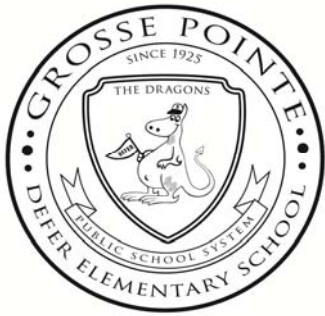




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Defer 2024-25 Annual Report

Introduction

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:

- 2024-25 97% (446)
- 2023-24 98% (459)

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

ESSA Support Label

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

This year, Defer Elementary proudly celebrated its 100th anniversary, a milestone that honors a century of excellence in education, community, and leadership. Our centennial celebration was a joyful reminder of the strong traditions that define the Defer community. We reflected on our past, celebrated our present, and looked ahead to the future. All of

the educators who have taught at Defer, and the students who walked through our doors, contributed to making this school an amazing place for learning.



The students at Defer Elementary continue to practice our mission statement, *Learn to Lead, Lead to Inspire*, developing skills that will help them to be leaders at Defer and in our community. The students at Defer are not just learners, they are encouraged to set goals for themselves and work towards continuous improvement in personal and academic goals. This instills a sense of ownership and accountability in each student, fostering a strong sense of responsibility and leadership.

The dedicated teachers at Defer Elementary help to create an inclusive learning environment where students feel valued and important. The teachers are passionate about education and are committed to ensuring students can thrive academically, socially, and emotionally. They go above and beyond to provide engaging and innovative lessons that support the diverse learning needs of their students.

The incredible Parent-Teacher Organization (PTO) at Defer Elementary plays an active role in the school community. The PTO is highly involved in organizing various events throughout the year, such as the Spring Social and Fun Run. While some PTO events raise funds to support enrichment programs and resources for the students, the wonderful events throughout the year bring families together. The strong partnership between the PTO and the school staff ensures a successful school experience for all students and families.

Defer Elementary School is an exceptional community that thrives on the energy and excitement for learning. The outstanding staff, dedicated teachers, and engaged families create an environment where students can flourish and reach their full potential. Defer Elementary School fosters a strong sense of leadership, community, and continuous improvement for learners. It is truly a place where students become confident and capable leaders who are prepared for success in their future endeavors. Our Dragons have the power, knowledge, compassion, and wisdom to make a difference in the world! It will be amazing to see the next century of learning, leading, and inspiring at Defer!

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 engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: One Inclusive Community Learning Together**, and our **Mission: Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities**. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

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
24-25	67% (37%)	66%	69%	99%	24-25	69% (43%)	64%	73%	99%
23-24	81% (40%)	74%	89%	100%	23-24	81% (43%)	71%	92%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	80% (42%)	78%	83%	100%	24-25	76% (39%)	64%	91%	100%
23-24	64% (43%)	63%	65%	100%	23-24	58% (39%)	49%	67%	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
24-25	79	83	76	72	78	67	65	66	65	71	73	69
23-24	71	69	74	89	91	87	65	62	69	52	66	39
22-23	70	79	62	93	98	88	73	68	80	66	63	70

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	24-25	67	62	73	72	63	80
	23-24	75	68	80	78	73	81
	22-23	79	75	81	77	71	82
1	24-25	74	73	75	77	73	81
	23-24	75	71	80	75	66	82
	22-23	66	70	64	72	65	77
2	24-25	70	69	71	69	60	76
	23-24	70	70	70	74	71	77
	22-23	82	83	82	84	80	88
3	24-25	70	67	74	81	74	86
	23-24	81	80	82	90	86	93
	22-23	76	76	76	69	64	73
4	24-25	78	77	79	87	83	91
	23-24	69	68	70	75	71	78
	22-23	78	75	80	73	64	83

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

