

# School Improvement Plan

School Year: 2012 - 2013

School District: Grosse Pointe Public Schools

ISD/RESA: Wayne RESA

School Name: Robert Trombly Elementary School

Grades Served: K,1,2,3,4,5

Mr. Walter Fitzpatrick

Building Code: 03237

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# School Information

School:	<b>Robert Trombly Elementary School</b>
District:	<b>Grosse Pointe Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>03237</b>
City:	<b>GROSSE POINTE PARK</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

Our vision defines what we want to become. It is a future-oriented statement that district initiatives address.

Excellence in Education: Learning and Leading for Today and Tomorrow.

## Mission Statement

Our mission statement defines why we are here. It is a present-oriented statement of what we do.

The Grosse Pointe Public Schools, in partnership with students, staff, parents and community, will be at the forefront of education. An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life.

We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

## Beliefs Statement

- Every student can learn
- All learning is a lifelong process
- Every student is entitled to the best possible education
- Education is a shared responsibility among educators, parents and community
- Students are responsible for their own learning.
- Every student is entitled to be respected, nurtured, and valued
- Individuals are responsible for the choices they make

# Goals

Name	Development Status	Progress Status
Improve student learning in the area of Mathematics	Complete	Open
Improve student learning in the area of Reading	Complete	Open
Improve student learning in the area of Writing	Complete	Open

## Goal 1: Improve student learning in the area of Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All Trombly students will improve/increase skills or knowledge in the academic area of mathematics

**Gap Statement:** The Fall 2011 MEAP Mathematics results show the gap in scale score between male and female has been reduced to a difference of a few points. The NWEA MAP scores showed the same results. In grades 2,3 and 4 the male population performed slightly better in terms of average score on both the MEAP and NWEA tests. The 5th grade showed a different result. On both tests the female population outperformed the males. Also, in the 5th grade there was an even split between the males and females in qualifying for the Grosse Pointe 6th Grade Honors testing.

The biggest achievement gap happens in grades 3 and 5 with our African American and Economically Disadvantage groups as compared to the overall scores for Trombly. The 2011 MEAP results showed large double digit differences in terms of percent of students being identified as proficient. Although the diffence is not quite substantial, the results of the Spring 2012 NWEA MAP Test showed a similar trend: caucasian students performing better than the Africian American students and the economically disadvantaged students also achieving at a rate below the non-ecomically disadvantaged students.

**Cause for Gap:** On the Fall 2011 MEAP test and the SPring 2012 NWEA MAP test the Africian American and Economically Disadvantaged groups scored lower than the school average.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The following data sources were used in identifying student achievement:

- \* NWEA Measure of Academic Progress Spring 2012 results for grades 2 through 5
- \* Fall 2012 MEAP results for grades 3, 4, and 5
- \* The Grosse Pointe 6th Grade Honors Assessment
- \* Everyday Math Unit/End of Year Assessment
- \* FASTT Math

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** \* an increase the percentage of students in grades 3, 4 and 5 receiving a proficient level on the MEAP Assessment as well as increasing the number of studnets receiving a Level 1 Advanced score

- \* a decrease in the gap in student achievement between the different subgroups and the overall student average
- \* an increase in the average Spring RIT Math score for students in grades 2 through 5

- \* exceeding the district's average on the Spring NWEA Map test
- \* Meeting or exceeding the expected growth rate
- \* an increase the numebr of 5th graders meeting the criteria for middle school honors placement

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**Contact Name:** Walter Fitzpatrick

**List of Objectives:**

Name	Objective
Decrease the gap between various subgroups and the school average	Decrease the gap in performance for the Africian-American and Economically Disadvantage subgroups in comparison to the overall school average
Increase the percentage of students being identified as proficient on MEAP	Increase the percentage of students receiving a Level 1 or 2 on the Fall 2012 MEAP Test: * Grade 3 - 60% or higher of the Grade 3 students score at the Level 1 or 2 * Grade 4 - 75% or higher of the Grade 4 students score at the Level 1 or 2 * Grade 5 - 70% or higher of the Grade 5 students score at the Level 1 or 2

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## 1.1. Objective: Decrease the gap between various subgroups and the school average

**Measurable Objective Statement to Support Goal:** Decrease the gap in performance for the Africian-American and Economically Disadvantage subgroups in comparison to the overall school average

**List of Strategies:**

Name	Strategy
Increase the achievemnet of various subgroups	Focused support will be provided to those students struggling to show mastery on daily assignments, with basic math facts and on various assessments. After school study sessions will be provided to a targeted group of struggling leraners to help students inscrease their skill level in math.

