

## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

# Monteith 2024-25 Annual Report

## Introduction

### Monteith Elementary

Where Kindness, Community, and Learning Flourish

Monteith Elementary, nestled in the heart of Grosse Pointe Woods, serves families across Grosse Pointe Woods, Grosse Pointe Farms, Grosse Pointe Shores, and Harper Woods. Our diverse community creates a rich learning environment where students thrive together.

As the largest of the seven Grosse Pointe elementary schools, Monteith is home to 457 compassionate, empathetic, and hardworking students supported daily by our dedicated teachers, staff, and families.



### A School That Inspires Growth

From Young Fives through Fourth Grade, Monteith provides a strong academic foundation and offers opportunities for older students to mentor younger peers through various in-school programs. Guided by the belief of Mr. Rogers — “As human beings, our job in life is to help people realize how rare and valuable each one of us really is” — we celebrate and nurture every child’s uniqueness. We strive to help children be the best for the world, not worrying about being the best in the world.

We proudly embrace the values of the Grosse Pointe Public Schools Strategic Plan:  
Collaboration | Compassion | Embracing Diversity | Innovation | Integrity | Global Awareness | Perseverance

### Programs & Opportunities That Make a Difference

- PBIS (Positive Behavior Intervention Support): Encouraging students to be Respectful, Responsible, and Safe
- Green Team: Recycling and environmental responsibility in action
- MTSS Collaboration: Targeted interventions to support all learners
- Student Leadership: Safety & Service Members, Student Council, Green Team, and LINKS peer mentoring
- Enrichment: Vocal music concerts, technology initiatives, Art AfterSchool, Golf AfterSchool, Chess AfterSchool, and Fundraisers to expand learning
- Family Events: Book Fair, Summer Celebration, Movie Night, Glow Dance, Family Game Night, Field Trips, and Field Day
- Parents, volunteers, and our Active PTO play a vital role in organizing events, supporting classrooms, and modeling service for our students.

### Academic Excellence & Whole-Child Learning

Monteith is dedicated to continuous growth in Reading, Math, and Writing through our School Improvement Plan. This year’s focus includes:

- Building strong foundational reading skills
- Using differentiated math instruction
- Strengthening the writing process across all subjects

Our commitment ensures success not only academically, but also socially and emotionally.

### A Community Built on Kindness

Monteith is more than a school — it’s a family. Kindness and community are at our core, creating a nurturing environment where every child feels valued and supported. Together, we are raising compassionate individuals who are prepared to make a positive impact on the world.

Come see why Monteith Elementary is the place where every child learns, leads, and belongs!

### 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:

2024-25  
100% (457 Students)  
2023-24  
97% (443 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.

## 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](http://www.gpschools.org) under School Board - Policy or <http://wcdrobcolp01.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. GPPSS 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 engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: One Inclusive Community Learning Together**, and our **Mission: Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities**. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students.

The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review & study (now Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

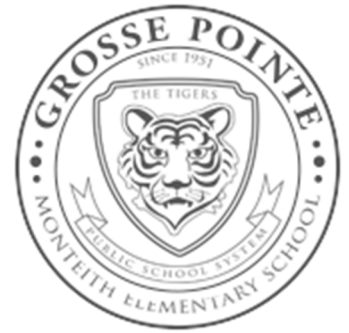
## School Improvement Plan

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
24-25	49% (37%)	42%	53%	100%	24-25	63% (43%)	48%	71%	100%
23-24	63% (40%)	70%	56%	100%	23-24	58% (43%)	60%	56%	99%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	56% (42%)	67%	45%	99%	24-25	55% (39%)	53%	57%	100%
23-24	48% (43%)	48%	49%	100%	23-24	53% (39%)	48%	59%	100%

**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 or MI-ACCESS (alternative state test) in each area.



## 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
24-25	68	85	55	85	95	77	67	61	70	45	56	33
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

## 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	24-25	67	75	57	66	68	64
	23-24	64	77	53	71	74	68
	22-23	60	66	55	69	69	68
1	24-25	70	79	63	64	67	61
	23-24	64	65	62	61	59	62
	22-23	67	63	69	66	51	73
2	24-25	66	69	63	66	68	65
	23-24	62	56	65	66	54	73
	22-23	65	72	58	67	72	62
3	24-25	61	57	63	72	62	76
	23-24	66	72	59	69	71	67
	22-23	66	68	64	64	61	67
4	24-25	58	67	50	64	65	62
	23-24	62	66	57	73	73	73
	22-23	55	56	53	47	44	50

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

