



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Pierce 2016-17 Annual Report

Introduction

Named after the United States of America's and State of Michigan's first state superintendent of public instruction, John D. Pierce Middle School continues to provide a tradition of excellence for our 525 students, their families and community. Pierce is prospering, as demonstrated by the accomplishments of students, teachers and parent volunteers. The Pierce Pride accomplishments that follow were achieved during the 2016-17 school year:

- Pierce students continue to be honored each quarter for academic achievement as well as demonstrating positive behavior and citizenship.
- 53% of Pierce's 7th and 8th grade students are distinguished members of the John D. Pierce Chapter of the National Junior Honor Society. Chapter service projects also provided support to our school and community agencies.
- The A2 (Academics and Activity) period allows all students to receive additional time and support to strengthen developing organizational and study skills. Eligible students have the opportunity to select and explore an activity of personal interest that supports their social well-being.
- Pierce Profiles yearbook and Inklings continue a tradition of quality student publications. Inklings our literary publication, reflects the creative writing skills of students at each grade level. Inklings earned eighth consecutive awards and citations, with Columbia Scholastic Press Association. Inklings earned a Silver Medal for the third consecutive year on the national level.
- Five Destination Imagination teams advanced to the State level and one team qualified for the Global level. Destination Imagination teams consists of 6th, 7th and 8th grade students.
- After-School Study provides homework assistance for students and is once again supported by the Grosse Pointe Foundation for Public Education.
- Pierce students competed in Michigan Social Studies Olympiad. Fifteen students earned gold medals in Essay, Quiz Bowl and Drama categories, including one silver medal in Artistic Poster and one Silver Medal in Quiltathon. Additional Bronze Medals were awarded in other categories.
- A Pierce student qualified for National Geography Bee Regional Competition.
- An unprecedented 42 Scholastic Writing Awards were earned by Pierce students, with two students earning national recognition at the Scholastic Awards at Carnegie Hall in New York.
- Pierce 6/7/8 Grade Choirs participated in the MSVMA District Choral Festival. All choirs earned Excellent ratings on their performance and sight reading. The Pierce 6/7 grade choirs participated in the Music in the Parks Festival at Cedar Point and both earned Superior ratings on their performance with a First and Second place finish in the Treble Voice competition. One Student auditioned and was selected to participate in the MSVMA State Honors Choir in Grand Rapids. Several students participated as soloists in the MSVMA District Solo and Ensemble Festival. All Soloists earned Superior or Excellent ratings on their performances.
- 7th/8th Grade Band and 7th/8th Grade Orchestra both earned "Superior" straight first division ratings at MSBOA Festival. Jazz Band, 6th Grade Band, and 6th Grade Orchestra earned "Excellent" ratings at Music in the Parks Festival at Cedar Point.
- Pierce formalized a Peer to Peer social mentoring program.
- We initiated WEB (Where Everyone Belongs) student leadership and mentoring program.
- Two Pierce students earned medals for both the Male-Gold, and Female-Silver competitions in the Lakeshore Optimist Oratorical Contest.
- Three students were honored by the Daughters of the American Revolution for Citizenship.



Mission Statement

The mission of Pierce Middle School is to create a caring and respectful environment where all students can grow intellectually, ethically and socially.

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

Stefanie.Hayes@gpschools.org

If the individual filling the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then 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://wdcrocolp01.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:

2016-17 90% (474 students)
2015-16 92% (517 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, Math, Science, Lifeskills, Drama, Multi-Tiered System of Support, Art, Counseling 6-12, Physical Education/Health K, 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

The School Improvement Plan consists of four processes. Pierce stakeholders: 1) gather data, 2) study the data, 3) develop an action plan, and 4) implement the plan. Entering the 2016-17 academic year, we will continue to focus on the following areas for improvement:

School Climate: We look forward to implementing a revitalized school-wide Positive Behavior Intervention Support System (PBIS) with tiered interventions, as well as expanding on student leadership and mentoring opportunities:

- Students will be supplied with a PBIS matrix defining behavioral expectations for all school settings.
- Faculty and staff continue to implement a multi-disciplinary team approach in identifying and assisting students with significant problem behaviors.
- Peer to Peer and WEB student leadership programs will continue to provide opportunities for student leadership and growth.

Reading: All Pierce Middle School students, through observable and measurable teaching strategies, aligned to the Common Core State Standards, will:

- Improve their abilities to manage text complexity, evaluate and use evidence, conduct comparative readings of two or more texts and develop core skills (e.g., making inferences and analyzing characters and content).

Writing: All Pierce students through the effective use of school-wide research-based strategies, aligned to the Common Core State Standards, will:

- Pierce Middle School students, through observable and measurable teaching strategies utilizing specific close reading strategies, as well as the 8 and 11 sentence paragraph, will improve their comprehension and ability to understand increasingly complex texts to create a deeper understanding by drawing conclusions, problem-solving unfamiliar language, making inferences, and synthesizing the information presented.

Math: All Pierce students and math teachers will employ designed strategies and activities, aligned to the Common Core State Standards, which will:

- Improve their ability to reason abstractly and quantitatively (represent abstract and contextual situations symbolically, estimate for reasonableness, create and use multiple representations).
- Improve their ability to attend to precision through precise vocabulary (orally and written) and carefully formulate questions and explanations (not retelling steps).

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

M-STEP ENGLISH LANGUAGE ARTS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
16-17	64% (44%)*	71%	59%	16-17	78% (45%)	91%	69%	16-17	86% (48%)	89%	83%
15-16	75% (45%)*	83%	69%	15-16	76% (47%)	88%	66%	15-16	80% (49%)	90%	70%

M-STEP MATHEMATICS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
16-17	54% (34%)	56%	52%	16-17	61% (36%)	60%	62%	16-17	62% (34%)	67%	57%
15-16	54% (33%)	55%	54%	15-16	57% (35%)	64%	50%	15-16	54% (33%)	62%	46%

M-STEP SCIENCE – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
16-17	37% (23%)	43%	31%
15-16	41% (24%)	39%	42%



M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
16-17	61% (31%)	63%	59%
15-16	58% (29%)	57%	60%

NOTE: -STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report M-STEP 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 English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
6	98%	98%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	98%	96%	98%	Not Tested	98%	98%	98%	Not Tested
8	96%	96%	Not Tested	96%	99%	99%	Not Tested	97%

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

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
16-17	84%	91%	79%	78%	85%	72%	81%	92%	70%
15-16	85%	91%	81%	78%	89%	68%	79%	90%	65%
14-15	75%	88%	62%	68%	82%	53%	84%	93%	76%

Grade 6-8 — Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Pierce Students (on National Norms)

Percentile READING Winter (15-16 Spring)					Percentile MATH Winter (15-16 Spring)		
Grade	Year	All	Female	Male	All	Female	Male
6	16-17	64	70	59	54	56	53
	15-16	65	69	62	63	64	62
	14-15	66	71	61	58	62	56
7	16-17	69	76	64	67	68	67
	15-16	72	78	65	67	70	65
	14-15	*	*	*	*	*	*
8	16-17	74	78	69	73	73	73
	15-16	75	80	67	74	77	71
	14-15	*	*	*	*	*	*

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

* The number of students tested at this grade level was too small to report summary data .

