

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Poupard 2014-15 Annual Report

Introduction

This annual report is provided to share helpful information to our parents and community. Our vision is to provide a well-balanced, academically sound educational experience in a friendly and welcoming environment. Poupard teachers emphasize providing learning opportunities that require students to not only acquire basic skills, but also use inquiry based learning, reasoning and critical thinking skills, so they are able to reflect on their learning process. These are carried out in a structured learning environment. The goal of our school is to provide every student with the opportunity to master reading, writing, math, social studies and science and to go beyond academic skills required by state standards. We educate all students by empowering them with necessary skills, knowledge and behaviors for continued intellectual, social and physical development that they need to succeed. Teachers use various instructional strategies according to students' abilities, learning styles and interests. These differentiation strategies include instructional pacing, acceleration, flexible grouping, in-depth studies, cooperative learning, high-interest activities and problem based learning. This year, teachers are focusing on writing across the curriculum. Students are using thinking maps to guide them in writing in their metacognition journals for all subjects. A before school tutoring program and after school homework club continue to provide assistance when needed for students.

We recently were awarded a grant to become a "Leader in Me" School. Our staff participated in a five day training to start the program this fall. *The Leader in Me* recognizes the world has changed and students need to be prepared with a broad based skillset that not only includes core academic subjects, but also critical competencies such as communication, initiative, problem solving, goal setting, collaboration and self-management. Leadership will be taught directly to students, and integrated seamlessly with everyday lessons across all curricular areas. In addition, leadership is taught to staff and parents, and they become powerful models of leadership as they interact with students.

Poupard Elementary also offers a Head Start Program housed in our school. This gives preschool students the opportunity to attend a school with their siblings, as well as offering family support.

School improvement efforts continue to focus on writing, reading comprehension, math fluency, science and social studies. Grade level and vertical teams work together in Professional Learning Communities during late start Mondays, to analyze trends and plan strategies for improvement.

Technology is an important component of every classroom. Students use computers, iPads and netbooks in all classes. Each classroom also has a Smart Board used daily by teachers and students.

Poupard Elementary School continued Positive Behavior Intervention Support (PBIS) this year. We had many activities throughout the school year to further enhance the goals of our school community by fostering Respect, Responsibility and Safety. Our activities included monthly school wide rewards, school store using our yellow PBIS tickets, good citizenship family breakfast and classroom rewards earning our blue ribbon tickets. Our school continues to receive accolades from visitors regarding our peaceful school and well behaved students.

Our Poupard PTO provides generous support for our students including assemblies, classroom materials, enrichment activities and library books. We also have fun activities such as a Tin Can Auction, Holiday brunch and this year we had a Back to School Family Picnic.

As a result of staff and students' efforts, our school was awarded the Michigan Evergreen School Certificate of Achievement for outstanding performance and lasting contribution to conservation and preservation of the environment. We are one of only three schools in Michigan to be a Green School for six years in a row. Recycling is a part of our science, social studies and community commitment.

Because we stay rooted in our commitment to your children, today's vision, mission and beliefs become tomorrow's reality.



Mission Statement

The mission of Poupard Elementary School is to educate all students by empowering them with the necessary skills, knowledge, and behaviors for continued intellectual, social, and physical development. Learning for All: Whatever it Takes.

Student Average Attendance Rate:

95.23%

MDE Scorecard

Poupard earned a Lime designation on the 2014 MDE Scorecard (replacing AYP) and is a Focus School. That is a 3-year designation.

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://wdcrobc01.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 policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2014-15
99% (326 Students)
2013-14
99% (343 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 2014-2015 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6th thru 12th grade social studies and adolescent health curricula are still under development.

During the 2015-2016 school year, the following curricular areas will begin the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 Physical Education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production

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.

