

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I      [ ] Charter      [ ] Magnet      [ ] Choice

Name of Principal Ms. Sonja Franchett

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lewis E. Maire Elementary School

(As it should appear in the official records)

School Mailing Address 740 Cadieux Road

(If address is P.O. Box, also include street address.)

City Grosse Pointe State MI Zip Code+4 (9 digits total) 48230-1230

County Wayne County

Telephone (313) 432-4304 Fax \_\_\_\_\_

Web site/URL <http://gpschools.schoolwires.net/Pages/8139> E-mail Franchs@gpschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Gary Niehaus E-mail niehauG@gpschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grosse Pointe Public School District Tel. (313) 432-3003

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Brian Summerfield  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 14 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	22	28	50
1	26	20	46
2	26	25	51
3	22	28	50
4	37	29	66
5	22	27	49
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	155	157	312

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 2 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2015	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 1 %  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Italian, Mandarin

7. Students eligible for free/reduced-priced meals: 6 %  
Total number students who qualify: 19

8. Students receiving special education services: 11 %  
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 0 Specific Learning Disability
- 27 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 1 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	13
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes    No X  
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.  
Maire School, in partnership with students, parents, and One GP is where everyone learns, every day -- promoting innovation, maximizing potential, and embracing community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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Lewis Maire Elementary is located in historic Grosse Pointe, Michigan; a close-knit community bordering Lake St. Clair, seven miles northeast of downtown Detroit. The district includes six municipalities and maintains a tradition of academic excellence.

Maire School was named after Lewis E. Maire, a prominent ophthalmologist who served on the Board of Education and the Village Board of Supervisors. Maire opened on October 20, 1936 with 99 children and 6 teachers. Our historic building remains a source of pride for Maire families, who span generations in attendance at our school. Well-attended Parent Teacher Organization (PTO) monthly family events and our local business partnerships attest to strong community ties. Many of our teachers graduated from our district, and returned here to teach and raise their families.

Maire is a “walking” neighborhood school, welcoming 320 K-5 students daily. During the past five years, the racial and socioeconomic student diversity has grown. Today, 12% of our children represent racial minorities, 1% receive English Language Learning support, 6% of students qualify for federal lunch programs, and the 11% of our students who receive special education services thrive in our inclusive setting.

Maire’s success is supported by staff members, families, and the community in an extraordinarily welcoming atmosphere. Every staff member treats each student as one of their own. While displaying a responsive tone, teachers set high standards and skillfully collaborate to achieve success. We create a secure environment for learning and academic risk-taking by greeting students by name, actively listening to their personal stories, and knowing their families.

Providing quality differentiated instruction is a focus here. Instruction is based on keen observation of students, knowledge of students’ abilities and interests, research, a variety of teacher created and standardized assessments, and shared planning. Students’ needs for remediation, as well as extra challenges, are met. In collaboration with classroom teachers, our Multiple Tiered Student Supports (MTSS) team provides additional instruction and strategies. The team includes a Reading Specialist, Speech Pathologist, Social Worker, Psychologist, English Language Learner (ELL) and Special Education Learning Resource Center (LRC) staff, as well as related arts specialists. Students’ unique needs are helped through approaches such as Growth Mindset.

Dedicated time for purposeful collaboration guides teaching and learning. Block scheduling special classes guarantees daily common planning time for grade level teachers. During weekly late start Mondays, Professional Learning Communities (PLC) direct school improvement, address technology needs, and guide Positive Behavior Interventions and Supports (PBIS) and MTSS. Staff participation in multiple professional development activities, curriculum study teams, and conferences align with school and district goals. Our students are also 21st Century digital learners, using programs such as Google Classroom and Seesaw digital student portfolios, which enable students to chart and document their own learning. With shared vision and leadership, and financial support from our PTO and the Grosse Pointe Foundation for Public Education, we have increased our available technology - SMARTboards, Apple TVs, classroom desktop computers, two computer labs, a 3-D printer, and mobile options, including Kindles, iPads and Chromebooks. By infusing technology into daily instruction, we expand student learning opportunities. Multiple opportunities for K-5 students are offered to promote social and leadership skills including: Student Council, Safety and Service Squad, Recycling Crew, Video Announcements, Choir, Band and Orchestra, Peer Pals, walking clubs, knitting, and enrichment yoga and ceramic classes. Maire is home to active Boy and Girl Scout troops. We have an Imagination Station group as well. Twice a week, we offer Homework Club to 3rd-5th grade students, during which high school students come to tutor students.

