



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Barnes 2011-12 Annual Report

## Introduction

Barnes Elementary School reopened in August of 1999 as the Barnes Early Childhood Center. Previously, the Early Childhood Programs were located in a number of elementary schools throughout the district. Dr. Pamela Lemerand, a former Director of Student Services, and a team of Early Childhood staff rallied to bring a variety of early childhood programs together and brought a proposal the Grosse Pointe Public Schools Board of Education to reopen Barnes school as an Early Childhood Center.



Barnes Early Childhood Center services students and families with a team of individuals who design and implement programs to meet the individual needs of a variety of students. The staff is dedicated, selfless, and willing to go the extra mile each day to work with the students and families who mean so much. Within Barnes we have a variety of programs servicing students and families from birth to age 6. These include:

- Evaluation services
- Early Intervention services and programs
- 5 classrooms for students with special needs; a.m. and p.m. sessions
- The Grosse Pointe Preschool Program which offers a curriculum based Day care setting for pre schoolers serving children ages 6 weeks to 5 years.
- Play and Say sessions—a program that has won State Awards for Exemplary Programs for speech and language students ages 2 through 4.
- The Family Center of Grosse Pointe and Harper Woods which offers family resource/support and trainings.
- Play Central— a community play group twice weekly

### Mission Statement

The mission of Grosse Pointe Public Schools' Early Childhood Program is to provide educational opportunities for young children.

### Our philosophy...

is based on the enhancement of the total child. A child with identified special needs is first and foremost a complete individual with strengths and weaknesses. The multidisciplinary staff works together with family member's toward the child's maximum potential in all areas and to facilitate educational opportunities both in school and at home.

### Student Average

**Attendance:** 91.96%

### Percentage of Parents Participating in Parent-Teacher Conferences:

100%

### Education Yes! Report Card

AYP status and Report card grade not calculated.

Not Identified for Improvement

### Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, gender, religion, national origin or other factors.



## 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.

The district also has in place policies and guidelines which guide promotion and retention.

## FERPA Notice

Grosse Pointe Public Schools may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters. Grosse Pointe Public Schools 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 complete the Public Use-Directory Information Notice Form available at: [www.gpschools.org](http://www.gpschools.org)

## Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices 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 national standards. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned specific reading comprehension strategies through a program called *Making Meaning*. Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.



## School Improvement Plan

### Goal 1: English Language Arts (pre academic)

**Student Goal Statement:** Teachers will help students work toward progress in pre academic ELA skills.

### Goal 2: Social/Emotional well being

**Student Goal Statement:** Students will develop social skills.

### Goal 3: Personal Independence

**Student Goal Statement:** Students will take appropriate action to meet needs.