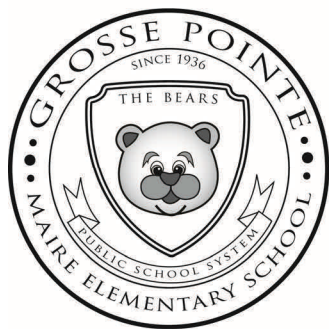




Mission Statement

The mission of Maire School is to provide a quality educational program which prepares students to be productive citizens and life-long learners.

Student Average

Attendance Rate: 97%

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

HayesS@gpschools.org

If the individual filling the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than the individual filing the grievance 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 Sonja Franchett

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Maire 2016-17 Annual Report

Introduction

Maire Elementary School, located in historic Grosse Pointe Village, has been an educational home for 320 students during the 2016-17 school year. Children in grades K through 5 have been taught by 13 homeroom teachers in Math, Language Arts, Science and Social Studies, and specialist teachers for Library, Art, Vocal and Instrumental Music, Physical Education and Spanish. To assist with instruction and support, Maire students accessed a variety of professionals, including a Speech Pathologist, Occupational Therapist, Social Worker, School Psychologist, Reading/Language Arts Specialist and a Resource Room teacher. This year the GPPSS also added a fee-based preschool program for four year old children, which operated on the same school calendar, and provided curriculum aligned with our kindergarten in English Language Arts and Math. Spanish, yoga, art, library and physical movement in the gym and play-ground enhanced children's learning in the preschool.



Differentiated instruction to ensure student academic success continues to be a focus at Maire School. Maintaining a culture of high academic achievement, along with attention to students' emotional/social development, is our continuous goal. Teachers use technology, flexible groupings, leveled resources, cooperative learning, and project-based instruction to engage students, maintain educational rigor, and keep student interest high. Staff regularly plan together in professional learning communities, using Common Core standards and student achievement data as their guides. A Homework Club is offered for students needing extra assistance.

In addition to academic opportunities, Maire students have many enrichment programs from which to choose. These include Vocal Choir, Student Council, Service and Safety Patrols, Knitting, Gardening, Newspaper Club, Walking Club, Silly Science, Imagination Station, and Ceramics. Our students adopted a sloth and a bald eagle from the Detroit Zoo this school year. Fundraising activities generously support non-profit groups such as Gleaners, the American Heart Association and March of Dimes.

Our Positive Behavior Instructional Support program, funded through a Wayne County RESA grant, continues to benefit our students' learning environment. School-wide incentives, common language to describe behavioral expectations, and lots of "Maire-Bear" fun give Maire School a calm, yet spirited atmosphere, focused on student learning.

Students, staff and parents at Maire are environmentally aware, and practice recycling of paper, plastics, metal, cardboard, and much more. Two student/teacher/family/community-created gardens enhance our grounds, featuring vegetables, flowers and a monarch butterfly habitat. Once again, Maire has achieved "Evergreen" status with the state of Michigan, and this year our fourth grade students won two out of three awards for Grosse Pointe Park's Arbor Day contest.

Maire's school vision includes, "Making diversity and inclusion a way of life for the Maire School Community." This is part of the Grosse Pointe Schools' Strategic Plan, which ensures that by embracing diversity, "Everyone learns, every day." Our Diversity Committee continues to lead the district in promoting cultural education and responsiveness. Parents and teachers meet regularly to help ensure this vision becomes reality for our school. Assemblies and classroom projects are part of our curriculum to promote cultural awareness. The school year ends with a Multi-Cultural Ice Cream Social which features dancing and music, student country research projects, and delicious desserts, all celebrating a wide variety of world cultures.

Involved, supportive parents are a mainstay at Maire School. Not only do they provide expertise and assistance in the lunchroom, on field trips, and with classroom projects, our PTO is extremely generous in funding assemblies and in purchasing school and classroom resources. This past year the Maire PTO has funded classroom newspapers, library books, recess and playground equipment, a 3-D printer, and is purchasing additional Chrome Books for students.