Our PBIS Maire Bears program is funded by a Wayne County school grant. Following the Pledge of Allegiance, students recite our Maire pledge. Our common language for behavior expectations and school-wide incentives also helps promote responsibility on a daily basis through student-presented video announcements. Our system acknowledges positive behavior throughout every student’s day. Students, teachers, and parents jointly select the reward activities for school-wide celebration parties each month.

Part of students' character development is responding to the needs of others. Students have: collected canned goods for Gleaners Food Bank, donated pajamas for Sweet Dreamzz, raised money for World Wildlife Fund and Jump Rope for Heart, collected books for Detroit schools, donated supplies to a local animal shelter, created cards for local senior citizens, joined the Great Kindness Challenge, and donated bottled water to children in Flint. Maire earned "Evergreen School" status in recognition of our school's Green Team initiatives. Maire has also embraced Thrive, a non-profit supporting a sister school in Bangladesh.

A Reward School, rated at the 99th percentile of Michigan elementary schools, we are proud of our caring learning environment that celebrates our students' growth, achievements, and contributions to a global society. As part of the greater community, we ensure students have the social, academic, and critical problem-solving skills to succeed.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Grosse Pointe Public School System’s curricula are aligned to the Common Core Standards in Language Arts and Mathematics and to State Standards in other core content areas. The district has adopted an integrated approach to language arts instruction recognizing the interdependence of reading, writing, listening, and speaking.

Teachers devote a minimum of ninety minutes daily to language arts instruction. Reading is taught with a workshop model, utilizing the Michigan Association of Intermediate School Administrators (MAISA) units developed by Oakland Schools, Making Meaning, RAZ-Kids and Lexia. Our balanced approach to reading instruction includes whole group mini-lessons with explicit instruction and modeling, independent reading of self-selected “just right books,” book clubs, guided reading groups to practice specific reading strategies, and conferencing with individual students. Phonemic awareness and phonics progresses to vocabulary study in the upper grades. Fluency and comprehension are addressed at all grade levels. Reading instruction occurs throughout the day across all curricular areas, using a variety of resources including trade books, textbooks, primary source documents, and digital sites.

The workshop model promotes intentional differentiation for students at all levels. Fountas and Pinnell Benchmark Assessments and formative data gathered from small group activities and conferences drive instruction. Students are placed in flexible strategy groups for additional support. Supplemental materials from Making Meaning introduce common vocabulary and help structure partner discourse. Additionally, teachers ensure all students practice comprehension strategies that facilitate close reading of complex text, and emphasize nonfiction reading skills to accomplish the goals of creating lifelong learners.

Teachers provide daily writing instruction accompanied by spelling, grammar, and vocabulary exercises. Units of Study for Writing complement our Reading units. The Grosse Pointe Writing Assessment provides formative data to facilitate differentiation. Mini-lessons and guided practice elicit student discourse and promote higher-level thinking including synthesizing, analyzing, and critiquing writing. Unit activities culminate with students producing informational, opinion, persuasive, and narrative writing pieces. Writing across the curriculum is accomplished through math and science notebooks, responses to literature, and research reports. Grammar skills are embedded in units.

Teachers spend sixty minutes daily in Common Core math instruction using Everyday Mathematics in grades K-5, accompanied by differentiated activities. Using flexible groupings, teachers present mini-lessons followed by structured small group time. Math reviews, practice, and extensions correspond to the range of students’ skills. Rotational centers include hands-on practice, math games, independent practice, and technology resources: Reflex math builds fact fluency, and Wowzers and ALECS promote problem solving.

