

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Maire 2013-14 Annual Report

Maire Elementary School is a K-5 Elementary School, located in Grosse Pointe. During the 2013 school year, Maire was home to 14 classroom teachers. Maire students learn Common Core subjects of Reading, Writing, and Mathematics, along with Social Studies, Science and Computer/Technology skills. In addition specialists at Maire teach encore subjects of Library/Media, Art, Music (vocal and instrumental), Physical Education and Spanish. Instructional support staff includes a Psychologist, Social Worker, Speech Therapist, Language Arts Specialist, a Resource Room/Learning Disabilities teacher, and an Autism Spectrum Disorder Teacher.

A school culture of high academic achievement, along with attention to every child's social/emotional development is the norm for Maire School. Teachers are committed to providing a differentiated program for each student, and use technology programs to assist in personalizing instruction. Grade level teams of teachers collaborate in weekly professional learning communities to address strategies needed to ensure success for all students. Analyzing testing data, conducting individualized reading testing to find "just right" levels of books, inviting students into Homework Club, teaching daily sessions of Writers Workshop, integrating creative projects and experiments into Social Studies and Science, and creating rigorous mathematics lessons are all methods Maire teachers use to keep learning exciting and relevant for students. A variety of enrichment opportunities are offered to Maire students. These include Vocal Choir, Drama Club, Knitting, Passport Club, Ceramics Class, Student Council and Service and Safety Patrols. Each grade level participates in field trips. Camp Howell, Lansing, Henry Ford Museum, Cranbrook Institute, Metro Beach Nature Center, the Troy Historical Museum and local businesses and nurseries are all destinations of interest and study.



Maire students are generous and civic-minded. Through Student Council, and PTO outreach programs, Maire families this year donated over 1,000 pounds of food to Gleaners, and raised money for multiple worthy causes: March of Dimes, Jump Rope for Heart, World Wildlife Foundation, UNICEF, THRIVE, and the Grosse Pointe Foundation for Public Education. First grade students created a school garden, and third grade students partnered with Services for Older Citizens.

Students at Maire are held to extremely high standards of behavior and positive interactions with each other and their teachers. Our school has participated in a school-wide PBIS (Positive Behavior Support) program for five years. PBIS is a national, research-based program which uses the concepts of teaching desirable behaviors to help build consistent expectations throughout an entire building, so everyone can learn in a calm, safe, and efficient manner. Maire students practice behaviors such as getting attention appropriately, asking for help, entering the building safely, and giving and accepting apologies. Maire teachers have identified and defined over 35 behaviors which are taught, reviewed, and monitored throughout the school day. This promotes safety, respect and responsibility for a lifetime.

The State of Michigan has given Maire School "Evergreen" status, the highest possible rating for green living. Maire continues to increase environmental awareness through fundraising and assemblies. Our school recycles glue sticks, paper, plastic, metal, cardboard, juice pouches, and old school supplies. We use energy conservatively while heating and cooling our building. We are also learning about our natural habitat and conserving water and wetlands. We adopted two endangered animals, the panda bear and the polar bear.

Maire School's vision includes "Making diversity and inclusion a way of life for the Maire School Community." Our Diversity Committee continues to lead the district in promoting cultural awareness and responsiveness. Parents and teachers meet regularly to help ensure this vision is a reality for our school. This year our committee brought multi-cultural assemblies to students, including The Spirit of Harriet Tubman and Harriet is My Hero, along with Heritage Works Drumming. A group of parents created the Passport Club to promote understanding of world cultures. Fourth graders became trained in a "Peer 2 Peer" Program, to better link students with autism to general education students, promoting friendships and understanding. Maire School collaborated with Beaumont Hospital to participate in the "I Am" campaign, to celebrate uniqueness and self-acceptance. We continued our "Maire Cultural Corner" in our newsletter. Our Multi-Cultural Dessert Festival at the end of the year displayed fifth graders' research about world countries, as well as a wide variety of desserts, international dancing and music. Teachers at Maire participated in the Diverse GP Community discussions about promotion of diversity awareness in the wider Grosse Pointes.

The positive impact of parental support at Maire is the keystone to student achievement. All of our enrichment programs, diversity supports, fundraising opportunities, field trips and school-wide family fun outings owe their successes to our strong Maire Parent/Teacher Organization. Countless hours of volunteering in our classrooms, our lunchroom, and for other educational purposes lead to a strong school spirit and can-do attitude. Working together, teachers, students and parents create an exceptional school. Maire is the ultimate example of this kind of cooperative partnership.

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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.

Student Average Attendance Rate:

96.50%

MDE Scorecard

Maire earned a Lime designation on the MDE Scorecard (replacing AYP) and is a Reward School.

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
20090 Morningside
Grosse Pointe, Woods, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:
<http://wdcrobcop01.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.

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.

