



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Pierce 2013-14 Annual Report

Introduction

Named after the United States of America's and State of Michigan's first state superintendent of public instruction, John D. Pierce Middle School continues to provide a tradition of excellence for our 596 students, their families and community. Pierce is prospering, as demonstrated by the accomplishments of students, teachers and parent volunteers. The *Pierce Pride* accomplishments that follow were achieved during the 2013-14 school year:



Mission Statement

The mission of Pierce Middle School is to create a caring and respectful environment where all students can grow intellectually, ethically and socially.

Student Average Attendance Rate: 97.06%

MDE Scorecard

Pierce earned a yellow designation on the MDE Scorecard (replacing AYP).

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://wdcrobc01p01.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.

- Pierce celebrated 75 years of academic excellence this year and the PTO raised \$50,000 toward the auditorium seating project.
- Pierce students continue to be honored each quarter for academic achievement, demonstrating positive behavior and citizenship.
- Thirty-eight percent of Pierce's seventh and eighth grade students are distinguished members of the John D. Pierce Chapter of the National Junior Honor Society. Chapter service projects also provided support to our school and community agencies.
- The A2 (Academics and Activity) period allows all students to receive additional time and support to strengthen developing organizational and study skills. Eligible students have the opportunity to select and explore an activity of personal interest that supports their social well-being.
- The *Pierce Profiles* yearbook and *Inklings* continue a tradition of quality student publications. *Inklings*, our literary publication, reflects the creative writing skills of students at each grade level. *Inklings* earned a sixth consecutive award and citation, with a Columbia Scholastic Press Silver Medal.
- A 7th grade *Destination Imagination* team finished 4th in global competition and finished 1st regionally.
- A Pierce 8th grader earned state recognition in the *You Be the Chemist* competition finishing in 3rd place overall.
- Pierce had a state qualifier for the national geography bee.
- Eighteen students from Broadcast Journalism were recognized for "Excellence" and "Best in Show" by Digital Arts, Film and Television.
- The 7th Grade Choir was chosen to perform for the 2015 Michigan Music Conference.
- *After-School Study* provides homework assistance for students and is once again supported by the *Grosse Pointe Foundation for Public Education*.
- Nineteen Pierce students earned gold medals in every category they competed in at the *Michigan Social Studies Olympiad*.
- Sixteen Scholastic Writing and six Scholastic Art Awards were earned by Pierce students.
- Pierce band, jazz ensemble, orchestra and vocal music students earned "superior" ratings from MSBOA and MSVMA.
- Eighth grade students set two new Pierce records in swimming.
- Pierce students earned gold medals for both the male and female competitions in the Lakeshore Optimist Oratorical Contest.
- Three students were honored by the Daughters of the American Revolution for Citizenship.

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

90.2% (544 Students)

2012-13

90.1% (530 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

The School Improvement Plan consists of four processes. Pierce stakeholders: 1) gather data, 2) study the data, 3) develop an action plan, and 4) implement the plan.

Entering the 2014-15 academic year, we will continue to focus on the following areas for improvement:

School Climate: Continue the implementation of our school-wide Positive Behavior Intervention Support System (PBIS) and tiered interventions:

- Students and parents will be supplied with a PBIS matrix defining behavioral expectations for all school settings.
- Faculty and staff continue to implement a multi-disciplinary team approach in identifying and assisting students with significant problem behaviors.
- Faculty and staff will continue to target an increase in the number of observable positive student behaviors, as supported by the number of eligible students for weekly drawings and PBIS celebrations.

Reading: All Pierce Middle School students, through observable and measurable teaching strategies, aligned to the Common Core State Standards, will:

- Improve their abilities to manage text complexity, evaluate and use evidence, conduct comparative readings of two or more texts and develop core skills (e.g., making inferences and analyzing characters and content).

Writing: All Pierce students through the effective use of school-wide research-based strategies, aligned to the Common Core State Standards, will:

- Improve their writing skills through the careful use of nested tools that support three different types of classroom writing, including Provisional Writing, Readable Writing, and Polished Writing. This Write to Learn strategy will allow students to see conceptual relationships, to acquire insights and to unravel logic of what may have previously been confusing.

Math: All Pierce students and math teachers will employ designed strategies and activities, aligned to the Common Core State Standards, that will:

- Improve their ability to reason abstractly and quantitatively (represent abstract and contextual situations symbolically, estimate for reasonableness, create and use multiple representations).
- Improve their ability to attend to precision through precise vocabulary (orally and written) and carefully formulate questions and explanations (not retelling steps).

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 6 Percentage Achieving PROFICIENT to ADVANCED				Grade 7 Percentage Achieving PROFICIENT to ADVANCED				Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
13-14	93%	95%	89%	13-14	81%	80%	83%	13-14	88%	91%	86%
12-13	81%	84%	78%	12-13	79%	82%	76%	12-13	83%	86%	80%
11-12	80%	86%	76%	11-12	83%	88%	77%	11-12	74%	81%	67%

MEAP MATHEMATICS TEST											
Grade 6 Percentage Achieving PROFICIENT to ADVANCED				Grade 7 Percentage Achieving PROFICIENT to ADVANCED				Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
13-14	70%	74%	65%	13-14	56%	57%	55%	13-14	49%	52%	46%
12-13	61%	62%	60%	12-13	58%	60%	55%	12-13	55%	52%	58%
11-12	54%	59%	49%	11-12	59%	59%	60%	11-12	42%	41%	43%

MEAP SCIENCE – Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
13-14	25%	22%	26%
12-13	34%	31%	36%
11-12	29%	30%	29%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
13-14	58%	60%	56%
12-13	55%	55%	55%
11-12	44%	41%	46%

MEAP WRITING – Grade 7 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
13-14	71%	76%	66%
12-13	70%	78%	63%
11-12	74%	84%	64%

MEAP Percentage Achieving PROFICIENT TO ADVANCED — (2013-2014) of State Mandated Groups						
Grade	Group	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
8	Black, Not of Hispanic Origin	Not Sub Group	Not Tested	Not Sub Group	12%	Not Tested
	Economically Disadvantaged	Not Sub Group	Not Tested	Not Sub Group	10%	Not Tested

NOTE: Except for Grade 8 Black and Economically Disadvantaged; 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.

2013-14 MEAP Percentage of Students Tested								
Grade	READING	WRITING	MATH	SCIENCE	Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
6	99%	Not Tested	99%	Not Tested	100%	100%	100%	Not Tested
7	95%	96%	96%	Not Tested	Not Tested	99%	100%	Not Tested
8	96%	Not Tested	95%	99%	Not Tested	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 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
13-14	76.7%	87.9%	64.6%	67.2%	75.8%	58.5%	80.9%	90.0%	73.4%
12-13	84.8%	84.3%	85.3%	65.8%	81.2%	53.3%	86.8%	93.9%	80.2%
11-12	71.9%	80.2%	64.8%	74.6%	79.8%	69.8%	76.2%	85.9%	66.7%

Grade 6-8 — Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Pierce Students (on National Norms)

Percentile READING Winter (11-12 Spring)					Percentile MATH Winter (11-12 Spring)		
Grade	Year	All	Female	Male	All	Female	Male
6	13-14	64	68	62	69	77	60
	12-13	57	53	60	56	58	55
	11-12	55	59	52	51	50	52
7	13-14	57	56	58	61	68	54
	12-13	56	57	55	59	65	53
	11-12	63	69	56	60	58	61
8	13-14	61	61	61	67	72	62
	12-13	64	65	63	69	74	63
	11-12	65	73	56	60	62	58

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