Full Option Science System (FOSS) and Delta Science Modules (DSM III) lay the foundation for our inquiry-based science instruction. Teachers facilitate students’ exploration and investigation of life, physical, and earth science concepts through hands-on activities, experiments and self-selected projects. Discovery Education videos bring science concepts to life. Readworks is an on-line expository resource used in science. A district committee is currently aligning our curriculum, instruction, and resources with Next Generation Science Standards.

Social Studies curriculum is based on Michigan Grade Level Content Expectations (GLCEs) and Michigan Citizenship Collaborative Curriculum (MC3). MC3 utilizes multiple instructional approaches and modalities to promote student engagement and encourage collaborative and substantive conversations. Using an inquiry based approach, students study geography, civics and government, economics, and history through primary and secondary sources, leveled nonfiction, websites, and videos. Students add relevance by creating mini-societies, performing living museums of historical figures, and taking field trips to community businesses and historical sites, such as the Michigan Historical Museum and the State Capitol building.

Magazines such as “Time for Kids” and “Scholastic News” help expand students’ understanding and engagement with current events and social issues. Students take ownership of their learning and pride in their unique family heritage during their research and school-wide presentation of their countries of ancestry through the International Expo. During Michigan studies, students research and share food and beverages produced in our state through the Michigan Tastefest.

MTSS and project based learning address a continuum of student skills. Intentional cross curricular connections generate deeper critical and creative thinking, expand problem solving skills, create greater cultural awareness among students, and focus their lens on the interdependence of our world. Culturally Responsive teaching is woven throughout the curriculum by using a great variety of instructional resources in which students can “see themselves.”

## **2. Other Curriculum Areas:**

The Grosse Pointe Public School System has a long tradition of educating the whole child as an integral component of an enriched education. At Maire, all K-5 students experience art, music, and physical education. Library/media is taught to grades K-2 and rotated with Spanish for grades 3-5. All students receive computer education. Fifth graders are offered an elective instrumental class. Our tuition-based Preschool is aligned with Kindergarten curriculum and includes enrichment classes. Following is a description of each class which enriches the experience at Maire.

The music department's goal is to instill a love of music within each child. We are committed to the development of the child as a knowledgeable lifelong musician who wants music to have an important place in their life. Our general music curriculum develops knowledge and skills in music performance, music theory, and music appreciation. Students in grades 4-5 frequently join our enrichment choir to work on advanced singing and choreography, and are well represented in the district’s Summer Select Choir. Maire’s entertaining concerts feature culturally and stylistically diverse music performed by heterogeneous groups of students utilizing speaking roles, dancing, solos, and ensembles. Elementary instrumental music provides opportunities for fifth grade students to discover the challenges and rewards of individual and ensemble performance. Students develop a foundation of basic skills through studying and playing music of various styles. Maire offers choice instruction in woodwinds, brass, and strings.

The art curriculum consists of critical analysis, art history, aesthetics and creative expression. It is sequential and cumulative, providing strategies for expression and assessment while meeting each student’s unique needs. The artistic environment develops awareness and appreciation of both past and present, and includes aspects of multi-cultural heritage. Students gain an appreciation of major artists, analyze and interpret visual statements, develop personal judgments, learn artistic techniques, and put creative interpretations of their ideas into concrete forms. Student portfolios house a progression of projects and papers inviting self-assessments. Hallway displays of student artwork showcase the range of skills and creativity with which students enthusiastically approach each unit of study.

The Physical Education program strives to teach children, regardless of ability, the value of physical activity. The comprehensive curriculum includes motor skills, movement patterns, fitness, value of safety and rules, cooperation, teamwork and good sportsmanship, while emphasizing the importance of maintaining an active, healthy lifestyle. Our Walk to School and Jump Rope for Heart programs contribute to our shared healthy goals. Field Day generates school wide enthusiasm for a day filled with structured activities. Students learn recess games, current dances, and introductory sports skills to promote engagement in physical activity beyond the school day. The curriculum and activities are specifically designed to instill within students a desire to be active for life.