Percentage of Parents Participating in Parent-Teacher Conferences:

2013-14

100% (311 Students)

2012-13

100% (335 Students)

FERPA Notice

The Grosse Pointe Public School System 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. 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 complete the Public Use-Directory Information Notice Form available at:

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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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.

During the 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

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.



School Improvement Plan

Maire students continue to demonstrate outstanding academic success as evidenced through national (NWEA testing), state (MEAP testing), and local (Grosse Pointe Writing) assessments. Teachers work in professional learning communities to analyze data, and to plan strategies and activities that continuously grow student achievement.

Reading: Through individualized student reading testing and diagnosis, flexible grouping for instruction and consistent daily reading in a "just right" text, students continue their progress in reading to their potential. Our goal is to increase all children's reading achievement.

Writing: Students will continue to increase their writing abilities across the grade levels K-5. Teachers use a workshop approach for a minimum of 45 minutes daily, utilizing rubrics from the Grosse Pointe Writing Curriculum. Using correct spelling and grammar, making the right word choice, planning and organizing for writing assignments, and building fluency are all goals for student writing performance.

Mathematics: Maire teachers plan a rigorous 60 minutes of math instruction daily. Students build skills in problem solving, explaining their thinking through oral and written language, as well as with pictures, diagrams and number sentences. Fact practice and fluency is a major goal for Maire students, and is practiced and assessed weekly. Our School Improvement Plan states that all students will continue to develop their math learning, as evidenced by the MEAP test, NWEA tests, and our unit tests in the Everyday Math curriculum.

In our continuous effort for improvement we've identified the following additional target goal areas:

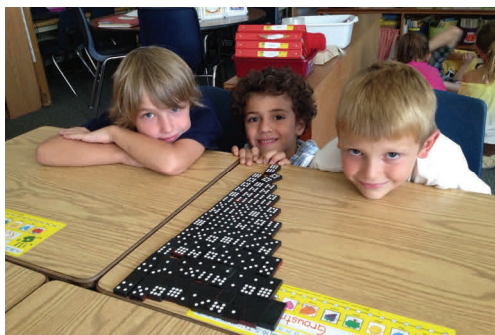
- Participation in the Positive Behavior Support System as a means to maintain the positive overall school climate
- Building inclusion as a way of life, and creating a welcoming environment for all Maire students and parents through our Diversity committee
- Differentiated instruction to continue excellent achievement and learning for all Maire students
- Incorporation of technology in all subjects areas and in communication with parents

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
13-14	83%	89%	76%	13-14	95%	93%	96%	13-14	93%	93%	92%
12-13	93%	97%	89%	12-13	93%	93%	93%	12-13	93%	92%	94%
11-12	89%	100%	79%	11-12	89%	94%	84%	11-12	98%	97%	100%

MEAP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
13-14	73%	78%	68%	13-14	79%	87%	71%	13-14	88%	83%	92%
12-13	71%	79%	63%	12-13	88%	87%	90%	12-13	90%	89%	91%
11-12	75%	79%	71%	11-12	83%	84%	81%	11-12	76%	77%	75%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	49%	53%	45%
12-13	39%	45%	32%
11-12	33%	33%	32%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	88%	93%	82%
12-13	78%	83%	72%
11-12	79%	94%	66%

NOTE: MEAP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

NOTE: Social Studies test was moved to grade 6 and is reported by the middle schools.

2013-14 MEAP Percentage of Students Tested							
Grade	MEAP Reading	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	100%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	95%	95%	95%	Not Tested	100%	100%	Not Tested
5	92%	Not Tested	92%	97%	100%	100%	100%

NOTE: Total with Other Tests refers to the percentage tested with either MEAP, MI-ACCESS or MEAP-ACCESS (alternative state tests) in each test area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
13-14	100	100	100	93.3	95.5	91.3	98.1	100	96.0	84.5	96.7	71.4	94.9	100	89.7
12-13	100	100	100	98.1	100	96.2	65.5	83.3	46.4	90.3	96.8	83.9	88.7	92.1	84.8
11-12	98.1	100	96.3	92.5	92.6	92.3	86.2	93.1	79.3	84.6	90.9	78.1	76.4	86.7	64.0

Grade 1 — Satisfactory includes scores of 3 and 4.

Grade 2-5 — Satisfactory includes scores of 4 through 7.

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
1	13-14	64	75	54	75	76	75
	12-13	61	69	54	74	78	70
	11-12	58	65	51	65	71	59
2	13-14	69	78	59	76	78	74
	12-13	67	70	62	77	76	78
	11-12	66	74	57	72	75	69
3	13-14	74	74	74	80	77	83
	12-13	72	77	66	78	78	77
	11-12	72	73	72	77	73	80
4	13-14	76	80	71	83	85	80
	12-13	70	75	65	79	76	82
	11-12	70	72	67	85	83	88
5	13-14	79	83	74	83	80	85
	12-13	78	81	74	84	85	83
	11-12	69	70	68	70	66	74

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

