



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Monteith 2016-17 Annual Report

Introduction

Monteith Elementary is located in heart of Grosse Pointe Woods and is the largest of the 9 Grosse Pointe Elementary Schools. It was the home to 442 outstanding students this past year in grades Kindergarten through 5th. During the 2016-17 school year, we also welcomed Preschool students from the district's tuition based program. It was a wonderful experience having younger students join our community and we look forward to continuing the program this year.

The Monteith staff works very hard to provide all our students outstanding learning opportunities. Teachers and support staff collaborate and openly communicate to create an environment that encourages a love for learning. Our school community believes it is critical to encourage learning inside and outside the classroom walls. The staff is committed to our students' needs and believes in the guiding principles of our GPPSS Strategic Plan: Collaboration, Compassion, Embracing Diversity, Innovation, Integrity, Global Awareness, Perseverance. Our students are academically successful because of the compassion, integrity, innovation and collaboration of our teachers. Our staff embraces and celebrates the diversity of our learners by using a variety of instructional strategies and methods to address their needs and pique their learning interests. Monteith's staff is dedicated to meeting the academic and social emotional needs of our students, and believes that true learning takes place when a student is intrigued and encouraged to use prior knowledge and explore new ideas. For this to happen, it is important to establish positive relationships with students, while creating a community where students have relationships with each other. This builds trust and truly benefits our school atmosphere. Our focus remains on:

- Building relationships that support a culture of learning
- Motivating and creating a love for learning
- Maximizing instructional time
- Increasing student engagement, empowering students to be life-long learners



Monteith faculty and students want everyone to know that when they come here they are welcomed into an incredible learning community that celebrates the whole child. Monteith offers a variety of programs that include: Positive Behavior Intervention Support programs (PBIS) focused on creating student leaders who are Respectful, Responsible, and Safe; Culture Committee that sponsors a beautiful event in February showcasing our diverse culture; Green Team that promotes recycling and keeping the school clean; School-wide Mindfulness Program; MTSS collaboration, creating a tiered approach to interventions; Band and Orchestra; Safety and Service; numerous Student Council Outreach activities, LINKS and mentor program utilizing peer support; exceptional vocal and instrumental music concerts; technology improvements to enhance curriculum; school-wide support for the American Heart Association's Jump Rope for Heart that focuses on lifelong health; active participation in Field Day by all, Great Kindness Challenge; daily video announcements; Autism Awareness Month; fifth grade promotion ceremony; One Book/One School; and many more!

Our parents, volunteers and PTO continue their support, providing assistance in the classroom setting, on field trips, as room parents, and fundraising to provide enrichment for the students. Their continued support provides additional social, emotional, and academic encouragement for students. A small sample of the various activities the PTO has provided includes: Fall Outdoor Movie Night, Milk and Bookies Reading Night, United Way Pumpkin Contest, Fun Run Fundraiser promoting good health, Book Fair, Ice Cream Social, Go Green – Printer Cartridge Recycling, Teacher Appreciation, and numerous activities to support academic and social aspects. The Monteith Learning community reaches beyond the walls of the school. Our learning community is so rich because of the support and *Kindness* of our families and community members. We believe Kindness is the true key to happiness and to building lifelong learners. With the support of our community, we are able to reach all students.

Mission Statement

The mission of Monteith is to provide all students with a quality educational program. To fulfill this mission, we nurture and guide our students to become empathetic individuals who will develop a sense of self-worth with an intrinsic motivation to become life-long learners. We will approach our mission with a universal belief that all students can achieve academically and socially.

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 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:

<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.

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 policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2016-17
100% (442 Students)
2015-16
100% (463 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 (MTSS), Art, Counseling 6-12, Physical Education/Health, 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)
- K-12 Mathematics (2)
- K-12 Science (2)
- K-12 Art (2)
- Drama (2)
- Lifeskills (2)
- MTSS (2)
- PE/Health (2)
- TV Production (2)
- K-12 Performing Arts (Phase 1)
- 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

Monteith students continue to exhibit exceptional academic achievement and success through the evidence provided through unique and challenging classroom lessons. Students know that learning is a process and that it about the experience and the results. Throughout the year students participate in standardized testing that helps show growth and achievement such as NWEA testing in Math and ELA, M-STEP testing, and Grosse Pointe Writing, and Fontas and Pinnell Reading. As a part of our School Improvement Plan, Staff uses planning and professional development time to collaborative review and analyze student achievement data to help focus on student strengthens and learning opportunities. Teachers are always learning and growing as instructional leaders for our students and they work hard to set goals and expectations to help our students grow as learners. This year our staff's focus areas were the following:

Reading: Our goal is to increase student reading achievement across all grade levels, and to increase the percentage of students showing growth in Foundational Skills (K-2) and Informational Text (3-5) on the NWEA test. Our plan includes using small group instruction that is flexible and skill based, Lexia, Spelling Connections, ELA Units of Study, providing reading support for identified students, and having students explore a variety of genres of text.

Math: Increasing student math achievement across all grades as measured by NWEA focusing on Numbers and Operations to build a strong foundation. Our plan includes Differentiated math instruction including tiered math interventions that are focused on individual math skills, sixty minute daily math instruction, and fact fluency practice and using Everyday Math with fidelity.

Writing: All students will enhance their writing abilities through a clear understanding of the writing process. In order to do this our teachers focused on creating a continuum of writing that builds on skills learned in earlier grades. Teachers provide opportunities to write throughout all writing curriculum areas (Reading, Math, Science, Art, Music, Library and Social Studies). The collaboration of teachers and staff members is critical to seeing this continual growth in our students.



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	79% (44%)	80%	76%	16-17	64% (44%)	58%	68%	16-17	89% (51%)	88%	90%
15-16	63% (46%)	62%	65%	15-16	82% (46%)	80%	85%	15-16	81% (51%)	83%	79%

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	61% (47%)*	61%	62%	16-17	57% (42%)	45%	66%	16-17	55% (35%)	48%	65%
15-16	65% (45%)*	63%	67%	15-16	70% (44%)	59%	85%	15-16	60% (34%)	61%	60%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY				M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male
16-17	19% (15%)	16%	22%	16-17	40% (22%)	31%	53%
15-16	17% (15%)	11%	25%	15-16	36% (19%)	29%	43%



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 Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	95%	95%	Not Tested	Not Tested	99%	99%	Not Tested
4	97%	97%	96%	Not Tested	100%	100%	99%
5	97%	97%	Not Tested	97%	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	93	87	97	100	100	100	56	66	43	43	55	33	78	79	78
15-16	87	90	82	97	100	92	80	91	69	68	74	60	77	85	69
14-15	71	77	63	100	100	100	95	96	93	70	81	60	61	72	51

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Monteith Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	16-17	54	51	56	58	47	69
	15-16	51	52	50	56	56	57
	14-15	54	59	45	69	66	73
2	16-17	63	65	61	70	71	69
	15-16	61	63	58	61	61	62
	14-15	68	68	68	75	70	79
3	16-17	56	58	53	49	45	55
	15-16	54	53	55	58	56	60
	14-15	59	56	64	64	55	73
4	16-17	53	52	54	54	51	56
	15-16	63	61	65	62	55	71
	14-15	57	58	56	71	69	73
5	16-17	65	61	70	61	54	69
	15-16	69	69	68	69	66	72
	14-15	71	71	71	80	80	80

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