Grade 3-5 students study the Spanish language and develop listening, speaking, reading, and writing skills, as well as an appreciation for the culture of Spanish speaking countries. Common expressions, vocabulary and grammar usage are presented at the novice level. Our Spanish curriculum initiates language proficiency through students communicating about themselves and their families. To lay the foundation for cultural understanding, students identify basic aspects of Hispanic culture and compare them with their own.

The Library Media Program is based on the belief that reading and research are fundamental to successful lifelong learning. The objectives are to develop a foundation for students to become information literate by locating and using resources that suit their needs, as well as prepare students to use more complex resources and technologies. The Library Media Program promotes literacy and reading; provides instruction in the use of information technology and search strategies; extends classroom curriculum through an educational partnership between teachers and the library media specialist; and utilizes current technology and services to assist students in becoming proficient users of information.

The purpose of the Computer Education curriculum is to promote integration of technology throughout the educational process, using directed, independent, and cooperative activities. The elementary technology curriculum is divided into three strands: cognitive, application, and skills. Maire students experience Day of Code, genius hours, and educational apps and tools to engage, motivate, and differentiate learning. Maire teachers strongly support integrating technology into lessons and units on a daily basis.

### **3. Instructional Methods, Interventions, and Assessments:**

Teachers differentiate instruction to meet the individual needs of learners. Students actively participate in large group lessons, structured small group practice, cooperative partnerships, tiered center activities, and intensive individual instruction as part of the language arts and math programs. Teachers use Common Core Content skills, focusing on critical and creative thinking and problem solving.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

On a recent tour a prospective family’s mother exclaimed, “This school feels like a family!” The comment brought smiles and affirmation from staff, as Maire’s goal is to create a family atmosphere where every member is valued, contributing to the greater good of children’s and adults’ well-being and learning.

Students walk in the door each morning, greeted by a range of staff including our engineer and Kids Club director, who know children by name and work to ensure a happy day of learning for each student. Homeroom teachers greet their students as they enter. Building specialists assist students in the hallways who need an extra hand finding lost gloves, or a hug or extra smile to start off the day. Maire educators understand the “personal touch” is what motivates students. The positive attitude and encouragement modeled by each Maire staff member throughout the day gives children the message, “You are valued, you are important, we care about your feelings and your learning.”

Additionally, the Maire staff collects and shares data, and utilizes research-based teaching methods and technologies to keep students actively involved in engaging, cognitively challenging learning activities. PBIS, PLC, and common planning times for grade level teachers are ingrained within the culture of Maire to promote student data analysis and school-wide language and expectations supporting positive learning behaviors and promoting student achievement. Creative learning projects such as Kindergarten Games, Bookmark Contest, Spirit Days, Halloween Parade, Unique Me Projects, Mini-Society, Michigan Tastefest, Community Field Trips and Interviews, Traditions Projects, Mix it up for Reading Day, Mystery Skype Projects, Day of Code, Arbor Day Poster Contest, 5th grade EXPO cultural fair, Passion Project Presentations, U.S. State Reports, Living Museum, Global Read-Aloud, Field Day, Multicultural Dessert Fest, 5th grade Environmental Camp, 5th grade promotion celebration, and an Awards Assembly build school-wide community.

We value the social-emotional health of students and staff. All staff members support each other professionally and personally. Teachers and staff eat lunch together daily and discuss school and personal topics. Staff cliques do not exist; we model the caring and collaboration that we expect from our students. Teachers assist each other through letters of recommendation, nominations for recognition, collaboration, and praise. Our social committee plans celebrations and extends sympathy. The PTO and principal provide meals and gifts for staff. Our cohesive organization treats one another as family, affirming the talents that each member brings to our school.

