



Wyandotte Public Schools

BOARD OF EDUCATION

Theresa Crnkovich, President – Kathy Kane - Vice President – Kelly Webber, Treasurer - Carrie Martinez, Secretary
Nick Beaven-Parshall, Trustee, Cynthia Kinney, Trustee - Wendy LoCicero, Trustee –
Dr. James Anderson, Superintendent

School Annual Education Report (AER) Cover Letter

February 12, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Monroe Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the building principal, Whitney Schenavar, for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,9476,1691,119, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a universal support school with no label.

At Monroe Elementary we continue to engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language arts to seek ways to improve. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment in reading and mathematics three times a year to track individual student growth and expected achievement progress. Our students are also assessed on independent reading levels in DRA2 to identify if they are reading at, above, or below grade level. Using these reports, teachers establish individualized goals and instructional plans for our students. Students below grade level in reading receive an IRIP (Individual Reading Intervention Plan) and are identified for Tier 2 and/or Tier 3 interventions as needed. The first two years the M-STEP Assessment was administered, we saw a decline in our student assessment scores at our school. In year three and beyond, we see some ups and downs in our scores based on the grade level or subject area you are looking at, but the trend data has stayed consistently in the same range.

One point of pride was the high percentage of Monroe 3rd grade students that earned proficient scores in both ELA and Math. The 3rd graders at our building outperformed both the district and state proficiency scores.

To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed and viable curriculum in ELA and Math, creating quality common formative assessments to measure mastery in our essential learning targets, and engaging in focused professional development and researched based best practices in instruction. In response to learning loss from the pandemic, we have adjusted and focused our guaranteed and viable curriculum to meet the needs of our students. We also have dedicated, uninterrupted intervention blocks built into the school day schedule to address the needs of our students by providing targeted small group instruction on skills where additional support is needed.

Since 2022, we are using the school improvement plan MICIP which is a comprehensive district needs assessment that focuses on the whole child. Additionally, we continue to grow our MTSS system and Response to Intervention to better align with research based best practices in education. One specific change has been the addition of reading specialist interventionists. Preliminary benchmark data shows we are making reading gains. This year in math, we have adopted a new curriculum and while we may see an implementation dip, the program is rated to meet expectations (green rating) in all areas. Our focus this year is on professional development for strong implementation.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

- a. Students in grades K-5 residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency and Limited Open Enrollment. Area Residency refers to the geographic boundaries that have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers). Limited Open Enrollment is the process in which parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School, and in grades 6-8 enroll at Wilson Middle School.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

- a. Monroe Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Monroe Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading, writing, mathematics, science, and social studies. We are also focused on Social Emotional Learning for our school community.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL PROGRAM:

- a. Monroe Elementary School houses students from Young 5s-5th grade. We have just under 370 total students. In addition to our general education population, we have two Act 18 satellite classrooms for students with autism. These classrooms work collaboratively with our general education teachers to



Wyandotte Public Schools

BOARD OF EDUCATION

Theresa Crnkovich, President – Kathy Kane - Vice President – Kelly Webber, Treasurer - Carrie Martinez, Secretary
Nick Beaven-Parshall, Trustee, Cynthia Kinney, Trustee - Wendy LoCicero, Trustee –
Dr. James Anderson, Superintendent

provide inclusive learning environments for all our students. Our students are predominantly Caucasian, and we are a school-wide Title I school. Most of our students qualify as economically disadvantaged. Monroe Elementary is a one-to-one technology school and in addition to student Chromebook, our students have access to technology that fits 21 st century learning expectations. Students in our school have gym, music, art, library, and technology as extracurricular classes.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:
 - a. The District has implemented the Common Core State Standards (CCSS) as its curriculum and our district is continuing the process of prioritizing the standards to develop a district guaranteed and viable curriculum in all content areas in our PLC work. Currently, district grade level teams, led by teachers, meet to update the guaranteed and viable curriculum, pacing, and common formative assessments for elementary ELA and mathematics. The CCSS can be found at <https://corestandards.org/>.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:
 - a. Student achievement is measured in numerous ways by Monroe Elementary staff. All our 3rd-5th grade students participate in Michigan's M-STEP testing. The 2021 M-STEP was given with a parent opt out option. Many students opted out of testing last year. All our 3rd-5th grade students participated in Michigan's M-STEP testing in 2022 and 2023. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessments; and various common formative and common summative assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline when the assessment transitioned from MEAP to M-STEP and initiated deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice. In the fifth and sixth year of our PLC work and three years post-pandemic, we are seeing gains in achievement that we expect to continue as we continue to grow. The greatest gains have been in reading and writing. We are hopeful that with the new math program, we will see a more positive impact in math.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

- a. The 2020-2021 school year data shows only 73% of Monroe parents attended Parent-Teacher Conferences in the fall and/or spring. We attribute this significant decline to the pandemic and remote/hybrid structure and no guests being able to meet face to face in the building. The 2022-2023 school year data shows 95% of Monroe parents attend Parent-Teacher Conferences in the fall and/or spring. The 2023-2024 school year data shows 92% of Monroe parents attended Parent-Teacher Conferences in the fall and/or spring. The staff has worked collaboratively to make efforts to reach those who haven't been able to attend by doing progress check-ins and updating families virtually about how students have been doing in school. We will be offering some additional methods of attendance to ensure we can reach more families at future school year conferences.

The staff, students, and parents of Monroe Elementary believe in working together to ensure high levels of academic growth and success for all our students. The vision and mission of our district and school is strong. I congratulate all the students and stakeholders of Monroe Elementary School in the district of Wyandotte for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

Whitney Schenavar

Principal, Monroe Elementary
1501 Grove St
Wyandotte, MI 48192