GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Defer 2021-22 Annual Report

Introduction

Learn to Lead, Lead to Inspire!
The students at Defer Elementary continue to practice our mission statement, learning about leadership skills that will help them not only to be leaders at Defer, but leaders in our community. 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. From Kindergarten through 4th grade, students 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, and our Student Leadership Team. We believe students feel more connected to our school when they have opportunities to develop their own unique gifts and talents at school.

The community is also committed to the education of all Defer students. The Defer PTO continues to support students and provide opportunities for learning and fun! The Defer PTO support activities 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 Social!

We are also partnering with the community to update our Defer Greenhouse and create a community garden for all to enjoy! In June 2022, we honored the Trombly PTO and families in our new garden area with a Dragon statue (pictured above)! Come check out the wonderful green space with native plants that we hope will become a Monarch Waystation. Our partnership with Grosse Pointe Garden Center and Healthy Grosse Pointe will provide opportunities for garden learning. We continue to partner with all stakeholders to ensure each student has the opportunity to maximize their potential!

Defer staff is committed to the district vision – *one inclusive community learning together*. Our goal is to grow lifelong learners at Defer and cultivate educational excellence. 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 ELA and Math, flexible grouping of students based on needs and interest, cluster-grouping for acceleration, grade-level interventions, and problem-based learning.

Our school is a better place for all students because of our caring staff and 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.

Our Dragons have the power, knowledge, compassion, and wisdom to make a difference in the world!

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:
93%

Percentage of Parents Participating in Parent-Teacher Conferences:
2021-22
98% (446 Students)

2020-21
96% (405 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.

Stay connected
Follow us on Twitter and Facebook @GPDefer

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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

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities.* GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5 -7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/ Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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 – 4. 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 notebook to track their progress, analyze their data, and set goals.

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
21-22	74% (42%)	72%	76%	100%	21-22	71% (42%)	70%	74%	100%
20-21	78% (43%)	82%	74%	77%	20-21	67% (42%)	61%	74%	77%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	85% (43%)	90%	80%	100%	21-22	79% (37%)	73%	86%	100%
20-21	69% (44%)	72%	67%	75%	20-21	74% (37%)	73%	75%	78%

NOTE: 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.

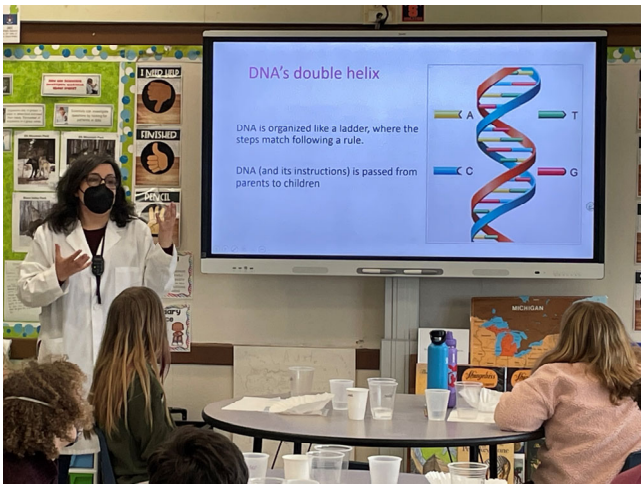
STUDENT ACHIEVEMENT (cont.)

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
21-22	72	77	67	83	79	88	79	78	79	71	80	63
20-21	79	85	74	80	86	72	87	88	86	72	84	61
18-19	77	79	75	98	100	96	89	93	86	82	81	85

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	21-22	61	63	58	65	63	67
	20-21	79	83	74	75	76	74
	19-20	79	73	85	79	71	87
1	21-22	78	78	78	78	74	83
	20-21	76	75	76	70	65	75
	19-20	82	84	80	78	75	83
2	21-22	67	63	70	63	56	71
	20-21	70	69	72	62	55	72
	19-20	82	84	79	86	87	86
3	21-22	77	73	81	74	65	83
	20-21	78	81	74	65	62	69
	19-20	79	81	77	78	75	82
4	21-22	78	79	78	79	75	83
	20-21	70	73	67	69	66	71
	19-20	74	76	71	72	71	73

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.