### **2. Engaging Families and Community:**

One major reason for Maire School’s success can be attributed to the collaboration we have with our parent community. The principal and staff have intentionally invited and involved our parents, and the greater community, into the learning process for our children. Maire is extremely fortunate to have active, knowledgeable parents. We purposefully utilize their expertise to further engage our students in creative learning opportunities. Reading, writing, spelling, math games, gardening, yoga, art projects, cooking, silly science, knitting, choir, lunchroom supervising, playground support, traffic control, cocoa for student safeties, chaperoning on field trips, hosting holiday parties, assisting with special projects, and being guest speakers in classrooms are all ways that our parents enrich our students’ learning environment. Field trips with local Grosse Pointe businesses and partnerships with Services for Older Citizens (SOC) provide connections for our students with the greater community. The school is currently working with parents, city officials and the Michigan Department of Transportation to apply for a Safe Routes to School grant for increased safety for students walking to school.

We ensure communication flows daily between home and school through phone calls, emails, websites, newsletters, e-blasts, and text messages. Spontaneous exchanges occur between teachers and parents during student arrival and dismissal. Students’ home folders and assignment notebooks, with space for parent comments, promote accountability. Back to School Parent Nights, along with student-involved parent-

teacher conferences, empower families to support and extend learning at home. Collaborative team meetings with parents focus on identified needs and services.

PTO sponsors monthly events that strengthen the bonds between our staff, students, families, and broad community. Events include a Welcome Back Picnic, Parent Progressive Dinner, Winter Family Fun Night, Stargazing Family Night, book fair, Holiday Craft Workshop, Red Cross Blood Drive, Gleaner's Food Drive, Maire Fair/Parent Auction, Mother/Special Person and son bowling, Daddy/Special Person and daughter dances, Multicultural Dessert Festival, and annual classroom picnics.

PTO fundraising events draw volunteers from almost every Maire family. Profits support student achievement through purchasing technology equipment, library books, classroom resources, and current event magazines. Additionally, funds are allocated to assemblies, recess and playground equipment, and field trips. Every three years, the PTO hosts a community Maire Fair, which turns the entire school into a theme-based carnival, raising funds for a school-wide goal, determined by a teacher/parent survey of need. The support of the Maire PTO is an invaluable resource to student learning and success.

### **3. Professional Development:**

Professional Development (PD) for educators at Maire School is a set of personalized plans that teachers direct for themselves, using the district's strategic plan as the foundation. Key instructional components are aligned to improved student learning. Teacher partnerships create their own pathways for instructional rounds, which generate reflective, substantive conversations about instructional practices around both district and personal goals. The district sponsors two full days of "Ed-Camp" professional learning, featuring numerous faculty-led/teacher selected sessions related to instructional innovations and technology in teaching and learning. An additional professional development day this year utilized Wayne RESA (Regional Educational Service Agency) resources to provide training in Culturally Responsive Teaching.

Professional development for teachers at Maire is focused on students' needs with regard to schoolwide academics and behavioral supports, subject area needs, and technology integration. Teachers collaborate with each other and the principal to create a rigorous curriculum, analyze student data, research strategies, increase student engagement, and embed technology into the highest quality differentiated instruction. Teacher experts share their knowledge with their peers who choose to also focus their work in that area. A team of teachers and the principal annually attend and/or present at the Michigan Association for Computer Users in Learning (MACUL) Conference to expand our capacity using technology for teaching and learning.

Staff meetings are a time for teachers to share their knowledge about teacher-identified areas of need at our school. Teachers have presented their areas of expertise related to culturally responsive teaching, meeting the sensory/behavior needs of our Tier 2, 3 or 4 learners, and integrating technology into instruction, with portfolios (SeeSaw), Google Classroom, 3-D printers, interactive math programs (Wowzers, ALECS), and reading interventions (Lexia). We have also discussed and learned about mindfulness in the classroom, Carole Dweck's Growth Mindset practices, and 21st century learning practices.

Professional Learning Communities, along with common planning time for grade level teachers, provide staff opportunities to analyze student data, determine enrichments and interventions, evaluate school improvement plans, and examine technological resources for staff and students. Teachers at Maire are motivated to meet informally to teach each other about new resources and strategies for student learning during summer months, on weekends, or after school. Teachers are proud of the full spectrum of engaging, rigorous learning opportunities they are able to create and benefit from across the grade levels for all Maire students.

