



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Defer 2014-15 Annual Report

Introduction

Defer Elementary is a dynamic and joy-filled school where learning is celebrated each day. We value the broad diversity in our learning community and embrace the variety of experiences our students bring. The dedicated and skilled Defer staff partners with students and parents to provide experiences that allow *Defer Dragons* to grow. Our students work hard and we celebrate their successes. Together, as a building, we participate in these learning and community building experiences:

- Continued Implementation of new Reading and Writing Units of Study at all grade levels and Everyday Math at the Kindergarten level.
- Fact Mastery – Defer students worked hard to master the Math Facts as part of our school-wide SMART goal!
- Monthly *PBIS Reward Parties* and weekly *Dragon Dollar Winners* recognizing the three *pillars* of behavior – respect, responsibility, and safety at Defer.
- Leadership – All staff is incorporating 4 aspects of leadership in the classroom: teaching the 7 Habits of Happy Children, creating *Wildly Important Goals*, use of student leadership binders, and providing assembly leadership opportunities.
- Monthly cross-grade *Dragon Den* meetings helping to build a strong sense of community.
- Fifth grade students provide service to our school community through safety patrol, service squad, Green Squad for recycling, and Art Club.
- Fourth and fifth grade students are a part of our *Student Mentor* program and provide instructional support to students in Kindergarten, first, and second grade.
- Our students, staff, and community worked to earn ‘Emerald’ status within the Michigan Green school initiative.
- Defer Student Council sponsored *Hunger Games*, a school-wide food drive to feed our own Defer families. Defer was the 1st elementary school to receive the *Caught in the Act of Giving* award from the GP Foundation.
- Defer’s generous PTO provided lunchtime enrichment activities, holiday craft fair, two book fairs, and assemblies – all of which enriched the learning program. For the 2015-2016 school year PTO has funded sets of Chromebook for our 3rd – 5th grade students.
- *Genius Hour* and *Innovation Day* – These learning opportunities based either on personal interests or problem-based learning gave students real world opportunities to research and then present their learning in a variety of formats.
- *Reading Rally* – Informational night for 3rd grade parents in which reading strategies for home were shared, readers’ theater was enacted, and a student book club was started.
- *Curriculum-based field trips* – Greenfield Village and the One-Room School House, Lansing, Morley Candy, Huron Clinton Metro Park, and numerous musical productions given by both the middle schools and high schools in Grosse Pointe.



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:

96.49%

MDE Scorecard

Defer earned a Yellow designation on the 2014 MDE Scorecard (replacing AYP).

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, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing 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://wdrobcolp01.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.

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:

2014-15

100% (305 Students)

2013-14

100% (344 Students)

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

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 2014-2015 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6th thru 12th grade social studies and adolescent health curricula are still under development.

During the 2015-2016 school year, the following curricular areas will begin the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 Physical Education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production

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), state (M-STEP testing), and local (Grosse Pointe Writing, Fountas and Pinnell reading testing, and Math Fact Mastery) assessments in addition to their daily performance and participation in class. As part of our School Improvement Plan, our Defer staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum in determining our areas of greatest need for continued improvement. Through the work of our Professional Learning Community, the School Improvement Team, and grade level and support staff, specific goals and strategies have been identified to address these areas of need. We have targeted the following areas:

- Improvement in reading across the curriculum, informational reading in Science and Social Studies
- Improvement in writing across the curriculum with a focus on the *5 In/5 Out* skill expectations for each grade
- Improvement in math across the curriculum including fact mastery
- Participation in the Positive Behavior Intervention Support System focusing on overall school climate emphasizing respect, responsibility, and safety
- Incorporating *leadership* into the philosophy of Defer and providing training and opportunities in all classrooms to employ leadership skills
- Differentiated instruction to improve learning for all Defer students
- Incorporation of technology in all subject areas

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

M-STEP Results will be shared when they are released (anticipated October 2015)

MEAP READING 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
13-14	73%	77%	68%	13-14	84%	82%	84%	13-14	85%	92%	77%
12-13	80%	80%	80%	12-13	85%	87%	82%	12-13	89%	97%	82%
11-12	78%	82%	74%	11-12	86%	97%	74%	11-12	86%	89%	84%

MEAP 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
13-14	44%	42%	45%	13-14	72%	59%	78%	13-14	75%	87%	63%
12-13	61%	52%	66%	12-13	75%	84%	65%	12-13	80%	86%	74%
11-12	68%	71%	66%	11-12	71%	76%	67%	11-12	70%	67%	73%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	37%	38%	36%
12-13	30%	33%	26%
11-12	23%	17%	30%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	67%	73%	64%
12-13	74%	87%	59%
11-12	65%	76%	54%

NOTE: MEAP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

NOTE: Social Studies test was moved to grade 6 and is reported by the middle schools.

2013-14 MEAP Percentage of Students Tested							
Grade	MEAP Reading	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	100%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	100%	100%	100%	Not Tested	100%	100%	Not Tested
5	97%	Not Tested	97%	100%	100%	100%	100%

NOTE: Total with Other Tests refers to the percentage tested with either MEAP, MI-ACCESS or MEAP-ACCESS (alternative state tests) 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
14-15	83	92	78	90	92	88	94	90	97	71	90	56	65	83	55
13-14	100	100	100	98	100	97	94	100	88	80	86	77	80	92	68
12-13	98	100	96	94	100	88	89	96	85	75	84	66	78	89	68

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	14-15	69	81	59	78	84	74
	13-14	71	74	68	76	67	83
	12-13	59	69	50	67	69	65
2	14-15	74	68	79	75	65	82
	13-14	64	72	55	66	70	60
	12-13	66	72	58	67	68	66
3	14-15	69	69	69	65	68	62
	13-14	66	73	59	67	64	70
	12-13	73	75	72	79	77	80
4	14-15	67	72	62	66	65	66
	13-14	70	71	69	76	72	77
	12-13	70	72	68	73	69	77
5	14-15	67	67	67	75	73	77
	13-14	68	73	62	73	75	71
	12-13	75	81	69	79	83	75

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

