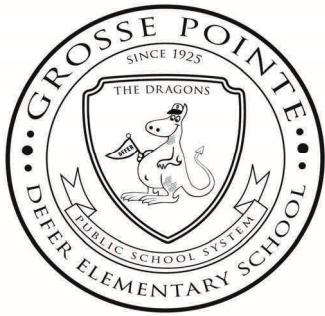




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Defer 2016-17 Annual Report

Introduction

George Defer Elementary School, designated a Michigan State Historic Site in 1996 and listed on the National Register of Historic Places in 2001, is the oldest school building in the Grosse Pointe Public School System. It was built in 1924 and in the 2016-17 school year housed 317 Defer Dragons from grades Kindergarten through 5th, as well as two magnet classes (2/3 and 4/5), and for the first time - a Young 5 class. Instruction for the core subjects – science, language arts, Math, social studies – is provided by our homeroom teachers while specials teachers provide instruction in physical education, art, music, library, Spanish, and instrumental (5th grade). Defer qualifies as a Title 1 school which allows us to provide additional instructional support for general education students. Further support is provided by a team of professionals including a Speech Pathologist, Social Worker, Reading Specialist, Resource Room teacher, and School Psychologist.



Defer staff is committed to the district vision – One GP: where *everyone* learns, *every* day. Academic success and learning continues to be the focus at Defer School where our goal is to grow lifelong learners. Our staff uses a wide variety of instructional strategies and materials as we consider a student's ability, ways of learning, 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 staff meets through the use of common planning time and in Professional Learning Communities to review student achievement data and to develop plans for both support and enrichment.

Defer is a part of the Positive Behavior Intervention Support program, provided by a grant through Wayne County RESA. PBIS is a pillar of our school. Each day our students pledge to be respectful, responsible, and safe. They are pledging to make Defer an outstanding learning environment for all. Common expectations and language help our entire school be ready for learning each day.

The Defer staff and community believe all students should be given the opportunity to lead. We want all students to be leaders of their learning, and leaders in our school. From Kindergarten through 5th grade, students keep leadership binders in which they track their work and set goals for improvement. They are leading themselves based on their own data. We have leadership opportunities in each grade for our students from logging-on the kindergarteners in the computer lab, to distributing milk in the lunch room, to being the voice of the 5th grade promotion – we believe all students grow in self-worth and feel more connected to their school, when they are leaders for that school. With support from the Grosse Pointe Foundation for Public Education, Defer is also becoming a *Leader in Me* school.

The community is one of our school's greatest assets. They are committed to the education of all Defer students. The PTO is there to support and provide opportunities for all of our students from the children needing help with school supplies, to purchasing technology for each grade. They focus on building community and organize many fun family activities. Our school is a better place for all students because of our caring 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.

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:

96%

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
20090 Morningside
Grosse Pointe Woods, 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filling the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:
<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.

Principal Lisa Rheume ·

15425 Kercheval · Grosse Pointe Park, MI 48230 · Phone: 313-432-4000 · RheumL@gpschools.org

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.

Percentage of Parents Participating in Parent-Teacher Conferences:

2016-17
99% (314 Students)
2015-16
100% (300 Students)

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. 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 click the FERPA directory information button during K-12 online registration.

Core Curriculum

The Grosse Pointe Public School System's 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.

During the 2016-17 school year, EPLC led the curriculum review for English Language Arts, Math, Science, Lifeskills, Drama, Multi-Tiered System of Support, Art, Counseling 6-12, Physical Education/Health K, Inter-Departmental Technology, and TV Production. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. During the 2017-18 school year, the following curricular areas will be in the review process:

- K-12 English Language Arts (Phase 2-construction of goals and objectives)
- K-12 Mathematics (2)
- K-12 Science (2)
- K-12 Art (2)
- Drama (2)
- Lifeskills (2)
- Multi-Tiered System of Support (2)
- PE/Health (2)
- TV Production (2)
- K-12 Performing Arts (Phase 1-study)
- K-12 World Languages (1)



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, Every Day 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 – 5. 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:** Increasing student math achievement across all grades as measured by the M-STEP and NWEA as well as math fact mastery in 4th and 5th grade. Differentiated math instruction including grade-skipping, focused math interventions through Title 1, sixty minute daily math instruction, and fact fluency practice are integral to the plan.
- **Writing:** All students will improve their writing achievement. Daily opportunities to write through the Units of Study as well as writing opportunities in cross-curricular areas (Math, Science, Social Studies) will be central to this achieving this goal.
- **Leadership:** All students will become leaders of their instruction and will have opportunities to be leaders at Defer. Students are keeping leadership notebooks to track their progress, analyze their data, and set goals. Students have opportunities to be classroom, grade-level, or building level leaders.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
16-17	65% (44%)	64%	67%	16-17	74% (44%)	75%	72%	16-17	88% (51%)	93%	85%
15-16	85% (46%)	88%	81%	15-16	77% (46%)	83%	71%	15-16	80% (51%)	87%	74%

M-STEP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
16-17	53% (47%)	55%	52%	16-17	62% (42%)	61%	62%	16-17	52% (35%)	50%	54%
15-16	67% (45%)	56%	78%	15-16	61% (44%)	59%	63%	15-16	43% (34%)	39%	47%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
16-17	36% (15%)	25%	45%
15-16	22% (15%)	21%	23%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
16-17	47% (22%)	45%	49%
15-16	26% (19%)	19%	32%

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 parenthesis for comparison to school results.

2016-17 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	100%	100%	Not Tested	Not Tested	100%	100%	Not Tested
4	100%	98%	100%	Not Tested	100%	100%	100%
5	100%	100%	Not Tested	100%	100%	100%	Not Tested

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each test area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
16-17	100	100	100	100	100	100	67	68	67	64	63	66	82	90	76
15-16	92	93	90	100	100	100	75	76	74	77	83	71	74	71	77
14-15	83	92	78	90	92	88	94	90	97	71	90	56	65	83	55

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
1	16-17	74	80	66	76	81	70
	15-16	80	81	75	80	80	81
	14-15	69	81	59	78	84	74
2	16-17	82	80	84	79	77	85
	15-16	75	75	75	78	75	80
	14-15	74	68	79	75	65	82
3	16-17	78	77	79	76	69	82
	15-16	80	78	82	77	70	82
	14-15	69	69	69	65	68	62
4	16-17	75	71	78	65	54	74
	15-16	73	68	76	61	59	63
	14-15	67	72	62	66	65	66
5	16-17	78	80	77	69	69	70
	15-16	71	70	72	69	59	76
	14-15	67	67	67	75	73	77

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