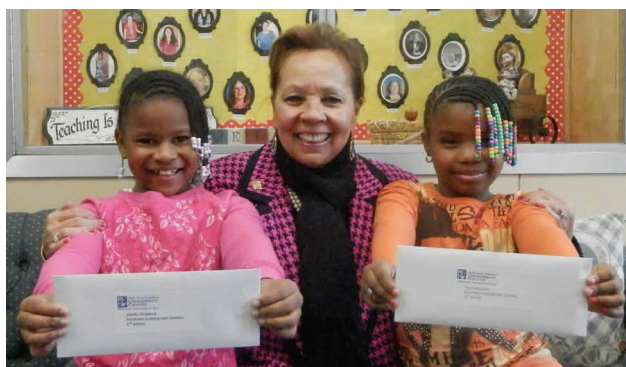
School Improvement Plan

Poupard Elementary School continues to demonstrate improved scores on national, local and state tests, as well as in daily performance and participation in class.

As part of our School Improvement Plan, the Poupard staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum to determine our areas of greatest need and where there needs to be improvement. Through the work of our Professional Learning Communities, each grade level teacher, support staff, and parents on our team has been a part of our school improvement plan in identifying specific goals and strategies to address areas of need.

Based on our current and ongoing school improvement plan our goals are:

- All students will improve their narrative, fiction, and informational writing skills. Classroom teachers will guide students to focus on one main idea with well-developed stories.
- All students will demonstrate increased proficiency in their reading comprehension or narrative and informational texts. Our students needing more reading support will also get small group reading assistance from our school reading specialists.
- Students will increase their knowledge in math content area, through improved application of math vocabulary in problem solving skills. Students will also increase fluency of basic math facts at each grade level.



Wayne County Community College Essay winners, with Dr. Sandra Robinson of WCCCD

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

M-STEP Results will be shared when they are released (anticipated October 2015)

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	51%	60%	42%	13-14	58%	77%	38%	13-14	72%	70%	75%
12-13	71%	87%	57%	12-13	71%	71%	71%	12-13	82%	84%	80%
11-12	53%	63%	47%	11-12	68%	85%	53%	11-12	67%	71%	63%

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	31%	32%	31%	13-14	42%	55%	28%	13-14	55%	50%	63%
12-13	41%	57%	29%	12-13	53%	54%	52%	12-13	55%	48%	61%
11-12	40%	46%	37%	11-12	56%	56%	57%	11-12	42%	26%	57%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	17%	13%	25%
12-13	23%	24%	21%
11-12	8%	6%	10%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	55%	74%	34%
12-13	43%	50%	35%
11-12	56%	63%	50%

MEAP Percentage Achieving SATISFACTORY — (2013-14) of State Mandated Groups					
Grade	Group	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE
3	Black, Not of Hispanic Origin	41%	Not Tested	21%	Not Tested
	Economically Disadvantaged	48%	Not Tested	30%	Not Tested
4	Black, Not of Hispanic Origin	53%	50%	40%	Not Tested
	Economically Disadvantaged	41%	47%	32%	Not Tested
5	Black, Not of Hispanic Origin	65%	Not Tested	49%	8%
	Economically Disadvantaged	62%	Not Tested	40%	5%

NOTE: MEAP Data is not reported by other Racial/Ethnic minority group or Special Education 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	96%	Not Tested	96%	Not Tested	98%	98%	Not Tested
4	91%	91%	91%	Not Tested	100%	100%	Not Tested
5	95%	Not Tested	97%	98%	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
14-15	100	100	100	96	96	96	83	85	82	50	60	39	72	80	63
13-14	100	100	100	98	100	96	39	44	33	85	94	76	91	92	88
12-13	100	100	100	88	88	89	50	64	39	69	75	61	70	67	74

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Poupard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	14-15	61	64	58	64	58	71
	13-14	59	60	58	52	47	57
	12-13	56	59	54	49	41	56
2	14-15	43	45	41	44	39	49
	13-14	55	56	54	50	44	56
	12-13	44	50	39	42	44	40
3	14-15	45	47	42	46	39	53
	13-14	41	49	33	34	32	36
	12-13	42	49	37	40	46	36
4	14-15	40	51	29	46	50	40
	13-14	42	53	34	40	52	30
	12-13	51	51	51	50	47	55
5	14-15	44	54	34	46	53	38
	13-14	50	47	54	41	37	48
	12-13	44	49	38	31	31	32

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

