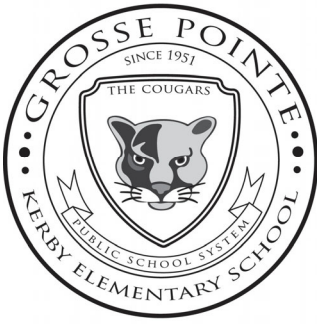




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Kerby 2023-24 Annual Report

Mission Statement

Promote Innovation→
Maximize Potential→
Embrace Community

Attendance Rate: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2023-24

100% (295 Students)

2022-23

100% (285 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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

Introduction

Kerby Elementary School has a long history of a community of leaders and learners. The original Kerby Elementary School was a one room wooden school house, located along Lake Shore Road between what is now Kerby and Lothrop Roads. The current structure that sits on Kerby Road, boarded by Beaupre, Charlevoix and Touraine Avenues, opened in September of 1949 for grades three through 6. The second phase of the building was completed in 1951 and welcomed the kindergarten through second grade students.

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 value system for their own education as well as the ability to display respect, integrity, and empathy for themselves and others.

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

New during the 23-24 school year was Wellness Week. Students participated in a variety of activities in the areas of food and eating habits, exercise and mindfulness, and gratitude. The week ended with some popsicles and time with therapy dogs. In March our school gathered at the local middle school for the annual school-wide vocal music concert where all of Kerby students performed. "Light it Up Blue" was a high point in April as the school celebrated Autism Awareness Month. Once again, all the Kerby students participated in the annual Jump Rope for Heart campaign in support of the American Heart Association. Kerby's 4th graders journeyed to Comerica Park to spend the morning to participate in a STEM program, hosted by the Detroit Tigers. The day was capped off watching the home team play.

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 and enrichment for our students. Thanks to the Kerby PTO, the school was able to provide birthday books to all students. The purchase of additional classroom curriculum support materials was made possible through a collaboration of the PTO and school. The PTO's generosity with monies and time has helped enrich the experience of every single Kerby student.

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 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. 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 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.

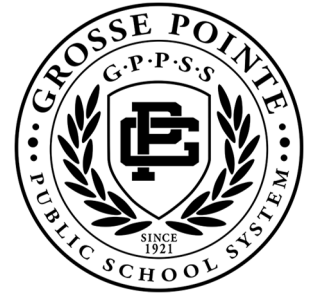
School Improvement Plan

Math Learning Target

Based on the fact that 23% of students currently in grades 1 through 4 scored in the range of 21ile% and the 40ile% on the NWEA FALL Math assessment, the goal is that by Spring 2024 80% of that group will score above the 40ile% on the NWEA Spring Math Assessment.

Reading Learning Target

Based on the fact that 20% of students currently in grades 1 through 4 scored in the range of 21ile% and the 40ile% on the NWEA FALL Reading assessment, the goal is that by Spring 2024 80% of that group will score above the 40ile% on the NWEA Spring Reading Assessment



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
23-24	83% (40%)	90%	78%	100%	23-24	86% (43%)	80%	92%	100%
22-23	65% (41%)	70%	57%	98%	22-23	63% (43%)	50%	81%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	70% (43%)	79%	59%	100%	23-24	86% (39%)	86%	86%	100%
22-23	63% (44%)	87%	43%	98%	22-23	78% (39%)	87%	71%	98%

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
23-24	83	79	86	98	96	100	65	70	60	72	82	59
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

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	23-24	74	74	74	82	79	85
	22-23	77	73	79	80	73	85
	21-22	72	76	67	73	73	73
1	23-24	67	63	71	69	61	76
	22-23	73	72	73	75	69	81
	21-22	79	81	78	76	74	78
2	23-24	75	74	77	73	64	80
	22-23	76	80	73	74	68	78
	21-22	70	70	71	76	68	83
3	23-24	78	81	75	90	88	90
	22-23	68	68	69	69	62	77
	21-22	70	81	60	68	74	62
4	23-24	63	67	58	87	84	91
	22-23	62	75	50	68	72	65
	21-22	65	70	61	70	69	71

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

