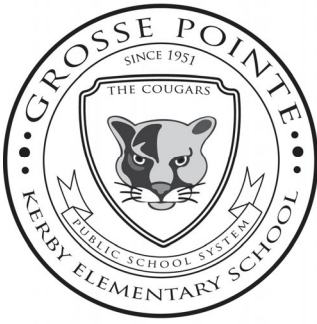




### Mission Statement

Promote Innovation→  
Maximize Potential→  
Embrace Community

### Attendance Rate:

96%

### Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20

100% (338 Students)

2018-19

97 % (351 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.

The district also has in place policies and guidelines which guide promotion and retention.

Julie Bourke, Principal

## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

# Kerby 2019-20 Annual Report

## Introduction

Kerby Elementary School is a community of leaders and learners. Through a warm and welcoming environment and school culture, students are encouraged to be their best self every day. Students demonstrate a strong value system for their own education as well as the ability to display respect, integrity, and empathy for themselves and others. Below are a few of many "Kerby Pointes of Pride" from the 2019-2020 School Year

- Kerby continued out the *Leader in Me* initiative, funded by the Grosse Pointe Foundation for Public Education. Training for teachers began this summer. Student-led initiatives expanded throughout the building including, student lighthouse, school-wide jobs and school-wide goals..
- A Student Lighthouse Team sponsored activities and clubs for the student body throughout the year and used fundraisers to purchase new indoor recess supplies.
- A Staff Lighthouse Team guided the staff members through the second year of the *Leader in Me* implementation by developing lessons and activities for the students, developing school-wide goals for growth and participation in bi-monthly "LeaderShips."
- Town-halls were held bi-monthly and led by our Student Lighthouse Team to introduce *Leader in Me* habits and set school-wide goals. This even continued virtually!
- School-wide vocal music concerts were performed for students and families.
- Kerby participated in One Book, One School to celebrate March is Reading month. The entire student body read the book A Boy Called Bat at home, and participated in related activities.
- Kerby students participated in Autism Awareness Month activities including "Light it Up Blue" and daily fact sharing on social media.
- Kerby students continued the peer-to-peer program in which general education students paired up with special education students to build relationships and understanding across the school building.
- Kerby's Diversity Alliance continued as an integral part of our school community with a monthly display board in the building, sponsored activities, and increased awareness around diversity and equity. This included an interactive display for Black History Month.
- Fourth and fifth grade students provided service to our school community through the safety patrol, service squad, and video announcements.
- Kerby earned "Evergreen" status within the Michigan Green School initiative. This is the highest status available to schools.
- Kerby community Green Team initiated "Waste-Free Wednesdays" to raise awareness of recycling and reducing waste. This initiative was kicked off with an informational assembly from Peace, Love and Planet.
- All students participated in Jump Rose for Heart in support of the American Heart Association.
- All school virtual field day was fun for students and families.

Kerby is lucky to have an extremely active parent community. The continued support of the parents and greater community provided additional social, emotional, and academic encouragement for our students. A small sample of the various activities and enhancements the PTO has provided the school community are as follows: birthday books for all students, buses to Lansing for 4th grade, flexible seating items for classrooms, break-out educational materials, classroom magazines, school assemblies, homework club, gift cards for teachers, safety/service parties, One School-One Book, Kerby spirit wear, Staff appreciation breakfasts, lunches, dinners, and so much more!

Kerby students, staff, and families feel very lucky to be part of such a supportive school community!



## 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](http://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, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, 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 complete the Public Use-Directory Information Notice Form available at: [www.gpschools.org](http://www.gpschools.org)

## 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

The School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Building wide professional learning communities focus on student progress monitoring and data analysis, which drives instruction and reflects our emphasis on differentiating instruction for all students.

School Wide Focus for the 2019-20 School Year:

1. To improve student reading, writing, math, science, and social studies skills.  
Teachers will utilize data collaboratively as Professional Learning Communities to ensure instruction is individualized for all students across all subject areas.
2. To enhance academic support for all students by differentiating instruction to accommodate each child's readiness, interest and learning style.  
Teachers will collaborate with colleagues throughout the school day to ensure Tier 2 and 3 interventions are delivered with fidelity. Professional Learning and Instructional Rounds in the workshop approach will be offered to teachers throughout the year.
3. To help children develop respectful, responsible, and safe behaviors.  
School-wide Positive Behavior Interventions and Supports will be integrated throughout the curriculum utilizing the "Leader in Me" program as a whole school Tier 1 foundation.

Kerby Elementary is dedicated to providing a high quality education to all students. We work collaboratively with parents, teachers and community members to ensure students are provided with a variety of opportunities for learning and growth throughout the school year.

