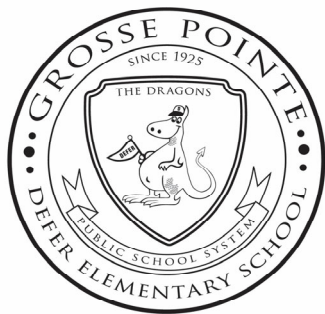




Mission Statement

The Defer school community's mission is to help every student attain self confidence and the knowledge, skills and behavior to function effectively.

Attendance Rate:

95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20

100% (359 Students)

2018-19

100% (338 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 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 in place policies and guidelines which guide promotion and retention.

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Defer 2019-20 Annual Report

Introduction

George Defer Elementary School, designated a Michigan State Historic Site in 1996 and listed on the National Register of Historic Places in 2001, is the oldest school building in the Grosse Pointe Public School System. It was built in 1924 and in the 2019-20 school year housed 359 Defer Dragons from grades Young Fives through fifth, as well as two magnet classes (2/3 and 4/5), and a Young Fives class. Instruction for the core subjects – science, language arts, math, social studies – is provided by our homeroom teachers while specials teachers provide instruction in physical education, art, music, library, Spanish, and instrumental music (5th grade). Defer qualifies as a Title 1 school which allows us to provide additional instructional support for general education students. Further support is provided by a team of professionals including a Speech Pathologist, Social Worker, Reading Specialist, Resource Room teacher, and School Psychologist.

As a *Leader in Me* school, the Defer staff and community embraced the idea that all students are leaders. Our Defer Dragons are leaders and learners in the building and the community. Funding for the *Leader in Me* training for all staff was provided by the Grosse Pointe Foundation for Public Education. Throughout the year, the students practiced using the 7 Habits at school and at home. Common expectations and language help our leaders be prepared for learning each day.

Along with the classroom mission statements, students understand the mission at Defer School: Learn to Lead, Lead to Inspire! From Kindergarten through fifth grade, students kept leadership binders to track their work and set goals for improvement. Teachers empower students to lead their own learning based on data. We have leadership opportunities for all of our students, from office helpers, to greeters, to lunchtime helpers, tour guides, Running Dragons, Diabetes Awareness Club, a birthday card club, and a Student Diversity Club. Our students saw a need for leadership and shared their expertise with our Defer community! Students also lead our Town Hall Meetings each month to celebrate the accomplishments of all learners at Defer supporting the idea that everyone has genius! We believe students feel more connected to our school when they have opportunities to develop their own unique gifts and talents at school.

Defer staff is committed to the district vision – One GP: where everyone learns, every day. Our goal is to grow lifelong learners at Defer. Our staff uses a wide variety of instructional strategies and materials as we consider a student's ability and interests. Some instructional strategies at Defer include the use of the workshop approach in both English Language Arts and Math, flexible grouping of students based on needs and interest, cluster-grouping for acceleration, grade-level interventions, and problem-based learning. Our staff meets during common planning time and in Professional Learning Communities to review student achievement data and to develop plans for both support and enrichment.

The community is committed to the education of all Defer students. The PTO supports and provides opportunities such as the Back to School Picnic, Fun Run, Outdoor Movie Night, school assemblies, Chromebooks and iPads for classrooms, flexible seating, Craft Fair, Bingo Night, and the Spring Art Show and Social. This year the PTO supported our literacy initiative by providing more diverse texts in our classrooms and library. Our school is a better place for all students because of our caring community. Defer is a dynamic and joy-filled school where learning is celebrated each day. We value the broad diversity of our learning community and embrace each student. Follow us on Twitter and Facebook @GPDefer.



