



Wyandotte Public Schools

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February 17, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Monroe Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact 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/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-ISD%20Name%20\(ISD%20Code\):Wayne%20RESA%20\(82\)& Entity-District%20Name%20\(District%20Code\):Wyandotte& Entity-School%20Name%20\(School%20Code\):Monroe%20Elementary%20School%20\(02591\)&](https://www.mischooldata.org/annual-education-report/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-ISD%20Name%20(ISD%20Code):Wayne%20RESA%20(82)& Entity-District%20Name%20(District%20Code):Wyandotte& Entity-School%20Name%20(School%20Code):Monroe%20Elementary%20School%20(02591)&) or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status 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 achievement scores at our school. In year three and beyond, we have seen slow, yet consistent growth in both math and reading. Our 4th grade students are currently performing at the highest level, but our 3rd grade students are not far behind. We have seen a drop off in achievement at the 5th grade level, but it has been steadily improving in the past two years.

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 past year in math, we adopted a new curriculum and since implementing that program, we have already seen an increase in math growth and achievement. The new math program is rated to meet expectations (green rating) in all areas. Our focus this year is on professional development for all of our Tier 1 curriculum programs and consistent implementation of these programs in all classrooms buildingwide.

State law requires that we also report additional information. To have this letter meet the state requirements, each school should provide a report for the two most recent years on the following:

1. School Assignment:
 - a. Students in grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways:
 - i. Area of Residency - Geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads and other natural boundaries (creeks, rivers, etc.)



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- ii. Limited Open Enrollment - 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 reported behavior reports.
 - b. 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: Not applicable
 - a. Monroe Elementary School houses students from Young 5s-5th grade. We have just under 330 total students. In addition to our general education population, we have three Act 18 satellite classrooms for students with autism. We also have an ASD resource room and general education resource room to support our special needs population. These classrooms work collaboratively with our general education teachers to 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 21st century learning expectations. Students in our school have gym, music, art, library, and technology as extracurricular classes.
 4. Curriculum: The District has implemented the Common Core State Standards (CCSS) and Michigan content standards as its curriculum and continues the process of prioritizing standards to develop a guaranteed and viable

curriculum across all content areas through its 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 district curriculum can be found at <https://wpsd-8013.chalk.com/public>. The CCSS can be found at www.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. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA); 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 sixth and seventh year of our PLC work, and four years post-pandemic, we are seeing gains in student growth, and we are getting closer to the achievement goals the district and state has set for students. Most recently, our math achievement scores were within 6% points of the expected state targets. While we have made progress in both reading and math, our reading achievement is still lower than we would like it to be. We expect to close the gap as we continue to grow as instructional teams, and get more comfortable in implementing updated curriculum materials.
6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences:
 - a. The 2022-2023 school year data shows 95% of Monroe parents attended 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 2024-2025 school year saw a decline in fall conference attendance with only 85% attending in-person conferences. 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. Teachers also reached out to any parents that didn't attend over the phone to discuss their children's



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progress and areas to focus and practice more at home. We were able to reach most of the remaining 15% by doing that. We will be offering some additional methods of attendance during the spring conference session 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
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Wyandotte, MI 48192