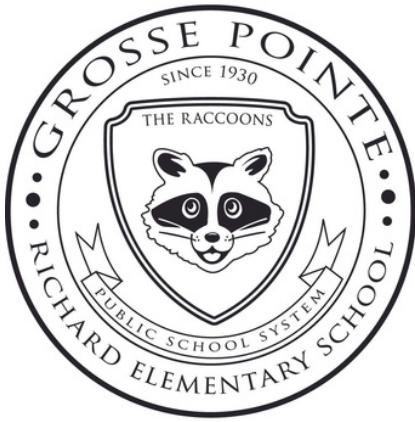




RICHARD ELEMENTARY SCHOOL ANNUAL REPORT 2025-26

**LATEST SCORES AND UPDATES
ABOUT OUR RICHARD RACCOONS**

RICHARD'S MISSION:
THE MISSION OF PÈRE GABRIEL
RICHARD ELEMENTARY IS TO
HELP EACH STUDENT DEVELOP
THE ABILITIES, SKILLS, AND
CHARACTER TRAITS TO
SUCCEED IN LIFE.





FROM THE PRINCIPAL

As we begin the 2026-2027 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 focused on opening new avenues for 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 had many experiences throughout the year, including visits from members of Congress, science experiments guided by Thermal Fisher Scientific, trips to the Zoo, rock and mineral shows, and community outreach through partnerships with Children's Hospital-Detroit and Mott's Children's Hospital at the University of Michigan. We are excited to combine incredible classroom instruction with opportunities like these to develop lifelong learners and positive community members.

As we move forward, remember that a flourishing learning environment and successful students can only develop through a close relationship between home and school. We encourage you to get as involved as you can in your students' learning and in the enthusiasm created around individual and group growth.

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

#RichardRaccoons #BeAwesome

Dr. John Kernan, Principal



DR. JOHN KERNAN
PRINCIPAL

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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: The premier educational community where we innovate, learn, grow and thrive together, and our Mission: to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement. 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 Y5-5 Report Card, ELA grades 6-12, Technology Y5-12)
- Phase 2 – Goal and program development (Performing Arts/Drama, Business, Industrial Tech)
- 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

Goal 1: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in Reading, resulting in a 2-3% increase in NWEA or PSAT Reading scores school-wide from Fall 2025 to Spring 2026.

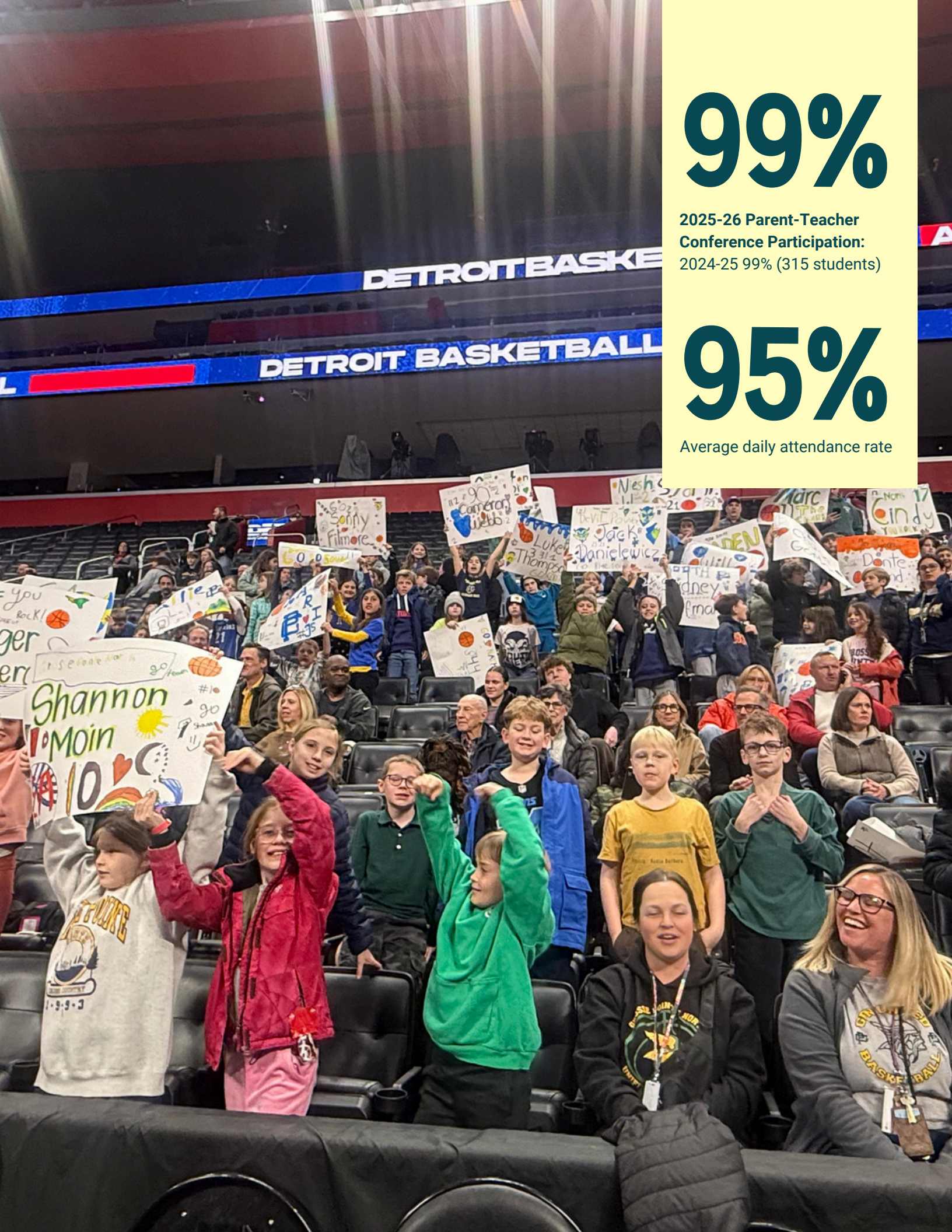
Goal 2: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in MATH, resulting in a 2-3% increase in NWEA or PSAT Math scores schoolwide from Fall 2025 to Spring 2026.

