

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Richard 2024-25 Annual Report

Introduction

Richard Families,

As we begin the 2025-26 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 members of Congress, 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 students’ learning and also in the enthusiasm that is created around individual and group growth.

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

Dr. John Kernan



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: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2024-25
99% (315 Students)

2023-24
98% (293 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.

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://wdcrocolp01.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 engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: *One Inclusive Community Learning Together***, and our **Mission: *Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities***. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students.

The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

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.

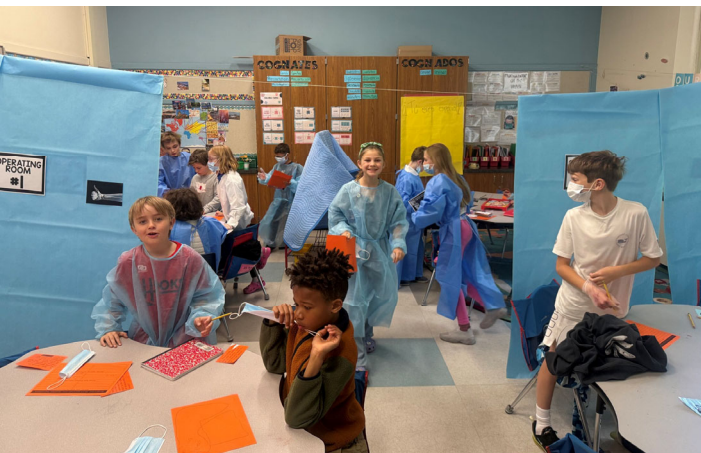


MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	73% (37%)	73%	72%	100%	24-25	71% (43%)	65%	76%	100%
23-24	78% (40%)	70%	83%	100%	23-24	84% (71%)	64%	97%	98%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	80% (42%)	68%	87%	100%	24-25	76% (39%)	55%	89%	100%
23-24	75% (43%)	71%	78%	100%	23-24	77% (61%)	67%	87%	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
24-25	77	85	67	82	77	89	89	96	82	76	73	78
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

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	24-25	83	87	80	82	80	84
	23-24	82	83	82	79	79	80
	22-23	72	71	72	75	73	78
1	24-25	80	83	75	82	80	86
	23-24	80	80	81	82	74	89
	22-23	79	82	77	84	82	87
2	24-25	68	68	67	79	75	83
	23-24	75	79	70	78	78	79
	22-23	80	74	84	83	73	88
3	24-25	72	77	68	81	78	82
	23-24	80	72	84	91	80	95
	22-23	73	73	72	79	71	83
4	24-25	73	65	77	88	73	94
	23-24	72	69	75	85	82	87
	22-23	79	84	75	81	80	83

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