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### 1.1.1. Strategy: Increase the achievemnet of various subgroups

**Strategy Statement:** Focused support will be provided to those students struggling to show mastery on daily assignments, with basic math facts and on various assessments. After school study sessions will be provided to a targeted group of struggling learners to help students increase their skill level in math.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Success Maker Computer Program  
 One on One support  
 Waterford Early Learning System  
 FASTT Math

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Support Instruction	2012-09-04	2013-06-13	Building Administrator Trombly Support Staff Trombly Teaching Staff

**1.1.1.1. Activity: Math Support Instruction**

**Activity Type:** Other

**Activity Description:** The Trombly staff will identify struggling learners using various assessment data. These students will receive additional math instruction before, during and after the school day. Staff will progress monitor the achievement growth.

**Planned staff responsible for implementing activity:** Building Administrator  
 Trombly Support Staff  
 Trombly Teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

**Actual Timeline:** Begin Date - N/A, End Date - N/A



**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Computer Intervention Programs	General Funds	2,000.00	

## 1.2. Objective: Increase the percentage of students being identified as proficient on MEAP

**Measurable Objective Statement to Support Goal:** Increase the percentage of students receiving a Level 1 or 2 on the Fall 2012 MEAP Test:

- \* Grade 3 - 60% or higher of the Grade 3 students score at the Level 1 or 2
- \* Grade 4 - 75% or higher of the Grade 4 students score at the Level 1 or 2
- \* Grade 5 - 70% or higher of the Grade 5 students score at the Level 1 or 2

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

Name	Strategy
Increase student achievement in Math	The daily school schedule will include a range between 60 to 90 minutes dedicated to the math curriculum. That time however may not be contiguous. Time (approximately 15 minutes) may be devoted at the beginning of the day or afternoon for students to work on review material and problem solving activities. A longer block of time will follow which would be dedicated to math instruction and follow-up math activities. Teachers will follow the established curriculum using a pacing guide to help keep instruction focused. Math Fluency and automaticity are necessary for success in math. Additional focused support will be provided to those students struggling to show mastery on daily assignments and various assessments. After school study sessions will be provided to a targeted group of struggling learners.

### 1.2.1. Strategy: Increase student achievement in Math

**Strategy Statement:** The daily school schedule will include a range between 60 to 90 minutes dedicated to the math curriculum. That time however may not be contiguous. Time (approximately 15 minutes) may be devoted at the beginning of the day or afternoon for students to work on review material and problem solving activities. A longer block of time will follow which would be dedicated to math instruction and

follow-up math activities. Teachers will follow the established curriculum using a pacing guide to help keep instruction focused. Math Fluency and automaticity are necessary for success in math. Additional focused support will be provided to those students struggling to show mastery on daily assignments and various assessments. After school study sessions will be provided to a targeted group of struggling learners.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.
I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

**What research did you review to support the use of this strategy and action plan?**

Everyday Math Program (pacing guide)  
 District Math Curriculum  
 Success Maker Computerized Program  
 Waterford Early Learning System  
 FASTT Math

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Instruction	2012-09-04	2013-06-13	* District and building administrators * School district curriculum specialists - grade-level leaders * Trombly Teaching staff

### 1.2.1.1. Activity: Math Instruction

**Activity Type:** Other

**Activity Description:** The staff of Trombly Elementary School will meet during PLC time in grade level teams as well as cross-grade level teams to discuss, review and revise math instruction. The grade level teams will plan weekly instruction and create common assessments for units of study. The resulting data and research on best practices will be used to focus the discussion and drive instruction. Teachers in grades k - 5 will each have access to the adopted curriculum and an instructional pacing guide.

