GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Maire 2023-24 Annual Report

Introduction

Located in historic Grosse Pointe Village, Maire Elementary School is more than just an educational institution; it serves as a community hub that unites students, families, and residents. Opened in 1936, Maire boasts unique architectural features like Pewabic-tiled fireplaces and a newly built outdoor learning pavilion. Recently modernized, our learning environment incorporates 21st-century instructional technology, including interactive whiteboards and sound systems. Maire is a welcoming and vibrant space dedicated to preparing the future leaders of our community.

Last year, Maire was home to 263 students who found their "home away from home" here. Our eleven homeroom teachers focused on developing fundamental academic skills while also supporting students' social and emotional growth. The curriculum includes Math, Language Arts, Science, Social Studies, and Leader In Me, alongside Library, Art, Vocal and Instrumental Music, and Physical Education. Teachers use technology, flexible groupings, leveled resources, cooperative learning, and project-based instruction to engage students, maintain educational rigor, and sustain student interest. Staff regularly collaborate in professional learning communities, using Common Core standards and student achievement data to meet each student's needs. To support instruction, Maire provides access to various professionals, including a Speech Pathologist, Occupational Therapist, Social Worker, School Psychologist, Reading/Language Arts Specialist, English Language Learner teacher, and a Resource Room teacher.

Our framework of differentiated instruction ensures academic success for all students. We maintain a culture of high academic achievement while paying close attention to students' emotional and social development. This year, we hosted "After Pointes," a student club for Young 5s through 4th grade students needing additional academic support.

Beyond academics, Maire offers enrichment activities and programs during and after school. These include Choir, Student Council, Townhall Crew, Reading Buddies, Service & Safety, and Green Team. During winter months, Lunchtime Enrichment provides alternatives to outdoor recess, offering activities such as yoga, fashion design, improv and art. These programs are made possible by our dedicated teaching staff, supportive parents, and an exceptional PTO. Involved parents are essential to Maire, contributing their time and expertise in the lunchroom, on field trips, in classroom projects, and school-wide initiatives. Our PTO supports students and staff with assemblies, resources, and improvements like our wooden privacy fence and outdoor learning pavilion.

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: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2023-24
99% (261 Students)

2022-23
98% (231 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.

ESSA Support Label

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

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As a Leader in Me School, Maire focuses on creating well-rounded students who learn the 7 Habits of Highly Effective People to become the best versions of themselves. Our Positive Behavior Instructional Support program fosters a common language for behavioral expectations and a positive atmosphere with plenty of "Maire-Bear" fun. We empower our oldest students through roles such as Safety Patrol and Service Squad, and by leading school-wide Town Hall celebrations. Enrichment activities, including a Makerspace with 3D printers, coding robots, and a Lego wall, enhance critical thinking skills through STEAM-based activities. PTO-sponsored in-school and after-school programs like Chess Club, Art, and Golf allow students to explore their interests.

Maire strives daily to ensure students feel welcomed, respected, and valued. Our parents actively participate in the district-wide Diversity Committee, promoting cultural education and responsiveness. Regular meetings between parents and teachers help turn this vision into reality. Assemblies and classroom projects further promote cultural awareness. Maire is truly a special place that unites our community and provides an excellent educational experience for everyone. Together, our staff, students, and community members embody the motto, "We Learn, We Lead,

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.

MAIRE BEARS

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 (Social Studies, Counseling, Library/Media, 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.

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.

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	75% (40%)	84%	61%	100%	23-24	76% (43%)	75%	78%	100%
22-23	69% (41%)	61%	77%	98%	22-23	71% (43%)	57%	85%	98%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	80% (43%)	78%	83%	100%	23-24	82% (39%)	74%	90%	100%
22-23	81% (44%)	80%	81%	100%	22-23	83% (39%)	80%	86%	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. 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.

School Improvement Plan

Maire School consistently demonstrates outstanding academic success, ranking in the 99th percentile among the state's schools. Our dedicated teachers focus on academic achievement by continuously analyzing student data to improve teaching and learning throughout the year. The school improvement plan, developed and revised by teams of teachers during our collaborative Professional Learning Community sessions, outlines strategies and objectives that promote and sustain student achievement and excellence.

Reading: Our goal is to enhance reading achievement for all students, as measured by classroom, district, and state tests. We employ strategies such as leveled texts, flexible groupings, technology supports, and exposure to a wide variety of genres and content areas. Adaptive computer programs further personalize instruction, meeting each learner's needs in their reading development.

Writing: Our K-4 students will improve their writing skills. Daily Writers' Workshops, along with increased writing time across the curriculum, are key strategies for improvement. Our writing program emphasizes correct spelling and grammar, appropriate word choice, effective planning and organization for writing assignments, and building fluency.

Math: We aim to boost Math achievement, as reflected in classroom, district, and state test results. Objectives and activities include enhancing fact fluency, developing critical problem-solving skills, providing differentiated instruction, and dedicating at least 60 minutes daily to math instruction. Adaptive computer math programs allow students to focus on skills at their level and advance at their own pace.
Through these targeted strategies and a commitment to continuous improvement, Maire School maintains its high standards of academic excellence.

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
23-24	90	91	87	92	95	90	95	100	87	80	82	79
22-23	95	100	90	98	100	96	94	91	96	81	93	71
21-22	100	100	100	98	100	96	100	100	100	89	100	82

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	23-24	84	91	74	87	88	85
	22-23	87	84	89	84	82	87
	21-22	70	60	77	79	69	85
1	23-24	80	79	83	77	76	81
	22-23	73	71	75	72	64	78
	21-22	72	76	68	74	71	77
2	23-24	79	81	76	87	84	91
	22-23	77	82	71	80	78	83
	21-22	78	72	84	83	75	89
3	23-24	78	82	70	83	82	86
	22-23	79	76	82	78	68	84
	21-22	82	85	79	74	76	73
4	23-24	79	77	80	90	87	93
	22-23	82	81	83	82	82	81
	21-22	78	84	74	82	85	79

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