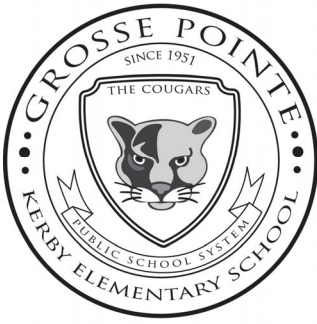




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Kerby 2022-23 Annual Report

Mission Statement

Promote Innovation→
Maximize Potential→
Embrace Community

Attendance Rate:

95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2022-23

100% (285 Students)

2021-22

100% (275 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 sits at the corner of Beaupre Avenue and Kerby Road which happens to be the third location of the school in its 170 years or so in existence. The current building opened its doors to 175 students in grades 3 through 6 in September of 1949. Just two years later in 1951 the younger students in kindergarten through grade 2 were welcomed as the second phase of construction was completed. Today Kerby is home to 285 students in kindergarten through grade 4.

The building is unique in that it has only one floor in the shape of an U. No other building in the Grosse Pointe School District is just one floor. There are two wings of the building identified as the lower and upper wings. The lower wing houses the youngest students in kindergarten through grade 2 while the upper wing houses the older students in grades 3 and 4. The two wings are connected by a long hallway where the main office and the gym can be found.

The mission of Kerby Elementary School is to provide a warm and welcoming environment and school culture where students are encouraged to be their best self every day. Students demonstrate a strong commitment to their own education while displaying respect, integrity and empathy for themselves and others.



In addition to a strong academic program of Language Arts, Mathematics, Science and Social Studies, each student experiences classes in Art, Library, Music and Physical Education. Attending these classes allows students to explore other subject areas that may hold an interest to them and that can be pursued as they progress through middle and high school.

Both the Leader in Me program and the Positive Behavior Intervention Support program are used as the foundation of supporting students with their social and emotional growth. Being that both are school wide programs, all staff are able to use a common set of expectations and common language to help provide clarity to students.

Kerby is extremely lucky to have a very active parent community. The continued support of the parents and the greater community provided additional support to our students and staff. This past year the parent community rallied together to raise over \$150,000 in just 6 months for the purpose of purchasing a new play structure for the Kerby playground. That alone was a huge undertaking but they PTO continued to support the day to day happening within our school.

Kerby students, staff and families are extremely 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

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

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 2022-23 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
22-23	65% (41%)	70%	57%	98%	22-23	63% (43%)	50%	81%	100%
21-22	62% (42%)	75%	52%	100%	21-22	72% (42%)	83%	62%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	63% (44%)	87%	43%	98%	22-23	78% (39%)	87%	71%	98%
21-22	55% (43%)	52%	58%	100%	21-22	80% (37%)	68%	92%	100%

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
22-23	56	58	54	98	96	100	79	82	75	61	87	39
21-22	71	89	53	97	95	100	72	88	59	90	96	85
20-21	63	57	71	83	95	73	92	96	88	88	100	79

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	22-23	77	73	79	80	73	85
	21-22	72	76	67	73	73	73
	20-21	86	88	82	86	87	85
1	22-23	73	72	73	75	69	81
	21-22	79	81	78	76	74	78
	20-21	71	70	72	73	66	81
2	22-23	76	80	73	74	68	78
	21-22	70	70	71	76	68	83
	20-21	68	77	57	67	70	64
3	22-23	68	68	69	69	62	77
	21-22	70	81	60	68	74	62
	20-21	69	74	65	64	62	65
4	22-23	62	75	50	68	72	65
	21-22	65	70	61	70	69	71
	20-21	69	79	58	66	70	62

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.

