



Wyandotte Public Schools

“Educate – Inspire - Empower”

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734-759-6020; bowersb@wy.k12.mi.us

March 26, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Monroe Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Monroe Principal, Vicki Wilson, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HOIQUO> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Our M-STEP data has inconsistencies that challenge us as we see increases and declines at all levels. At Monroe Elementary School we continue to engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language to seek ways to improve. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment in ELA and mathematics three times a year to track individual student growth and expected achievement progress. Our students are also assessed in reading levels in DRA2 and/or IRI to identify if they are reading at, above, or below grade level. Using these reports, teachers establish individualized goals and instructional plans for our students. Student's below grade level in reading receive an iRIP (Individual Reading Intervention Plan). The first two years of the

639 Oak Street • Wyandotte, Michigan • 48192 • 734.759.5000 • FAX 734.759.6009 • www.wyandotte.org

It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

MSTEP Assessment showed a decline in our student assessment scores at our school. Year three and four, we see some ups and downs in our scores. To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed and viable curriculum in ELA and Math, creating quality common formative assessments to measure mastery in our essential learnings, and engaging in focused professional development in PLCs and researched based best practices in instruction. We continue to evaluate and implement our 2016-2020 School Improvement Plan (SIP) that prioritizes the instructional shifts of the Common Core State Standards (CCSS). Additionally, we have made changes and continue to grow our MTSS system and Response to Intervention to address actions that revision to better align with research based best practices in education.

State law requires that we also report additional information.

1. School Assignment: Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency - geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers). Limited Open Enrollment - parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.
2. School Improvement Status: Monroe Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Monroe Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading, writing, mathematics, science, and social studies. Our organizational goal is to increase positive school climate. We launched a new School Improvement Plan this year that we will use a plan, do, study, act approach for implementation through 2020.
3. Curriculum: The District has implemented the Common Core State Standards (CCSS) as its curriculum and each school is in the process of prioritizing the standards to develop a guaranteed and viable curriculum. Our eventual goal is to develop a district guaranteed and viable curriculum in all content areas in our PLC work. In 2017-2018, a district committee has created a guaranteed and viable curriculum for elementary ELA based on district priorities from the CCSS. Currently, a committee is identifying the guaranteed and viable curriculum for elementary mathematics. The CCSS can be found at www.corestandards.org.
4. Student Achievement: Student achievement is measured in numerous ways by Monroe Elementary Staff. All our 3-5th grade students participate in Michigan's MSTEP testing. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessment; and various common formative and common summative assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in 2014 when the assessment transitioned to M-STEP and initiating deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice. In the fourth and fifth year of our PLC work, we are beginning to see small gains in achievement that we expect to continue as we continue to grow and develop in our PLC work.
5. Parent-Teacher Conference Data: The 2016-2017 school year data shows 99% of Monroe parents attending Parent-Teacher Conferences in the fall and/or spring. The 2017-2018 school year data shows 98% of Monroe parents attending Parent-Teacher Conferences in the fall and/or spring.

The staff, students, and parents of Monroe Elementary believe in working together to ensure high levels of academic growth and success for all our students. The vision and mission of our district and school is strong. I congratulate all the students and stakeholders of Monroe Elementary School in the district of Wyandotte for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

Vicki Wilson

Vicki Wilson
Principal
Monroe Elementary School
1501 Grove Street
Wyandotte, MI 48192