



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Monteith 2019-20 Annual Report

Introduction

Monteith Elementary is located in the heart of Grosse Pointe Woods. Monteith is the largest of the nine Grosse Pointe Elementary Schools and was the home to 450 outstanding Monteith students this past year in grades Young Fives through Fifth Grade. During the 2019-20 school year, we also had one full day Pre-Kindergarten and a half-day Preschool and Pre-K classes from the Barnes tuition based program. We love having the younger students in our school because it opens up opportunities for our older students to help and become role models for the younger students. The Monteith staff work very hard to provide all our students outstanding learning and leadership opportunities. The teachers and support staff work together through collaboration and open communication to create an environment that encourages a lifelong love for learning. Our learning community believes it is critical to encourage learning to take place inside and outside the classroom walls.



The Monteith staff is committed to the needs of our students and believes in the guiding principles of our Grosse Pointe Public Schools Strategic Plan: Collaboration, Compassion, Embracing Diversity, Innovation, Integrity, Global Awareness, and 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 meet their learning interests. The Monteith staff is extremely dedicated to meeting the Academic and Social Emotional needs of our students, the staff 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 continued focus is as follows:

- ⇒ 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 when they come to Monteith they are welcomed into an incredible learning community that celebrates the whole child. Monteith offers a variety of programs that include: *Leader in Me* which is focused on personal growth and building student leaders; *Positive Behavior Intervention Support programs (PBIS)*, which is focused on creating student leaders who are being *Respectful, Responsible, and Safe*; *The Green Team*, helps to promote recycling and keeping the school clean; *MTSS* collaboration, creating a tiered approach to interventions; *Band and Orchestra*; *Safety and Service* members serving the school community; numerous *Student Council Outreach* activities, *LINKS* program 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* fundraiser focusing on lifelong health; active participation in *Field Day* by all, *Great Kindness Challenge*; video announcements each morning; *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 additional enrichment for the students. Continued support of the parents and greater community provides additional social, emotional, and academic encouragement for our students. A small sample of the various activities and enhancements the PTO has provided is as follows: 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 of Monteith.

The Monteith Learning community reaches beyond the walls of the school. It learning community is so rich because of the support and Kindness of our families and community members. We believe that Kindness is the true key to happiness and to building lifelong learners and 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: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20

100% (450 Students)

2018-19

100% (412 Students)

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.

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. 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

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.



The GPPSS 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.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, 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

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 do participate in standardized testing that helps to 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 strengths 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, K-2 uses Freckle Math and 3-5 uses the Imagine math program, 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
18-19	57% (45%)	54%	60%	18-19	48% (46%)	51%	44%	18-19	51% (46%)	60%	40%
17-18	44% (44%)	44%	44%	17-18	45% (45%)	50%	38%	17-18	58% (47%)	52%	62%

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
18-19	64% (47%)	50%	74%	18-19	61% (42%)	59%	63%	18-19	53% (35%)	58%	47%
17-18	62% (46%)	64%	59%	17-18	51% (42%)	54%	48%	17-18	49% (34%)	42%	55%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	17% (17%)	21%	13%
17-18	23% (18%)	19%	26%

NOTE: Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 reporting requirements previous years' data is shared here. 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. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when they moved from paper and pencil testing. M-STEP Science was moved to grade 5 in spring 2018. It remained a pilot test in spring 2019 and is not reported. [State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.](#)

2018-19 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Social Studies with Other Tests
3	95%	95%	Not Tested	Not Tested	98%	98%	Not Tested
4	99%	99%	Not Tested	Not Tested	99%	99%	Not Tested
5	97%	94%	N/A	96%	100%	97%	99%

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
18-19	79	91	72	93	92	94	82	85	80	71	83	56	70	90	43
17-18	54	44	61	94	96	92	83	87	78	45	57	28	63	77	51
16-17	93	87	97	100	100	100	56	66	43	43	55	33	78	79	78

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
0	19-20	59	60	58	62	60	63
	18-19	61	58	63	64	56	70
	17-18	60	62	59	66	60	69
1	19-20	64	64	64	57	50	61
	18-19	68	70	67	75	76	74
	17-18	63	50	70	69	50	80
2	19-20	63	67	61	64	68	62
	18-19	64	55	69	64	56	71
	17-18	66	64	67	71	69	73
3	19-20	65	56	71	71	56	80
	18-19	61	60	62	58	51	64
	17-18	55	55	54	55	54	57
4	19-20	55	56	54	60	58	61
	18-19	55	56	55	55	52	59
	17-18	49	55	41	44	45	43
5	19-20	62	65	59	60	61	58
	18-19	59	65	49	56	62	48
	17-18	54	53	54	53	53	53

NOTE: Due to COVID-19, 2019-20 data is from the winter test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

