at the University of Michigan. We are all excited to combine incredible classroom instruction with opportunities such as these to develop lifelong learners and positive community members.

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

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

#RichardRaccoons #BeAwesome

Dr. John Kernan

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

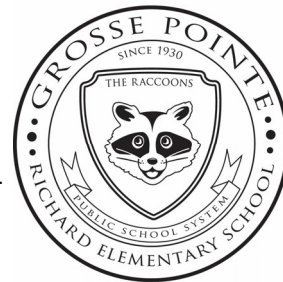
Math: Students will demonstrate increased proficiency in solving multiple step math problems. Students will utilize a variety of strategies for problem solving while building math fact fluency. Math proficiency will be measured by annual State of Michigan assessments.

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
23-24	78% (40%)	70%	83%	100%	23-24	84% (71%)	64%	97%	98%
22-23	63% (41%)	60%	65%	100%	22-23	70% (43%)	65%	74%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	75% (43%)	71%	78%	100%	23-24	77% (61%)	67%	87%	100%
22-23	79% (44%)	84%	74%	100%	22-23	79% (39%)	79%	78%	100%

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. [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
23-24	77	84	69	79	92	65	91	96	89	77	81	74
22-23	90	92	89	91	92	91	84	85	83	71	89	57
21-22	96	91	100	91	95	88	90	100	84	74	75	72

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	23-24	82	83	82	79	79	80
	22-23	72	71	72	75	73	78
	21-22	62	69	55	63	67	60
1	23-24	80	80	81	82	74	89
	22-23	79	82	77	84	82	87
	21-22	83	80	84	89	83	92
2	23-24	75	79	70	78	78	79
	22-23	80	74	84	83	73	88
	21-22	74	74	74	79	71	85
3	23-24	80	72	84	91	80	95
	22-23	73	73	72	79	71	83
	21-22	78	85	73	82	82	83
4	23-24	72	69	75	85	82	87
	22-23	79	84	75	81	80	83
	21-22	76	74	79	83	78	87

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

