



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Ferry 2019-20 Annual Report

Introduction

Dexter M. Ferry Elementary is proud of another successful year! Ferry is a unique school community that provides opportunity for a mosaic of 372 students' talents, interests, learning styles, and abilities to flourish and grow. Ferry School has twelve K-5 classroom teachers that pride themselves in build-

ing relationships with students and parents, planning instruction to meet specific learning goals, and developing the unique talents of each student. In addition, four special education classroom teachers are dedicated to providing the same opportunities and advocating for our cognitively impaired and autistic students, while two more teachers utilize their expertise of the gifted learner to create a stimulating learning environment for our magnet students. Our extensive support staff is there to support our students, teachers, and parents and is the glue that unifies our school community to create one brilliant colorful mosaic. As a staff we see ourselves as a community of learners in which all members foster, encourage, support, and appreciate the talents and diversity of one another. We collaborate to learn and grow as professionals and extend that philosophy to our students through *The Leader In Me* to create opportunity for our varied learners to work, play and celebrate across grade levels and programs. This helps to foster a sense of community, leadership and belonging not just to individual classrooms, but to the larger Ferry School Community. As a result of the talent and dedication of our students, staff, parents, and community members, we have many reasons to be proud at Ferry Elementary School:



- Differentiated instruction ensures students are challenged by a variety of instructional strategies appropriate for their own ability, learning style, and interests.
- A school-wide approach to literacy instruction through Writers' and Readers' Workshop ensures continuity and a common language in our literacy instruction.
- There is a commitment to being a *Leader In Me School*.
- Staff members work together to define a school wide approach to Positive Behavior Support using Conscious Discipline philosophy to implement the Ferry Community Success Plan.
- Staff members collaborate to strengthen the sense of community by creating opportunities for students to attend school wide events with their Celebration Buddy.
- Ferry PTO provides generous support. They contributed to many enrichment activities including lunch time activities and Science Olympiad as well as evening family events.
- PTO also purchased 2 lap top carts and 32 Chromebooks as well as 5 Osmos.
- This year 51 students in grades 4 and 5 participated in our choir program.
- Parent volunteers spent numerous hours enriching our school through helping in our clinic, lunchroom, and classrooms as well as at PTO events.
- The Student Leadership Team provided school leadership and community service activities.
- Safety and Service Squad helped in many ways such as assisting younger students during lunch and keeping our students safe during arrival and dismissal times
- Thanks to the diligent work of the Green Team, Ferry School attained Evergreen status.
- The Student Video Club kept the school community well informed.
- Our students benefit from numerous field trips at each grade level.
- Jump Rope for Heart is fun and exciting while emphasizing healthy living.

Mission Statement

The mission of Ferry Elementary School staff, with support of parents and community, is to provide students with an environment that encourages academic excellence, nurtures individual growth and builds a foundation for adapting to the future.

Attendance Rate: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20
98% (364 Students)
2018-19
96% (350 Students)

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.

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <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.

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

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

The GPPSS 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.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, 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

Math Goal: All Ferry students will be proficient in the math skills and concepts. Strategies include:

- Fact Fluency as measured by district assessment: Various activities will be utilized in a differentiated manner
- A Constructivist approach to instruction will be used in grades K-5 using Everyday Math
- Student progress will be monitored and assessed in an on-going, systematic manner throughout the year using small group instruction, NWEA and Everyday Math chapter tests
- A 60 minute block of instruction per day in every classroom will be allotted to math instruction
- Small group differentiated instruction will be utilized based on student progress
- Parents will be involved in instruction through volunteering for math centers, the district website, Everyday Math parent letters, Back to School Nights, and the Everyday Math Home Link
- Additional targeted instruction will be provided during a school wide Response to Intervention time 20-30 minutes 3 times per week

Reading Goal: All students at Ferry Elementary School will be proficient readers. Strategies include:

- A 45 minute instructional block will be allotted for reading instruction during which the Oakland Units of study will be utilized as part of a reading workshop approach to instruction. Guided reading, strategy groups and conferencing will be part of the instructional block
- Parents will be provided resources for "at home" reading practice
- Informed instruction: Late start Monday Professional Learning Communities will be utilized to analyze reading data to make informed decisions regarding grouping students for instruction. Fountas and Pinnell levels, NWEA data and teacher observation will provide the necessary data
- Informational reading units of study will be taught as part of the social studies and/or science curriculum
- Additional targeted instruction for at-risk learners will be provided through scheduled Response to Intervention time 3 days per week for 20-30 minutes, through Success club, and after school 3-4 times/week for 45 minutes
- Lexia Learning will be utilized to address the needs of our struggling learners

Writing Goal: All students at Ferry Elementary School will be proficient writers. Strategies include:

- Implementation of a writing workshop approach to instruction incorporating a 45 minute instructional block and using the Oakland School Writing Units of Study
- Writing workshop instruction will use mini-lessons, word walls, word study, student groupings and conferencing
- Instruction centered around constructed responses in math, science, and social studies curriculum will be utilized
- Small group instruction based on student progress will be utilized to support writing growth and remediation
- The Grosse Pointe Writing Assessment will be utilized to provide monitoring and assessment data

Student engagement will be increased through *The Leader In Me*. For more details visit our website or call the school office at 313-432-4103.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

FERRY 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
18-19	64% (45%)	85%	42%	18-19	50% (46%)	54%	47%	18-19	71% (46%)	74%	69%
17-18	64% (44%)	70%	59%	17-18	62% (45%)	61%	63%	17-18	91% (47%)	92%	91%

FERRY 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
18-19	64% (47%)	73%	54%	18-19	52% (42%)	43%	59%	18-19	61% (35%)	48%	71%
17-18	72% (46%)	67%	77%	17-18	60% (42%)	54%	66%	17-18	71% (34%)	63%	78%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	30% (17%)	16%	43%
17-18	54% (18%)	46%	59%

NOTE: Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 reporting requirements previous years' data is shared here. 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. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when they moved from paper and pencil testing. M-STEP Science was moved to grade 5 in spring 2018. It remained a pilot test in spring 2019 and is not reported. [State of Michigan M-STEP results](#) have been shown above in parenthesis for comparison to school results.

2018-19 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	89%	89%	Not Tested	Not Tested	98%	98%	Not Tested
4	87%	90%	Not Tested	Not Tested	97%	99%	Not Tested
5	96%	96%	N/A	96%	100%	100%	N/A

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 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
18-19	61	67	57	98	100	97	86	96	75	77	90	65	78	88	69
17-18	91	93	90	100	100	100	81	93	71	69	79	61	84	92	78
16-17	100	100	100	100	100	100	75	88	81	64	75	69	79	97	87

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Ferry Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	19-20	58	58	59	58	57	60
	18-19	79	81	75	78	74	82
	17-18	65	60	67	72	55	79
1	19-20	77	80	72	81	78	83
	18-19	60	62	59	61	51	67
	17-18	66	66	67	70	65	73
2	19-20	64	58	69	71	57	79
	18-19	70	70	70	81	78	83
	17-18	81	86	73	88	92	82
3	19-20	64	72	59	63	61	63
	18-19	75	83	66	78	84	71
	17-18	69	76	62	71	73	69
4	19-20	74	76	71	75	79	73
	18-19	66	71	61	59	60	58
	17-18	65	67	64	74	64	80
5	19-20	56	55	58	54	51	56
	18-19	63	61	65	65	54	72
	17-18	73	75	71	70	62	75

NOTE: Due to COVID-19, 2019-20 data is from the winter test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