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. GPPSS 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:

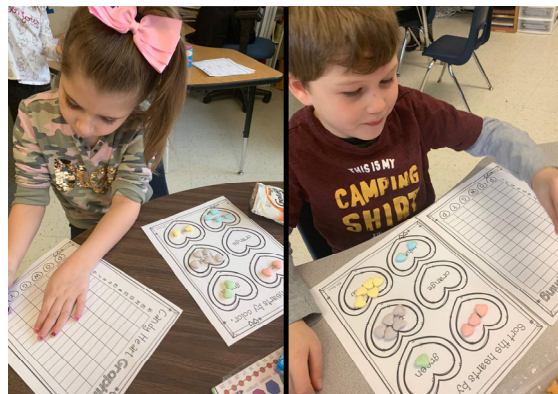
- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase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

Defer students continue to demonstrate outstanding academic success as evidenced through national (NWEA testing in Math and ELA), state (M-STEP testing), and local (Grosse Pointe Writing, Fountas and Pinnell Reading Levels, EveryDay Math, Math Fact Mastery) measures as well as student performance on a daily basis in class. As a part of our School Improvement Plan, the Defer staff has worked collaboratively throughout the school year to review and analyze student achievement data to identify areas of strength as well as areas of focus for improvement. Through this work we have targeted the following goals:

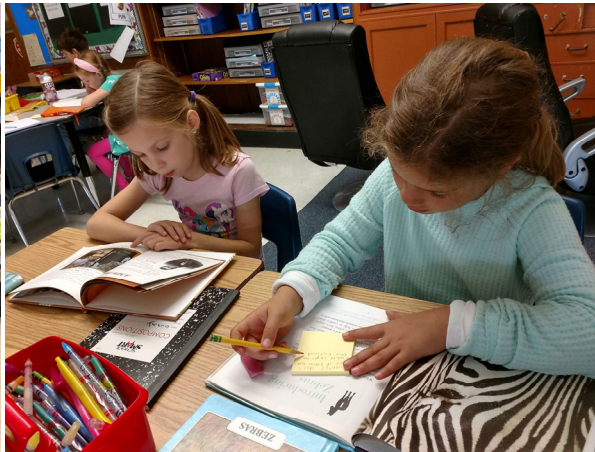
- **Reading:** Our goal is to increase student reading achievement across all grade levels, and to increase the percentage of students obtaining Proficient level or higher on the M-STEP in grades 3 – 5. Our plan includes using the Units of Study with fidelity, providing reading support for identified students, and extensive experiences in both informational and narrative text.
- **Math:** Our goal is to increase student math achievement across all grades measured by the M-STEP and NWEA. Our plan includes differentiated math instruction, fact fluency practice, and utilizing digital content.
- **Writing:** Our goal is to increase writing achievement. Our plan includes differentiated instruction, daily opportunities to write through the Units of Study as well as writing opportunities in cross-curricular areas.
- **Leadership:** Our students will become leaders in their learning and throughout the building. Students will keep a leadership notebooks to track their progress, analyze their data, and set goals.



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
18-19	76% (45%)	81%	72%	18-19	75% (46%)	71%	85%	18-19	71% (46%)	72%	70%
17-18	79% (44%)	74%	92%	17-18	70% (45%)	71%	68%	17-18	60% (47%)	54%	66%

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
18-19	67% (47%)	70%	64%	18-19	64% (42%)	52%	92%	18-19	60% (35%)	60%	61%
17-18	67% (46%)	65%	75%	17-18	67% (42%)	67%	68%	17-18	55% (34%)	42%	66%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY				
Year	All	Female	Male	
18-19	44% (17%)	44%	43%	
17-18	33% (18%)	12%	50%	

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	100%	100%	Not Tested	Not Tested	100%	100%	Not Tested
4	100%	100%	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	77	79	75	98	100	96	89	93	86	82	81	85	85	92	78
17-18	80	92	67	100	100	100	77	77	75	78	88	68	74	77	72
16-17	100	100	100	100	100	100	67	68	67	64	63	66	82	90	76

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Defer Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	19-20	79	73	85	79	71	87
	18-19	88	87	89	80	74	87
	17-18	79	81	76	75	73	78
1	19-20	82	84	80	78	75	83
	18-19	75	75	76	79	75	85
	17-18	79	88	67	77	83	71
2	19-20	82	84	79	86	87	86
	18-19	80	83	77	80	78	82
	17-18	80	82	79	74	71	77
3	19-20	79	81	77	78	75	82
	18-19	75	81	71	72	71	73
	17-18	81	78	86	71	69	77
4	19-20	74	76	71	72	71	73
	18-19	76	75	78	67	61	80
	17-18	81	83	79	77	79	75
5	19-20	79	77	85	73	66	86
	18-19	76	82	68	71	77	65
	17-18	77	71	80	72	61	80

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.

