

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Monteith 2015-16 Annual Report

Introduction

Monteith Elementary is located in Grosse Pointe Woods and has a student population of 463, with 247 female and 216 male students. During the 2015-16 school year, Monteith's staff successfully provided all our students many outstanding learning opportunities. An incredible support system, Monteith's staff and community members have worked to create an environment that encourages a love for learning. This learning community believes it is critical to encourage learning to take place inside and outside the classroom walls.



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. It 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**

Monteith faculty and students want everyone to know that when they come to Monteith they are welcomed into an incredible learning community! Monteith *Pointes of Pride* include: Diversity Committee; Green Team; School-wide Mindfulness Program; Positive Behavior Intervention Support programs focused on creating student leaders who are being Respectful, Responsible, and Safe; MTSS collaboration, creating a tiered approach to interventions; GPPSS 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 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 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: Bingo, Reading Night, United Way Pumpkin Contest, Walk-a-thon Fundraiser, promoting good health, Book Fair, Ice Cream Social, Go Green – Printer Cartridge Recycling, Volunteer Appreciation, and numerous activities to support academic and social aspects of Monteith.

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:

96.07%

MDE Scorecard

Monteith earned a Lime designation on the 2016 MDE Scorecard (replacing AYP).

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 filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then 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, visit:

<http://wderobcolp01.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.

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 policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2015-16
100% (463 Students)
2014-15
100% (485 Students)

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

The Grosse Pointe Public School System's core curriculum is developed under the supports 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 2015-16 school year, EPLC along with specific curriculum review teams led the curriculum review for a number of areas such as Mathematics, Science, Art, Counseling and Physical Education. Teachers and community members participating in the review process examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 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:

- To improve student reading, writing, math, science, and social studies skills (commensurate with ability) and focusing on the Common Core
- To enhance differentiated instruction by improving staff collaboration and professional development
- To improve the incorporation of technology in all subject areas and in communication with parents.
- 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 your child's ongoing success. Working together we will continue to accomplish great things!

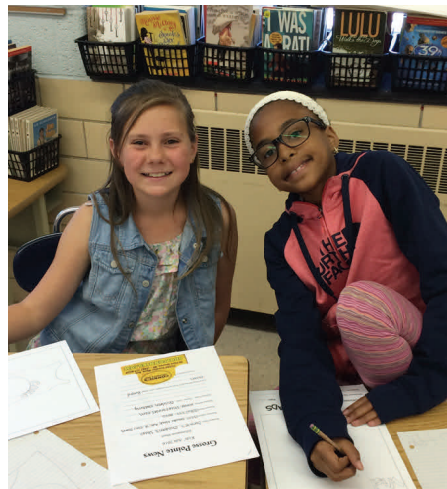


MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

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
15-16	63% (46%)	62%	65%	15-16	82% (46%)	80%	85%	15-16	81% (51%)	83%	79%
14-15	84% (50%)	83%	85%	14-15	80% (47%)	85%	74%	14-15	87% (49%)	88%	85%

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
15-16	65% (45%)*	63%	67%	15-16	70% (44%)	59%	85%	15-16	60% (34%)	61%	60%
14-15	71% (49%)	66%	77%	14-15	71% (41%)	70%	71%	14-15	65% (33%)	63%	67%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	17% (15%)	11%	25%
14-15	6% (12%)	3%	10%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	36% (19%)	29%	43%
14-15	35% (22%)	37%	33%

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 parenthesis for comparison to school results.

2015-16 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested
4	97%	97%	97%	Not Tested	100%	100%	100%
5	100%	100%	Not Tested	100%	100%	100%	Not Tested

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
15-16	87	90	82	97	100	92	80	91	69	68	74	60	77	85	69
14-15	71	77	63	100	100	100	95	96	93	70	81	60	61	72	51
13-14	99	100	97	95	96	95	95	97	93	89	95	84	73	80	61

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	15-16	51	52	50	56	56	57
	14-15	54	59	45	69	66	73
	13-14	60	66	56	69	64	73
2	15-16	61	63	58	61	61	62
	14-15	68	68	68	75	70	79
	13-14	65	65	65	70	66	75
3	15-16	54	53	55	58	56	60
	14-15	59	56	64	64	55	73
	13-14	61	57	65	68	58	75
4	15-16	63	61	65	62	55	71
	14-15	57	58	56	71	69	73
	13-14	70	72	68	79	81	77
5	15-16	69	69	68	69	66	72
	14-15	71	71	71	80	80	80
	13-14	66	71	58	71	74	66

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

