



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, then 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://wdcrobcolp01.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.

Principal Hussain Ali

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Poupard 2016-17 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 second year as the districts first 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.

Leadership skills are taught directly to students, but more importantly, they are integrated seamlessly with everyday lessons across all curricular areas. In addition, leadership is taught continuously to staff and parents, and they become powerful models of leadership as they interact with students. Students have clarity as to what the appropriate measure of success is, beginning with the end in mind. Students also work respectfully to help one another succeed which is the habit of win-win. At Poupard School, we all listen with respect and speak with courage by seeking first to understand and then to be understood. Students fill each other's gaps and achieve together what they could never accomplish alone, synergizing. Students are on a continuous track of growth mentally, physically, socially, emotionally and spiritually, which is sharpening the saw.

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.

We have a Head Start Program at Poupard for students ages 3-5. This gives our preschool students the opportunity to attend school with their siblings, as well as offering family support. This year we also offered a Young 5's program which prepared students from across the district for kindergarten. 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 Fall Festival, Tin Can Auction, Mother/Son Dance and Daddy/Daughter Dance.

As a result of our staff and students' continuous efforts, our school became a Michigan Reward School this year. We are very proud of this success. We have also been awarded the Michigan Evergreen School Certificate of Achievement for outstanding performance and lasting contribution to conservation and preservation of the environment.



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:

2016-17
94% (278 Students)
2015-16
100% (294 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

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 2016-17 school year, EPLC led the curriculum review for English Language Arts K-12, Math K-12, Science K-12, Lifeskills, Drama, Multi-Tiered System of Support, Art K-12, Counseling 6-12, Physical Education/Health K-12, Inter-Departmental Technology, and TV Production. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements.

During the 2017-18 school year, the following curricular areas will be in the review process:

- K-12 English Language Arts (Phase 2-construction of goals and objectives)
- K-12 Mathematics (2)
- K-12 Science (2)
- K-12 Art (2)
- Drama (2)
- Lifeskills (2)
- Multi-Tiered System of Support (2)
- PE/Health (2)
- TV Production (2)
- K-12 Performing Arts (Phase 1-study)
- K-12 World Languages (1)



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 master the appropriate math facts for them according to our school W.I.G.'s. Students will accomplish this by practicing their facts using many different modalities. Students will also make a year's growth in a year on their math NWEA scores.
- All students will demonstrate increased proficiency in reading comprehension and fluency of narrative and informational texts. Students will make a year's growth in a year on their NWEA reading test. Students needing more support in reading will receive additional support from our reading specialists.
- Students will write more across the curriculum and become more fluent by writing more. All students will improve in writing in making a year's growth in a year.

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
16-17	48% (44%)*	62%	38%	16-17	53% (44%)	54%	52%	16-17	62% (51%)	74%	50%
15-16	67% (46%)*	76%	58%	15-16	58% (46%)	63%	54%	15-16	70% (51%)	79%	62%

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
16-17	39% (47%)	41%	37%	16-17	49% (42%)	50%	48%	16-17	33% (35%)	26%	39%
15-16	47% (45%)	52%	42%	15-16	27% (44%)	29%	25%	15-16	22% (34%)	25%	19%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY				M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male
16-17	14% (15%)	15%	13%	16-17	16% (22%)	11%	21%
15-16	13% (15%)	17%	11%	15-16	19% (19%)	18%	19%



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.

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

M-STEP Percentage Achieving SATISFACTORY (2016-17) of State Mandated Groups					
Grade	Group	MEAP ENGLISH	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
3	Black, Not of Hispanic Origin	44%	35%	Not Tested	Not Tested
	Economically Disadvantaged	48%	38%	Not Tested	Not Tested
4	Black, Not of Hispanic Origin	50%	39%	2%	Not Tested
	Economically Disadvantaged	49%	41%	8%	Not Tested
5	Black, Not of Hispanic Origin	56%	29%	Not Tested	10%
	Economically Disadvantaged	53%	31%	Not Tested	16%

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
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
14-15	100	100	100	96	96	96	83	85	82	50	60	39	72	80	63

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	16-17	43	41	44	51	37	56
	15-16	55	62	51	51	54	49
	14-15	61	64	58	64	58	71
2	16-17	53	61	47	64	70	60
	15-16	46	43	48	42	38	46
	14-15	43	45	41	44	39	49
3	16-17	44	49	40	43	41	44
	15-16	46	56	36	41	38	45
	14-15	45	47	42	46	39	53
4	16-17	49	61	38	45	45	44
	15-16	54	57	52	34	33	34
	14-15	40	51	29	46	50	40
5	16-17	51	53	47	38	37	39
	15-16	40	48	33	35	40	30
	14-15	44	54	34	46	53	38

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

2016-17 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	96%	100%	Not Tested	Not Tested	98%	100%	Not Tested
4	97%	100%	98%	Not Tested	98%	100%	100%
5	98%	98%	Not Tested	98%	98%	98%	Not Tested

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