### **4. School Leadership:**

"Appreciation is a wonderful thing; it makes what is excellent in others belong to us as well." - Voltaire

Maire Elementary School leadership is represented by the vision of a collective, united staff taking

ownership for ALL student learning throughout the school, every day. Each staff member has unique, valued talents to assist students in achieving their potential. Leadership decisions are based on the question, “In what ways can we best utilize our school resources to achieve the greatest possible growth for our students?” Our recognition of each other's skills provides us with a wide array of resources to best meet the needs of our students.

Our principal’s visible leadership models the appreciation to which the entire staff is committed, that of building strong relationships. Supervising our parking lot, greeting students daily, conversing with staff and parents, visiting classrooms, attending student functions, and writing positive comments on report cards, creates meaningful connections.

As an instructional leader, our principal communicates high expectations for everyone. Maire’s School Improvement Team is comprised of all its’ staff, including secretaries and our engineer. With five committees for leadership - Positive Behavior and Instructional Supports (PBIS), Evergreen School, Technology, Diversity, and School Safety, all school staff are part of at least one essential decision-making body. Maire teachers are leaders across the district, state and country by serving on curriculum committees, working with Parent Teacher Organizations, mentoring student interns from universities, and winning prestigious awards, such as Michigan History Teacher of the Year. Additionally, our teachers are piloting materials, serving on national boards such as Teaching Tolerance, and leading grade levels of district teachers. Within the past three years, almost every Maire educator has been involved with a district or state initiative, directly benefitting our students and families.

Partnering with school leadership, Maire parents and students give a strong voice to growing student learning. Our Maire PTO is active in supporting school-wide events. Students provide leadership for their own learning, through daily video announcements, Evergreen School initiatives, Student Council activities, and Safety and Service positions. Classroom projects include adopting an endangered animal, Hats Off for Cancer Research, recycling, and persuading our city mayor to support planting milkweed for the monarch butterfly.

Maire School is the excellent school that it is due to the shared vision of student success among the principal, teachers, support staff, families and students. All stakeholders feel appreciated and proud of our school community.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The practice at Maire that has the greatest impact on student learning and success is our focus on intentional relationship building. Applying research from various models and mentors, (Charlotte Danielson’s highly effective instruction, culturally responsive teaching, Dr. Adolph Brown, Dr. Jay Marks’ engagement models) our teachers personalize their instruction by building bridges - with each other, with our students, and with parents. Collaboration and trust are the foundation for all learning that occurs.

Our first focus is within our own staff. We support each other. We are interested in each other’s families. The intentional care we put into each other’s emotional bank accounts allows us to have the courageous conversations needed when we disagree about a school initiative or how to best proceed in supporting a student. During staff and team meetings, we listen to all stakeholders, arrive at a decision, and come to a win-win solution. Our one criterion for decision-making is: What is best for student success?

Our united staff keeps laser-sharp focus on building relationships with students. No real learning can occur without a “caring bridge” for every child at Maire School. We build this by ensuring all students are engaged, feel valued for their unique backgrounds and opinions, and have choices in their learning. Teachers are persistent and ongoing in their efforts. We utilize mentoring, including the office staff, our school engineer, cross-grade level teachers, high school students, and parent volunteers. Maire’s diversity committee supports training in culturally responsive teaching. Our MTSS team educates us about sensory needs for our students, like providing flexible seating options, stand up desks, fidgets, weighted vests, mindfulness and other tools to assist students with focus and attention. Teachers seek out resources and technologies to support differentiated instruction. Positive relationships with students guide each unique learning path. Average student NWEA Reading/Math scores at the 74th percentiles and above demonstrate high levels of achievement for all students.

Relationship building with parents cements the learning foundation. Collaboration occurs with communication – planners, texts, conferences, email, Seesaw, newsletters, phone calls – on a daily basis. Teachers let parents know if a student is struggling and also share successes. Parents know that staff value and love their children. They respond in kind with strong support, leading to academic success for all students.

Purposeful and positive student-teacher-parent-principal interactions, on a daily basis, build the relationships that promote high levels of learning and engagement for Maire students.