



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Pierce 2023-24 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, families, and staff 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 building 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. These students apply to be leaders of this program. This is a select group of students who 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 with and build community with their WEB Leaders.

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 two to three teachers



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:

- 2023-24 98% (516 students)
- 2022-23 95% (505 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. GPSS 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.

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.

Continued from page 1

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 Physical Education. Our 7th and 8th graders 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.



Our Pierce students are supported by a robust PBIS (Positive Behavior Interventions and Support) program. This program is designed to recognize the 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 signatures at our Trojan Treasure Troves or in our monthly and year-end raffles. Our staff believes in the power of reinforcing students making the positive choices. It is not uncommon for our students to collect a total of over 11,000 positive signatures!

Our students are also assigned one of two full time counselors who will work with them for the four years they are at Pierce. Often the support our counselors provide includes problem solving and decision making strategies, as well as navigating peer friendships, and learning to advocate for themselves as learners. Our counselors get to know their students personally through individually scheduled meetings multiple times per year. They welcome students in as 5th graders from the elementary and help them pick their 9th grade classes as they head off to high school.

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 our 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 such things as 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.

As much as we want our students to be involved we also encourage our families to be involved as well. Pierce has a very active PTO. They host an annual Fun Run fundraiser that raises upwards of \$30,000 a year. These funds are used to support classroom extensions, community cultural field trip experiences for students, and additional resources to support students and classroom teachers. For example, 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 to year-end celebration activities such as field day and 8th grade cedar point. 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.

Events

September 3,
First Day of School

September 4, 6:30 p.m.
Back to School Night

September 9
Late Start Mondays begin
for Staff PLC

September 12
Back to School Night for
North and South

October 2
Student Count Day

October 8
PSAT Test for 8th Grade

October 16
Middle School Evening
Conferences

October 17
1/2 day for Students
MS Afternoon and Even-
ing Conferences

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

November 3
GPPSS Open House 12-2

November 5 - Vote
Full Day of PD—no
school for students

November 27-29
Thanksgiving Break

December 23-January 3
Winter break. Classes
resume Monday 1/6

January 6
Rising 5th Grade Parent
Info Night

January 8
Rising Freshman Parent
Info Night North & South

January 17
Half day Am (records)

January 20
MLK Day No School

February 17-21
Mid Winter Break

March 24-28
Spring Break

April 9
PSAT Test for 8th Grade

April 18th
Good Friday

April 21
All Day PD

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.

School Improvement Plan

Pierce students continue to demonstrate outstanding academic success as evidenced through national (NWEA in Math and ELA and the PSAT), and state (M-STEP) assessments. As a part of our School Improvement Plan, the Pierce staff has worked collaboratively throughout the school year to review and analyze student achievement data to identify areas of strength as well as areas of focus for improvement. Through this work we have targeted the following goal and strategies:

- Our goal:
 - To provide opportunities for all students to have access to curriculum with a focus on literacy in order to improve ELA and Math M-Step, PSAT EBRW, and NWEA while closing the achievement gap for targeted students populations.
- District Strategy:
 - #1 – Restorative Practices
 - #2 – Essential Coaching Practices for 5th-grade Literacy
 - #3 – Lexia Reading
- Building Strategy:
 - #1 – Restorative Practices
 - #2 – Disciplinary Literacy
 - #3 – Lexia/Power Up
 - #4 – Map Accelerator



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
23-24	79% (44%)	77%	81%	56% (38%)	63%	49%	68% (38%)	77%	59%
22-23	71% (44%)	81%	63%	64% (38%)	70%	58%	58% (37%)	63%	53%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
23-24	73% (33%)	66%	81%	61% (31%)	60%	62%	75% (32%)	80%	69%
22-23	65% (32%)	57%	72%	73% (30%)	75%	71%	55% (31%)	54%	56%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
23-24	78% (40%)	72%	84%	57% (39%)	56%	59%
22-23	63% (39%)	68%	57%	67% (37%)	63%	70%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
Grade 5				Grade 8		
Year	All	Female	Male	All	Female	Male
23-24	56% (19%)	51%	61%	61% (30%)	54%	68%
22-23	39% (19%)	32%	45%	60% (27%)	54%	66%

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
23-24 English	88% (65%)	88%	88%
22-23 English	88% (60%)	91%	84%
23-24 Math	66% (33%)	66%	67%
22-23 Math	65% (36%)	58%	72%

NOTE: 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

2023-24 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	97%	97%	95%	97%	100%	100%	98%	100%
6	99%	98%	Not Tested	Not Tested	100%	99%	Not Tested	Not Tested
7	99%	98%	Not Tested	Not Tested	100%	99%	Not Tested	Not Tested
8	99%	99%	95%	95%	100%	100%	96%	95%

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

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
23-24	84%	87%	82%	86%	96%	77%	90%	94%	85%	93%	96%	91%
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%

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	23-24	75	76	74	77	73	82
	22-23	70	76	64	67	66	68
	21-22	74	75	74	78	78	79
6	23-24	66	70	62	71	70	72
	22-23	71	74	69	71	73	70
	21-22	62	64	60	61	59	64
7	23-24	68	71	65	79	80	78
	22-23	62	64	60	70	66	73
	21-22	70	70	69	65	61	70
8	23-24	65	68	62	79	76	82
	22-23	64	65	64	64	63	65
	21-22	67	71	64	64	66	62

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