



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Maire 2024-25 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. Next year (2026), we will proudly celebrate Maire Elementary's **90th anniversary**—a remarkable milestone that reflects our longstanding tradition of excellence and community involvement. As one of the oldest elementary schools in GPPSS, we are honored to continue providing high-quality education in a setting rich with history and innovation.



Last year, Maire had 253 students who found their “home away from home” here. Our ten homeroom teachers focused on developing fundamental academic skills while also supporting students’ social and emotional growth. The curriculum includes Math, Language Arts, Science, and Social Studies, 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 Learning 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.

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, with activities such as yoga, fashion design, improv, and art. This year, we also hosted a **school play and a student talent show**, giving students a chance to express themselves creatively and build confidence on stage. These 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, technology and improvements like our wooden privacy fence and outdoor learning pavilion.

Maire’s **Positive Behavior Intervention and Supports (PBIS)** framework creates a nurturing and inclusive school culture by establishing clear expectations and reinforcing positive behaviors. Through school-wide initiatives, consistent routines, and our “Maire-Bear” recognition system, students are supported in developing strong character, respectful behavior, and social responsibility. PBIS at Maire helps foster a safe, kind, and encouraging atmosphere where students can thrive. We empower our oldest students through roles such as Safety Patrol and Service Squad, and by leading

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:

2024-25
99% (251 Students)

2023-24
99% (261 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.

Principal Nicole Filiccia ·

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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.

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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 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, we embody the motto, "We Learn, We Lead, We Lift!"

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.



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	66% (37%)	75%	57%	100%	24-25	81% (43%)	90%	71%	100%
23-24	75% (40%)	84%	61%	100%	23-24	76% (43%)	75%	78%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	84% (42%)	88%	79%	100%	24-25	77% (39%)	79%	75%	100%
23-24	80% (43%)	78%	83%	100%	23-24	82% (39%)	74%	90%	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
24-25	87	89	84	90	91	88	98	100	95	84	91	74
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

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	24-25	86	83	89	90	82	96
	23-24	84	91	74	87	88	85
	22-23	87	84	89	84	82	87
1	24-25	82	88	73	83	84	83
	23-24	80	79	83	77	76	81
	22-23	73	71	75	72	64	78
2	24-25	78	80	77	88	87	89
	23-24	79	81	76	87	84	91
	22-23	77	82	71	80	78	83
3	24-25	70	73	67	81	78	83
	23-24	78	82	70	83	82	86
	22-23	79	76	82	78	68	84
4	24-25	81	83	78	89	88	90
	23-24	79	77	80	90	87	93
	22-23	82	81	83	82	82	81

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

