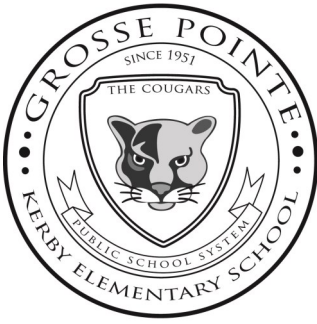




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Kerby 2020-21 Annual Report

Mission Statement

Promote Innovation→
Maximize Potential→
Embrace Community

Attendance Rate:

98%

Percentage of Parents Participating in Parent-Teacher Conferences:

2020-21

100% (247 Students)

2019-20

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 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.

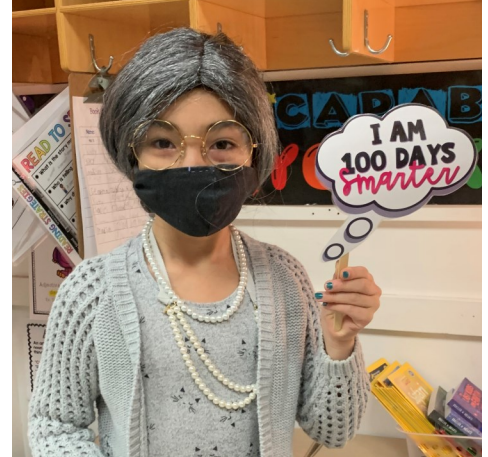
The district also has in place policies and guidelines which guide promotion and retention.

Walt Fitzpatrick, Principal

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 Points of Pride" from the 2020-21 School Year:

- Kerby continued the *Leader in Me* initiative, funded by the Grosse Pointe Foundation for Public Education. Training for teachers began last summer. Student-led initiatives expanded throughout the building including student lighthouse, school-wide jobs and school-wide goals.
- Due to COVID, the Student and Staff Lighthouse Teams and Town Halls were suspended, but the concepts behind *Leader in Me* were part of everyday teaching here at Kerby.
- Kerby participated in *One Community, Many Voices* and staff videotaped themselves reading so families could participate at home.
- Kerby students participated in Autism Awareness Month activities including "Light it Up Blue" and daily fact sharing on social media.
- Kerby's peer-to-peer program was tweaked to meet COVID protocols, while still building relationships and understanding across the school building.
- Kerby's Diversity Alliance suspended adult activities, but the program remains 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 grade students provided service to our school community through video announcements.
- Kerby continues with the Michigan Green School initiative, helping students and staff understand the impact of their actions on the environment.
- All students participated in Jump Rope for Heart in support of the American Heart Association.
- The all school 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 (when COVID permits), flexible seating items for classrooms, break-out educational materials, classroom magazines, school assemblies when safe to do so, homework club, gift cards for teachers, safety/service parties, One Book-One School, 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!

Walt Fitzpatrick
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, 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

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 areas for the 2020-21 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)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	65% (43%)	74%	57%	94%	20-21	67% (42%)	65%	70%	94%
18-19	68% (45%)	65%	71%	97%	18-19	76% (47%)	61%	90%	97%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	52% (44%)	67%	42%	83%	20-21	67% (37%)	72%	63%	83%
18-19	73% (46%)	75%	71%	100%	18-19	71% (42%)	75%	68%	100%

NOTE: Due to COVID-19, M-STEP tests were not administered in spring of 2020, so to meet Public Act 25 reporting requirements the most recent previous year's 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. *State of Michigan M-STEP results have been shown above in parentheses for comparison to school results.* The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.



The Leader in Me is part of the culture at Kerby.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	63	57	71	83	95	73	92	96	88	88	100	79
18-19	90	96	83	98	100	97	98	100	97	55	75	42
17-18	73	100	55	100	100	100	62	80	52	71	86	44

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	20-21	86	88	82	86	87	85
	19-20	63	58	70	72	64	79
	18-19	74	79	70	74	78	71
1	20-21	71	70	72	73	66	81
	19-20	71	75	67	79	79	79
	18-19	74	80	68	75	74	75
2	20-21	68	77	57	67	70	64
	19-20	73	77	70	77	72	80
	18-19	68	77	62	74	74	73
3	20-21	69	74	65	64	62	65
	19-20	68	77	59	69	67	70
	18-19	72	68	77	68	55	81
4	20-21	69	79	58	66	70	62
	19-20	72	65	79	73	59	85
	18-19	71	73	70	71	75	68

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. The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure.