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

| M-STEP ENGLISH TEST                          |              |        |      |                                              |              |        |      |                                              |              |        |      |
|----------------------------------------------|--------------|--------|------|----------------------------------------------|--------------|--------|------|----------------------------------------------|--------------|--------|------|
| Grade 3<br>Percentage Achieving SATISFACTORY |              |        |      | Grade 4<br>Percentage Achieving SATISFACTORY |              |        |      | Grade 5<br>Percentage Achieving SATISFACTORY |              |        |      |
| Year                                         | All          | Female | Male | Year                                         | All          | Female | Male | Year                                         | All          | Female | Male |
| 18-19                                        | 68%<br>(45%) | 65%    | 71%  | 18-19                                        | 73%<br>(46%) | 75%    | 71%  | 18-19                                        | 79%<br>(46%) | 86%    | 67%  |
| 17-18                                        | 57%<br>(44%) | 60%    | 55%  | 17-18                                        | 75%<br>(45%) | 77%    | 73%  | 17-18                                        | 63%<br>(47%) | 55%    | 68%  |

| M-STEP MATHEMATICS TEST                      |              |        |      |                                              |              |        |      |                                              |              |        |      |
|----------------------------------------------|--------------|--------|------|----------------------------------------------|--------------|--------|------|----------------------------------------------|--------------|--------|------|
| Grade 3<br>Percentage Achieving SATISFACTORY |              |        |      | Grade 4<br>Percentage Achieving SATISFACTORY |              |        |      | Grade 5<br>Percentage Achieving SATISFACTORY |              |        |      |
| Year                                         | All          | Female | Male | Year                                         | All          | Female | Male | Year                                         | All          | Female | Male |
| 18-19                                        | 76%<br>(47%) | 61%    | 90%  | 18-19                                        | 71%<br>(42%) | 75%    | 68%  | 18-19                                        | 73%<br>(35%) | 79%    | 62%  |
| 17-18                                        | 74%<br>(46%) | 75%    | 73%  | 17-18                                        | 72%<br>(42%) | 74%    | 68%  | 17-18                                        | 50%<br>(34%) | 45%    | 54%  |



| M-STEP SOCIAL STUDIES – Grade 5<br>Percentage Achieving SATISFACTORY |              |        |      |  |
|----------------------------------------------------------------------|--------------|--------|------|--|
| Year                                                                 | All          | Female | Male |  |
| 18-19                                                                | 30%<br>(17%) | 31%    | 29%  |  |
| 17-18                                                                | 27%<br>(18%) | 25%    | 29%  |  |

**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                                            | 97%     | 97%  | Not Tested | Not Tested     | 97%                            | 97%                         | Not Tested                     |
| 4                                            | 98%     | 98%  | Not Tested | Not Tested     | 100%                           | 100%                        | Not Tested                     |
| 5                                            | 100%    | 100% | N/A        | 100%           | 100%                           | 100%                        | N/A                            |

**NOTE:** Total with Other Tests refers to the percent tested with 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  |
| 18-19 | 90      | 96  | 83 | 98      | 100 | 97  | 98      | 100 | 97 | 55      | 75 | 42 | 75      | 81 | 62 |
| 17-18 | 73      | 100 | 55 | 100     | 100 | 100 | 62      | 80  | 52 | 71      | 86 | 44 | 75      | 80 | 71 |
| 16-17 | 98      | 100 | 97 | 98      | 100 | 97  | 84      | 91  | 72 | 47      | 55 | 41 | 77      | 84 | 73 |

### NORTHWEST EVALUATION ASSOCIATION (NWEA)

#### Average Percentile Achieved by Kerby Students (on National Norms)

| Percentile READING Spring |       |     |        |      | Percentile MATH Spring |        |      |
|---------------------------|-------|-----|--------|------|------------------------|--------|------|
| Grade                     | Year  | All | Female | Male | All                    | Female | Male |
| 0                         | 19-20 | 63  | 58     | 70   | 72                     | 64     | 79   |
|                           | 18-19 | 74  | 79     | 70   | 74                     | 78     | 71   |
|                           | 17-18 | 82  | 85     | 80   | 81                     | 76     | 84   |
| 1                         | 19-20 | 71  | 75     | 67   | 79                     | 79     | 79   |
|                           | 18-19 | 74  | 80     | 68   | 75                     | 74     | 75   |
|                           | 17-18 | 71  | 75     | 69   | 77                     | 71     | 81   |
| 2                         | 19-20 | 73  | 77     | 70   | 77                     | 72     | 80   |
|                           | 18-19 | 68  | 77     | 62   | 74                     | 74     | 73   |
|                           | 17-18 | 74  | 70     | 78   | 78                     | 73     | 81   |
| 3                         | 19-20 | 68  | 77     | 59   | 69                     | 67     | 70   |
|                           | 18-19 | 72  | 68     | 77   | 68                     | 55     | 81   |
|                           | 17-18 | 62  | 68     | 59   | 66                     | 64     | 66   |
| 4                         | 19-20 | 72  | 65     | 79   | 73                     | 59     | 85   |
|                           | 18-19 | 71  | 73     | 70   | 71                     | 75     | 68   |
|                           | 17-18 | 74  | 76     | 69   | 76                     | 75     | 78   |
| 5                         | 19-20 | 65  | 71     | 61   | 65                     | 68     | 62   |
|                           | 18-19 | 73  | 79     | 62   | 68                     | 70     | 66   |
|                           | 17-18 | 57  | 51     | 61   | 58                     | 51     | 64   |

**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.