Maire School is part of "One GP." We are promoting innovation, embracing community and maximizing potential for EVERY student, EVERY day. Follow us on Twitter @GPMaire.

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 in place policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2016-17

100% (320 Students)

2015-16

100% (307 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

Maire School continues to demonstrate outstanding academic success. Our school has been ranked at the 99th percentile of the state's schools. Teachers at Maire focus on academic achievement as they analyze student data to make continuous improvements in teaching and learning throughout the year. The school improvement plan is written and revised by teams of teachers during our collaborative Professional Learning Community times. Teachers plan strategies and objectives that focus on building and maintaining student achievement and excellence.

Reading: Our goal is to increase student reading achievement for all students, as measured by classroom, district and state tests. Leveled texts, flexible groupings, technology supports and reading in a wide variety of genres and content areas are all strategies included in our plan.

Writing: All students K-5 will increase their writing achievement. Daily Writers' Workshop, with increased time spent on writing across the curriculum, are strategies for improvement. Using correct spelling and grammar, making the right word choice, planning and organizing for writing assignments, and building fluency are all part of the Maire writing program.

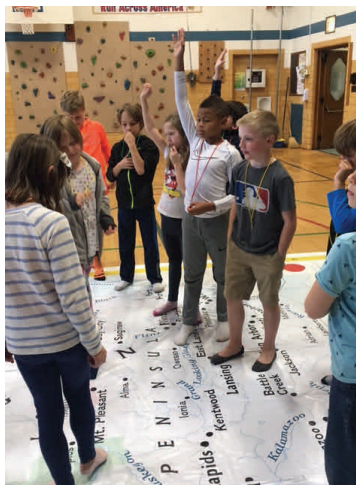
Math: Students will increase their Math achievement, as evidenced by achievement on classroom, district, and state testing. Fact fluency, critical problem solving, differentiated instruction and a minimum of 60 minutes of time spent on math instruction each day are all objectives and activities planned for increased student achievement.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH 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
16-17	90% (44%)	100%	78%	16-17	94% (44%)	97%	92%	16-17	90% (51%)	96%	82%
15-16	93% (46%)	96%	91%	15-16	91% (46%)	96%	85%	15-16	87% (51%)	96%	77%

M-STEP 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
16-17	71% (47%)	73%	70%	16-17	92% (42%)	97%	89%	16-17	83% (35%)	85%	82%
15-16	83% (45%)	88%	79%	15-16	94% (44%)	92%	96%	15-16	64% (34%)	59%	69%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY				
Year	All	Female	Male	
16-17	60% (15%)	59%	61%	
15-16	34% (15%)	42%	26%	



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY				
Year	All	Female	Male	
16-17	75% (22%)	81%	68%	
15-16	62% (19%)	52%	73%	

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged 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.

2016-17 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	100%	100%	Not Tested	Not Tested	100%	100%	Not Tested
4	98%	98%	98%	Not Tested	98%	98%	98%
5	100%	100%	Not Tested	100%	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 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
16-17	98	100	96	98	100	97	69	72	65	63	79	51	77	89	64
15-16	96	100	91	96	96	95	92	96	88	83	96	70	100	100	100
14-15	91	92	90	100	100	100	98	96	100	85	96	72	88	97	80

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Maire Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	16-17	66	66	65	84	79	87
	15-16	74	74	74	88	86	91
	14-15	61	66	55	78	77	81
2	16-17	82	83	80	83	80	85
	15-16	71	74	67	77	74	79
	14-15	73	77	70	84	88	80
3	16-17	72	76	67	69	70	68
	15-16	75	78	73	74	70	77
	14-15	72	75	67	81	81	82
4	16-17	80	81	79	81	80	82
	15-16	75	82	67	77	79	75
	14-15	75	74	76	80	77	83
5	16-17	79	84	71	78	81	75
	15-16	78	82	74	73	73	73
	14-15	75	81	67	81	83	78

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