**Planned staff responsible for implementing activity:** \* District and building administrators

\* School district curriculum specialists - grade-level leaders

\* Trombly Teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Everyday Math Materials	General Funds	2,500.00	0.00
FASTT Math Computer Program	Other	1,000.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

## Goal 2: Improve student learning in the area of Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Trombly students will increase or improve skills in the academic area of Reading which will help improve achievement in all academic classes.

**Gap Statement:** Fall 2011 MEAP data showed a gap in achievement between male and female in both the mean scale score and the percentage of students identified as proficient in grade 3. This was also true for the African American students in grades 3 and 5 and the Economically Disadvantaged students in these grades as well. The Spring 2012 NWEA Measure of Academic Progress Test didn't show any significant difference in achievement

for the males and females. There was however a gap in RIT score between the African American students and the Caucasian students in grades 2, 3 and 5.

**Cause for Gap:** In reviewing the results from the Fall 2011 MEAP Reading Assessment:

- \* there is a difference of 11% between the female and male population being identified as proficient in grade 3
- \* less than 50% of our African American population and Economically Disadvantaged students in grades 3 and 5 are identified as proficient in the Fall 2011 MEAP
- \* in grades 2, 3 and 5 the average RIT score on the NWEA MAP test for the African American students is 8 to 12 points lower than the overall average for Trombly

**Multiple measures/sources of data you used to identify this gap in student achievement:** The following data was used:

- the Fall 2011 MEAP Reading Assessment
- the Spring 201 NWEA MAP Test scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** \* An increase the percentage of students achieving at the proficient level on the Fall 2012 MEAP Reading assessment while reducing the gap in the female and male performance

\* An increase the performance of our African American and Economically Disadvantaged students on both the MEAP Assessment and the NWEA MAP tests, reducing the gap between these subgroups and the Trombly average

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**Contact Name:** Suellen Lohr

**List of Objectives:**

Name	Objective
Increase the percentage of students scoring at the Level 1 or 2 on MEAP	Increase the percentage of students scoring at the Level 1 or 2 on the 2012 MEAP Reading Assessment: * Grade 3 - increase the percentage above 70% * Grade 4 - increase the percentage above 85% * Grade 5 - increase the percentage above 80%

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**2.1. Objective: Increase the percentage of students scoring at the Level 1 or 2 on MEAP**

**Measurable Objective Statement to Support Goal:** Increase the percentage of students scoring at the Level

1 or 2 on the 2012 MEAP Reading Assessment:

- \* Grade 3 - increase the percentage above 70%
- \* Grade 4 - increase the percentage above 85%
- \* Grade 5 - increase the percentage above 80%

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

Name	Strategy
Improve Reading Achievement	Working with the Trombly Reading Specialist and the school districts grade level leaders teachers will incorporate best practices for reading instruction into their daily lessons. Staff will also use collaboration time to share instructional strategies and lessons. During PLC time staff will examine MEAP, NWEA , Fountas and Pinnell and FAST Reading data to help design interventions for students struggling in reading. After school sessions will be available for students who continue to struggle with daily interventions. Beginning with the start of the 2012-2013 staff will begin to implementing readers workshop as the method of delivering reading instruction. the Making Meaning program into their reading instruction as well as parts of readers workshop.

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### 2.1.1. Strategy: Improve Reading Achievement

**Strategy Statement:** Working with the Trombly Reading Specialist and the school districts grade level leaders teachers will incorporate best practices for reading instruction into their daily lessons. Staff will also use collaboration time to share instructional strategies and lessons. During PLC time staff will examine MEAP, NWEA , Fountas and Pinnell and FAST Reading data to help design interventions for students struggling in reading. After school sessions will be available for students who continue to struggle with daily interventions. Beginning with the start of the 2012-2013 staff will begin to implementing readers workshop as the method of delivering reading instruction. the Making Meaning program into their reading instruction as well as parts of readers workshop.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**What research did you review to support the use of this strategy and action plan?**

- District Reading Curriculum
- Making Meaning
- Grosse Pointe Reading Specialists Support
- District Grade Level Leaders
- Readers Workshop

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reading Instruction	2012-09-04	2013-06-13	- Trombly teaching staff - Trombly Reading Specialist - Trombly Special Education Resource Person - District and Building Administrators

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**2.1.1.1. Activity: Reading Instruction**

**Activity Type:** Other

**Activity Description:** Staff will work collaboratively with the building reading specialist to develop activities to support the struggling readers in the classroom. In addition the Trombly staff will meet during PLC time in grade level teams as well as cross-grade level teams to discuss, review and revise reading instruction. The grade level teams will plan weekly instruction. The testing data and research on best practices will be used to focus the discussion and drive instruction. Teachers in grades k - 5 will each have access to the adopted curriculum.

