

Mission Statement

The mission of Poupard Elementary School is to provide a well-balanced and academically sound educational experience, as well as creating a friendly and welcoming environment.

Student Average

Attendance Rate: 95.2%

MDE Scorecard

Poupard earned a Lime designation on the 2015 MDE Scorecard (replacing AYP) and is a Focus School. That is a 3-year designation.

Nondiscrimination Statement

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
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 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.

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Poupard 2015-16 Annual Report

Introduction

The Poupard Elementary School Annual Report is provided to communicate helpful information about the school to parents and the community. Our mission is to provide a well-balanced and academically sound educational experience, as well as, creating a friendly and welcoming environment. Poupard teachers focus on providing learning opportunities which require students to not only acquire basic skills, but also to enable them to participate in inquiry based learning and reasoning and critical thinking skills, so students are able to reflect on their learning process.

Educational opportunities 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 to go beyond the academic skills required by state standards. We educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development. Poupard staff uses a variety of instructional strategies rooted 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 math and knowing our number facts. Students are using thinking maps to guide them in writing within their metacognition journals for all subjects. Each student in the school has their own Data Notebook where they keep track of their reading level, NWEA scores, attendance, tardies and much more. These notebooks help students to set goals and achieve at their highest level.

Poupard School is starting our second year of Leader in Me. 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, among others. Leadership skills are taught directly to students, but more important, 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, 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, sharpening the saw.

Poupard Elementary School also offers a Head Start Program housed within our school. This gives our preschool students the opportunity to attend school with their siblings, as well as offering family support. This year we are also offering a Young Fives program that will prepare our young students for kindergarten.

School improvement efforts this year continued to focus on writing, reading comprehension, math fluency, science and social studies. Grade level and vertical teams work together in Professional Learning Communities, to analyze trends and to plan strategies for school and student improvement. Technology is an important component of every classroom. Students have the opportunity to use computers, iPads and netbooks in all classes. Each classroom also has a Document Camera and a Smart Board used daily by teachers and students. We will be using the Compass Learning program this year to help students prepare for taking the NWEA test.

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, Mother Son Dance and Daddy Daughter Dance.

As a result of our staff and students' continuous 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. Our Green Team planted a community garden this year and it was enjoyed by many. 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.



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:

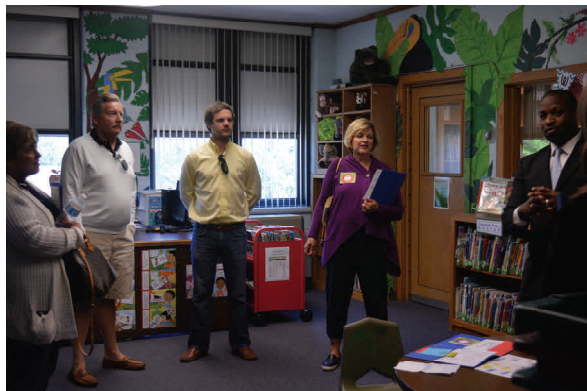
2015-16
100% (294 Students)
2014-15
99% (326 Students)

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.



Parents and community members model leadership for our students

During the 2014-15 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 2015-16 school year, the following curricular areas began 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 increase their knowledge in math content area and math fact mastery, through the application of math fact practice and teaching math vocabulary and problem solving skills.
- All students will demonstrate increased proficiency in their reading comprehension of narrative and informational tests. Students needing reading support will receive small group reading instruction from our reading specialists.

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
15-16	67% (46%)*	76%	58%	15-16	58% (46%)	63%	54%	15-16	70% (51%)	79%	62%
14-15	74% (50%)	69%	79%	14-15	47% (47%)	47%	47%	14-15	63% (49%)	80%	47%

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
15-16	47% (45%)	52%	42%	15-16	27% (44%)	29%	25%	15-16	22% (34%)	25%	19%
14-15	48% (49%)	42%	54%	14-15	33% (41%)	47%	18%	14-15	25% (33%)	27%	23%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	13% (15%)	17%	11%
14-15	2% (12%)	3%	0%



Student Lighthouse Presentations

M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	19% (19%)	18%	19%
14-15	22% (22%)	23%	20%

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 — (2015-16) of State Mandated Groups					
Grade	Group	MEAP ENGLISH	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
3	Black, Not of Hispanic Origin	66%	37%	Not Tested	Not Tested
	Economically Disadvantaged	57%	30%	Not Tested	Not Tested
4	Black, Not of Hispanic Origin	58%	25%	13%	Not Tested
	Economically Disadvantaged	47%	18%	13%	Not Tested
5	Black, Not of Hispanic Origin	67%	19%	Not Tested	12%
	Economically Disadvantaged	68%	16%	Not Tested	11%

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
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
13-14	100	100	100	98	100	96	39	44	33	85	94	76	91	92	88

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	15-16	55	62	51	51	54	49
	14-15	61	64	58	64	58	71
	13-14	59	60	58	52	47	57
2	15-16	46	43	48	42	38	46
	14-15	43	45	41	44	39	49
	13-14	55	56	54	50	44	56
3	15-16	46	56	36	41	38	45
	14-15	45	47	42	46	39	53
	13-14	41	49	33	34	32	36
4	15-16	54	57	52	34	33	34
	14-15	40	51	29	46	50	40
	13-14	42	53	34	40	52	30
5	15-16	40	48	33	35	40	30
	14-15	44	54	34	46	53	38
	13-14	50	47	54	41	37	48

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

2015-16 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	94%	94%	Not Tested	Not Tested	96%	96%	Not Tested
4	98%	98%	98%	Not Tested	98%	98%	98%
5	98%	98%	Not Tested	98%	100%	100%	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.