



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: 93%

Percentage of Parents Participating in Parent-Teacher Conferences:

2023-24

97% (443 Students)

2022-23

100% (481 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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Monteith 2023-24 Annual Report

Introduction

Monteith Elementary, nestled in the heart of Grosse Pointe Woods, serves a diverse community encompassing Grosse Pointe Woods, Grosse Pointe Farms, Grosse Pointe Shores, and Harper Woods. This diversity fosters a rich learning environment where students can thrive together. Monteith is the largest of the seven Grosse Pointe Elementary Schools, accommodating 462 compassionate, empathetic, and hardworking students who are supported daily by dedicated teachers, staff, and families.

Our school caters to students from Young Fives through Fourth Grade, creating opportunities for older students to act as role models and mentors for the younger ones. We firmly believe in the value of each individual, as expressed by Mr. Rogers: "As human beings, our job in life is to help people realize how rare and valuable each one of us really is." This ethos is evident in the Monteith community, where every child's uniqueness is celebrated and nurtured.

Monteith Elementary is committed to the guiding principles of Grosse Pointe Public Schools' Strategic Plan, emphasizing Collaboration, Compassion, Embracing Diversity, Innovation, Integrity, Global Awareness, and Perseverance. Our staff uses various instructional strategies to cater to the diverse needs of our students, ensuring both academic success and social-emotional growth. Building positive relationships and creating a supportive community are essential components of our educational approach.

We offer numerous programs and initiatives to enhance student learning and development. These include:

- **Leader in Me:** Focused on personal growth and building student leaders.
- **Positive Behavior Intervention Support (PBIS):** Encourages students to be Respectful, Responsible, and Safe.
- **The Green Team:** Promotes recycling and environmental responsibility.
- **MTSS Collaboration:** Provides tiered interventions for student support.
- **Safety and Service Members, and Student Council:** Foster leadership and community involvement.
- **LINKS Program:** Utilizes peer support for mentoring.
- **Vocal music Concerts, Technology Improvements, and Various Fundraisers:** Enhance the overall educational experience.
- **Events like the Book Fair, Summer celebration, Fall Outdoor Movie Night, Glow Dance, Field Trips and Field Day:** Promote community bonding and student engagement.

The active involvement of parents, volunteers, and the PTO is instrumental in enriching the educational experience at Monteith. Their contributions, whether through classroom assistance or organizing events, significantly impact the academic and social well-being of our students. Initiatives such as Go Green – Recycling and Earth Clean Up teach valuable lessons about environmental responsibility, further extending learning beyond the classroom.

Monteith Elementary is a place where kindness and community are at the forefront. The support from our PTO and the broader community creates a nurturing environment that allows every student to flourish. By emphasizing kindness as a core value, we are not only building strong academic foundations but also nurturing compassionate individuals who will positively contribute to society.

Our commitment to academic excellence is reflected in our School Improvement Plan, focusing on continuous growth in Reading, Math, and Writing. Through standardized testing and data analysis, our staff collaborates to set goals and develop strategies that support student achievement. This year, we are emphasizing foundational reading skills, differentiated math instruction, and comprehensive writing processes to ensure that all students enhance their learning experiences across all subjects.

Monteith Elementary is a welcoming, inclusive learning community that celebrates the whole child. Our dedication to creating a positive, enriching school environment ensures that every student receives the encouragement and support needed to succeed academically, socially, and emotionally.



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

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5-7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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 is 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 Fountas 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 (3-4) 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 grades 3-4 use the Imagine math program, sixty-minute daily math instruction, and fact fluency practice 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)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	63% (40%)	70%	56%	100%	23-24	58% (43%)	60%	56%	99%
22-23	51% (41%)	50%	53%	99%	22-23	66% (43%)	63%	68%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	48% (43%)	48%	49%	100%	23-24	53% (39%)	48%	59%	100%
22-23	53% (44%)	50%	55%	99%	22-23	43% (39%)	34%	51%	99%

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 parentheses for comparison to school results.](#) The percentage tested is with either M-STEP



STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
23-24	50	68	36	77	80	75	73	87	60	54	58	50
22-23	61	58	62	83	92	75	83	88	78	40	45	35
21-22	82	91	74	88	98	77	74	80	69	39	50	32

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	23-24	64	77	53	71	74	68
	22-23	60	66	55	69	69	68
	21-22	49	48	50	54	46	58
1	23-24	64	65	62	61	59	62
	22-23	67	63	69	66	51	73
	21-22	67	77	57	73	76	68
2	23-24	62	56	65	66	54	73
	22-23	65	72	58	67	72	62
	21-22	60	62	58	58	56	60
3	23-24	66	72	59	69	71	67
	22-23	66	68	64	64	61	67
	21-22	61	62	60	56	52	60
4	23-24	62	66	57	73	73	73
	22-23	55	56	53	47	44	50
	21-22	57	68	51	66	70	64

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