Richard's School Improvement Plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.

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 the 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. GPPSS also has in place policies and guidelines for promotion and retention.





99%

2025-26 Parent-Teacher
Conference Participation:
2024-25 99% (315 students)

95%

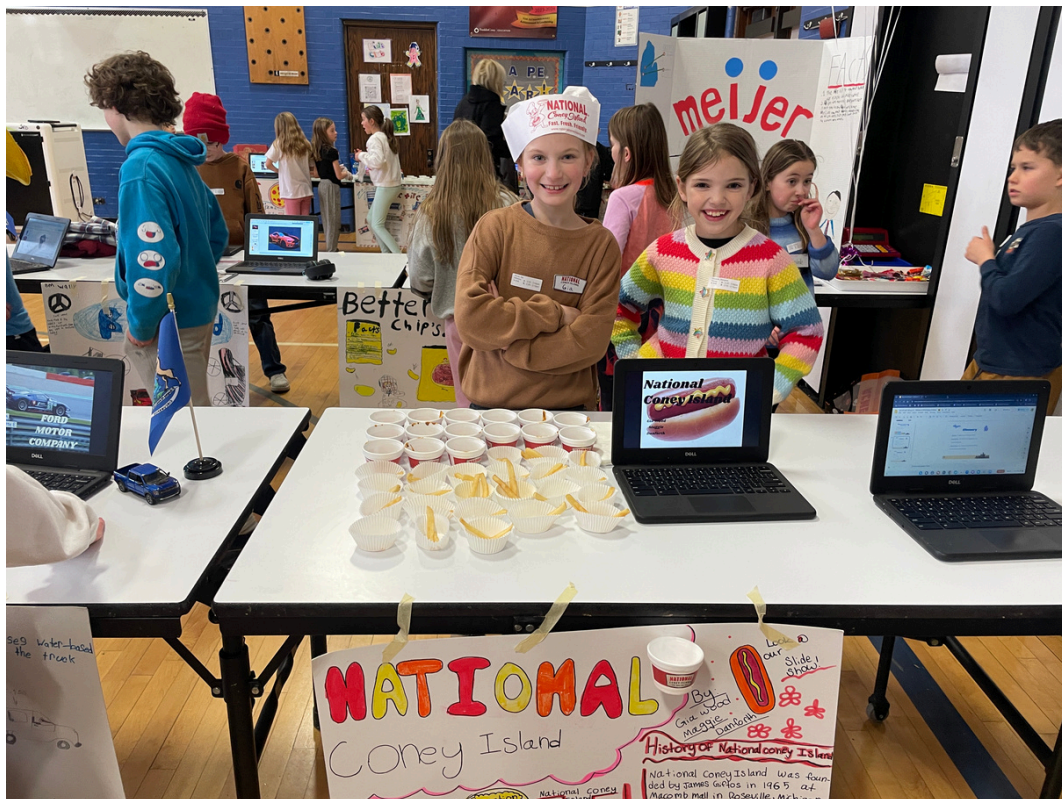
Average daily attendance rate



MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
25-26	69% (37%)	72%	65%	100%	25-26	79% (43%)	78%	81%	100%
24-25	73% (37%)	73%	72%	100%	24-25	71% (43%)	65%	76%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	Percent Tested	Year	All	Female	Male	Percent Tested
25-26	69% (41%)	65%	73%	100%	25-26	71% (39%)	65%	76%	100%
24-25	80% (42%)	68%	87%	100%	24-25	76% (39%)	55%	89%	100%



M-STEP/MME Data is not reported by Racial/Ethnic minority groups because no other group is large enough to report results without revealing the identity of individual students. State of MI M-STEP results have been shown in parenthesis when available for comparison to school results.

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
	Grade 1			Grade 2			Grade 3			Grade 4		
Year	All	F	M	All	F	M	All	F	M	All	F	M
25-26	88	85	90	95	97	92	96	97	94	59	84	39
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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	25-26	81	77	83	81	73	85
	24-25	83	87	80	82	80	84
	23-24	82	83	82	79	79	80
1	25-26	84	86	83	82	80	83
	24-25	80	83	75	82	80	86
	23-24	80	80	81	82	74	89
2	25-26	78	80	75	76	78	74
	24-25	68	68	67	79	75	83
	23-24	75	79	70	78	78	79
3	25-26	73	75	71	80	76	83
	24-25	72	77	68	81	78	82
	23-24	80	72	84	91	80	95
4	25-26	74	74	75	75	69	79
	24-25	73	65	77	88	73	94
	23-24	72	69	75	85	82	87