



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Poupard 2017-18 Annual Report

Introduction

The Charles A. Poupard Elementary School Annual Report is provided to communicate helpful information regarding our school for our parents and stakeholders. At Poupard School we provide a well-balanced and academically sound educational experience as well as creating a friendly and welcoming environment.

We have just completed our third year as a Leader in Me School. The Leader in Me recognizes that 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.

Our educational opportunities are carried out at Poupard in a fun and enriching atmosphere. Students have the opportunity to work in small collaborative groups to provide them the opportunity and enrichment of discovery. Poupard staff uses a variety of instructional strategies rooted to students' abilities, learning styles and interest. These differentiation strategies include instructional pacing, acceleration, flexible grouping, in-depth studies, cooperative learning, high-interest activities and problem based learning. Each student in the school has their own Data Notebook to keep track of their personal and educational goals, educational growth, reading level, attendance and test scores. These notebooks help students take charge of their own learning and set the highest goals possible.



Below are a few of many "Proud Poupard Highlights" from the 2017-18 School Year:

- Poupard entered year three of the "Leader in Me" initiative, funded by the Panda Foundation. All of our new teachers were trained this summer.
- Continued to sustain being a Michigan Rewards School
- Maintained our status as a Michigan Evergreen School for our contributions to conserving and preserving our environment.
- Offering a Head Start Program for students ages 3-5.
- Adding additional technology to enhance the learning inside of our classrooms in a growing digital world.
- School wide vocal music concerts and 5th grade instrumental concerts were performed for students and families.
- Fifth grade students participated in the Walled Lake Outdoor Education Program.
- All students participated in the use of online differentiated learning programs, including. Compass Learning, Imagine Math, Front Row, Reflex Math and Lexia. These programs were funded by the Title 1 Funds and the district to support students.
- All school field day for students and families.
- All students participated in Hoops for Heart in support of the American Heart Association.
- Classrooms participated in Pennies for Pasta which raised money that was donated to The Leukemia and Lymphoma Society.

Our PTO provides generous support for our students including assemblies, classroom materials, enrichment activities and Library books. We also have many fun family activities such as our Back to School Barbeque, Fall Festival, Holiday Breakfast, Tin Can Auction and Ties and Tiaras School Dance. A small sample of the various activities and enhancements the PTO has provided the school community are as follows: books for our school library, buses for class fieldtrips, covering extra expenses for 5th grade camp, classroom resources, school assemblies, staff appreciation breakfasts, lunches and dinners and so much more! Poupard students and staff are very blessed and thankful to be part of such a supportive school community!

Mission Statement

Listen, Learn, Love and Lead

Vision Statement

Through listening, learning, loving and leading, our Poupard Community will inspire greatness so everyone realizes their own worth and potential.

Student Mission

The mission of Poupard Elementary students is to exercise our brains, be active, and be unique. We will synergize to help make the world a better place.

Attendance Rate: 94%

Nondiscrimination

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, 48236 Phone: (313) 432-3851 HayesS@gpschools.org

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

2017-18
89% (281 Students)
2016-17
94% (278 Students)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, 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 click the FERPA directory information button during K-12 online registration.

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning.

An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and, that is designed to challenge every student to realize their true potential is essential. Differentiated instructional approaches that are based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

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.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, ELA, Science, PE/Health, InterDepartmental/Technology Education)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, Drama, Lifeskills)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, 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 School Improvement Team, our school improvement plan now identifies specific goals and strategies to address areas of need.

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

- All students at Poupard Elementary will continue to improve their reading proficiency and comprehension. Students needing more support in reading will receive additional support from our reading specialists.
- All Poupard students will improve their math skills.
- We will create a positive learning environment for our learners by intentionally teaching leadership principles, creating school-wide jobs, and teaching a social emotional curriculum.
- We will create a school culture where students are able to collaborate, be celebrated and have a strong sense of belonging.

POUPARD MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
17-18	23% (44%)*	39%	15%	17-18	20% (45%)	26%	16%	17-18	33% (47%)	37%	29%
16-17	48% (44%)*	62%	38%	16-17	53% (44%)	54%	52%	16-17	62% (51%)	74%	50%

M-STEP MATHEMATICS TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
17-18	31% (46%)	33%	29%	17-18	36% (42%)	33%	38%	17-18	27% (34%)	23%	29%
16-17	39% (47%)	41%	37%	16-17	49% (42%)	50%	48%	16-17	33% (35%)	26%	39%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
17-18	11% (18%)	10%	11%
16-17	16% (22%)	11%	21%

NOTE: Other than Black and Economically Disadvantaged, M-STEP Data is not reported by Racial/Ethnic minority group, Special Education because no group is significantly large enough to report results without revealing the identity of individual students. 2017 –18 was the first year GPPS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when they moved from paper and pencil testing. M-STEP Science was moved to grade 5 and was a pilot test in spring 2018 and is not reported.

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

M-STEP Percentage Achieving SATISFACTORY (2017-18) of State Mandated Groups					
Grade	Group	MEAP ENGLISH	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
3	Black, Not of Hispanic Origin	22%	22%	Not Tested	Not Tested
	Economically Disadvantaged	26%	31%	Not Tested	Not Tested
4	Black, Not of Hispanic Origin	12%	31%	Not Tested	Not Tested
	Economically Disadvantaged	12%	27%	Not Tested	Not Tested
5	Black, Not of Hispanic Origin	27%	19%	N/A	6%
	Economically Disadvantaged	26%	23%	N/A	7%

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
17-18	42	40	44	74	87	65	50	78	35	24	36	16	48	57	40
16-17	81	70	86	98	100	96	29	38	23	58	64	52	66	82	52
15-16	84	93	79	87	92	82	78	84	73	28	44	14	50	68	31

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
0	17-18	46	50	42	50	49	51
	16-17	53	70	42	53	60	50
	15-16	40	42	39	44	47	43
1	17-18	52	54	50	43	50	37
	16-17	43	41	44	51	37	56
	15-16	55	62	51	51	54	49
2	17-18	39	43	35	47	37	54
	16-17	53	61	47	64	70	60
	15-16	46	43	48	42	38	46
3	17-18	33	48	25	28	38	24
	16-17	44	49	40	43	41	44
	15-16	46	56	36	41	38	45
4	17-18	41	52	33	33	26	39
	16-17	49	61	38	45	45	44
	15-16	54	57	52	34	33	34
5	17-18	41	49	36	38	31	44
	16-17	51	53	47	38	37	39
	15-16	40	48	33	35	40	30

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

2017-18 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	95%	95%	Not Tested	Not Tested	100%	100%	Not Tested
4	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested
5	98%	98%	N/A	100%	100%	100%	N/A

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

