

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Monteith 2013-14 Annual Report

Introduction

Monteith elementary is located in Grosse Pointe Woods.
Student Population: 501 students with 260 female and 241 male.

Mission Statement

The mission of Monteith Elementary School 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.

Student Average Attendance Rate:

96.89%

MDE Scorecard

Monteith earned a yellow designation on the MDE Scorecard (replacing AYP) and is a Reward School.

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, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filling the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than 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 on nondiscrimination, visit:
<http://wdcrobcop01.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.

During the 2013-14 school year, Monteith's staff successfully provided our students with many exceptional learning opportunities. The faculty and community are to be commended for their hard work and dedication to our students.

"A quality teacher-student relationship means more than the combined power of all teaching and discipline techniques known to humankind." Love and Logic Teacher-ism

Monteith resembles this quote! Establishing positive relationships with our students, while creating a community where students have relationships with each other, truly benefits our school atmosphere. Quality teacher-student and student-student relationships increase effectiveness of classroom management and instruction. They also makes everyone's experience more enjoyable. We are fortunate to work with a faculty that views positive relationships as the most important consideration within their classrooms, creating environments where students want to spend their days. 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**

The Monteith Faculty wants every person who walks through our doors to believe that they are going to have an amazing experience!

Points of Pride for our school: Diversity Committee, Green Team, Positive Behavior Intervention Support programs focused on creating student leaders who are Being Respectful, Responsible, and Safe, RTI collaboration, creating a tiered approach to interventions, district wide Honors 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 improvement 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 students, fourth grade Disability Awareness Workshop, school wide Video Announcements each morning, Autism Awareness Month, fifth grade promotion ceremony, One Book/One School and many more!

Our parents and PTO continue their support of Monteith, providing assistance in the classroom setting, on field trips, as room parents, and fundraising to provide enrichment for the students. The continued support of the parents and greater community provides social, emotional, and academic encouragement for our students. A small sample of the various activities and enhancements the PTO has provided the school community is as follows: Family Math Night, Santa's Secret Shop, United Way Pumpkin Contest, Fun Run Fundraiser, promoting good health, Book Fair, Ice Cream Social, Go Green – Printer Cartridge Recycling, Volunteer Appreciation, and numerous fundraisers and activities to support academic and social aspects of Monteith.



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 the 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 in place policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2013-14
100% (501 Students)
2012-13
100% (532 Students)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, 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 complete the Public Use-Directory Information Notice Form available at:

www.gpschools.org

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 2013-14 school year, EPLC led the curriculum review for social studies and library/media.

Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

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.

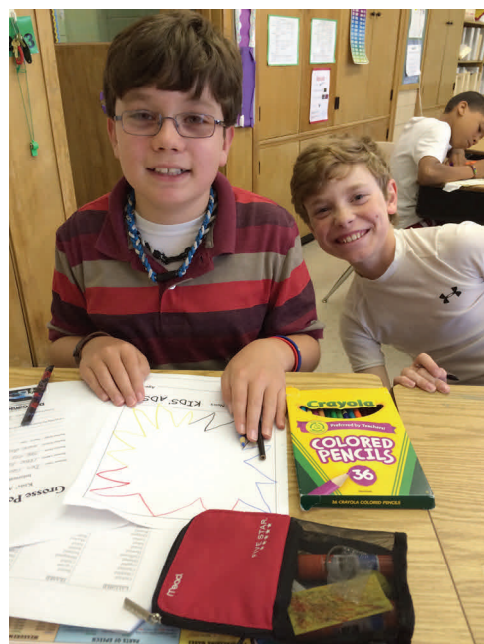
School Improvement Plan

The School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Building wide professional learning communities focus on student progress monitoring and data analysis, which drives instruction and reflects our emphasis on continued authentic assessment of student needs. Our teachers do an exceptional job of utilizing a variety of teaching strategies to meet the needs of a differentiated classroom.

Next 3 year focus - School Improvement Plan:

1. To improve student reading, writing, math, science, and social studies skills (commensurate with ability) and focusing on the Common Core
2. To enhance differentiated instruction by improving staff collaboration and professional development
3. To improve the incorporation of technology in all subject areas and in communication with parents
4. Character Development – Creating student leaders who will demonstrate respectful, responsible, and safe behavior - focusing on diversity, social, emotional and academic development – being leaders of our own learning.

Monteith is a wonderful place built on tradition where students learn and have fun. We are extremely lucky to have teachers and parents who work together for the best interest of children. Thank you for being dedicated to Monteith and each child's ongoing success. Working together we will continue to do great things!



STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING 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
13-14	76%	75%	78%	13-14	94%	95%	94%	13-14	92%	92%	91%
12-13	89%	92%	87%	12-13	84%	85%	83%	12-13	91%	95%	85%
11-12	84%	86%	82%	11-12	82%	89%	73%	11-12	88%	89%	88%

MEAP 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
13-14	56%	39%	71%	13-14	86%	79%	92%	13-14	75%	76%	74%
12-13	73%	71%	74%	12-13	75%	77%	73%	12-13	76%	75%	77%
11-12	58%	56%	62%	11-12	76%	77%	75%	11-12	68%	75%	60%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	30%	29%	31%
12-13	22%	15%	30%
11-12	25%	25%	25%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	81%	87%	76%
12-13	73%	81%	64%
11-12	72%	84%	58%

NOTE: MEAP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

NOTE: Social Studies test was moved to grade 6 and is reported by the middle schools.

2013-14 MEAP Percentage of Students Tested							
Grade	MEAP Reading	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	99%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	98%	98%	98%	Not Tested	100%	100%	Not Tested
5	94%	Not Tested	97%	98%	100%	100%	100%

NOTE: Total with Other Tests refers to the percentage tested with either MEAP, MI-ACCESS or MEAP-ACCESS (alternative state tests) 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
13-14	98.7	100	97.4	95.4	95.9	94.7	94.9	97.2	92.9	88.8	95.0	83.7	72.6	80.4	60.6
12-13	98.9	98.0	100	92.3	90.9	93.3	66.7	70.3	63.8	79.1	93.9	59.5	80.9	85.7	75.0
11-12	97.1	100	94.9	93.9	100	88.9	71.1	73.5	67.6	68.2	82.8	51.9	74.3	82.5	64.6

Grade 1 — Satisfactory includes scores of 3 and 4.

Grade 2-5 — Satisfactory includes scores of 4 through 7.

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	13-14	60	66	56	69	64	73
	12-13	49	51	46	57	51	64
	11-12	47	49	45	62	60	64
2	13-14	65	65	65	70	66	75
	12-13	64	66	63	75	66	80
	11-12	68	73	63	78	79	77
3	13-14	61	57	65	68	58	75
	12-13	65	70	61	73	75	70
	11-12	62	65	58	69	70	68
4	13-14	70	72	68	79	81	77
	12-13	67	67	66	70	71	68
	11-12	62	65	57	67	66	68
5	13-14	66	71	58	71	74	66
	12-13	68	69	66	71	68	74
	11-12	65	71	58	66	67	66

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