**Planned staff responsible for implementing activity:** - Trombly teaching staff

- Trombly Reading Specialist
- Trombly Special Education Resource Person
- District and Building Administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Making Meaning and Classroom Libraries	General Funds	1,000.00	
Reading Materials	Other	200.00	0.00
Staff Development	General Funds	250.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

### Goal 3: Improve student learning in the area of Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Trombly student will improve/increase skills or knowledge in academic area across the writing curriculum.

**Gap Statement:** The area of concern in the past has been the lack of obtaining a year's growth in 4th and 5th grade. The Spring 2012 Grosse Pointe Writing Assessment results shows improvement in that area. Our 4th grade results show that on the average our studnets made a whole year's worth of growth and scored above teh district average. Our 5th grade showed similar scores. Unfortunately, our 2nd grade continues to show results that indicate students are not achieving at a desired rate. 2nd grade continues to achieve below the district average and at a rate less than a year's worth of growth.

**Cause for Gap:** The results of the Spring 2012 Grosse Pointe Writing indicates that on average there has been less than a full year's growth in our 2nd. In addition, the average score in 2nd grade falls below the district's average. The difference between female and male achievement level falls slightly in favor of the females. The 2nd grade AFrician American population achieved at a much lower level than their clasmates.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The data used was collected from the 2012 Spring Grosse Pointe Writing Assessment and the three year writing gains for the GP Writing Assessment.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** An increase in the number of students scoring at the proficient level on the 2013 Grosse Pointe Writing Assessment and 2012 MEAP Writing Assessment.

The 2013 GP writing results along with the 2012 MEAP writing results will show a decrease or closing of the gap in the percentage of females and males scoring at the proficient level as well as the closing of the between the African American students and the other 2nd graders.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**Contact Name:** Walter Fitzpatrick

**List of Objectives:**

Name	Objective
Achievement gap in writing	With greater emphasis being placed on daily writing instruction the gap between the 2nd grade African American students and the rest of the 2nd grade will decrease as well as the overall 2nd grade achievement level as compared to the 2nd grade students within the district.

### 3.1. Objective: Achievement gap in writing

**Measurable Objective Statement to Support Goal:** With greater emphasis being placed on daily writing instruction the gap between the 2nd grade African American students and the rest of the 2nd grade will decrease as well as the overall 2nd grade achievement level as compared to the 2nd grade students within the district.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress



**List of Strategies:**

Name	Strategy
Increase students' writing ability	The Trombly teaching staff will increase their knowledge in the area of writing instruction. Using common grade level planning time and PLC time the staff will analyze the data from the GP Writing Assessment and the MEAP Writing Assessment to look for trends and deficit areas that will in turn drive instruction. Staff will increase the number of practice GP writing assessments. Scoring of these papers will part of the collaboration time and will focus the instruction at a grade level. Increase emphasis will occur at the upper grades (4th and 5th). Staff will explore the idea of creating writing portfolios for each child. Opportunities for staff development in the area of writing will continue to be made available to the Trombly staff. More classes will begin to use the stragies of writers workshop in their daily instruction.

**3.1.1. Strategy: Increase students' writing ability**

**Strategy Statement:** The Trombly teaching staff will increase their knowledge in the area of writing instruction. Using common grade level planning time and PLC time the staff will analyze the data from the GP Writing Assessment and the MEAP Writing Assessment to look for trends and deficit areas that will in turn drive instruction. Staff will increase the number of practice GP writing assessments. Scoring of these papers will part of the collaboration time and will focus the instruction at a grade level. Increase emphasis will occur at the upper grades (4th and 5th). Staff will explore the idea of creating writing portfolios for each child. Opportunities for staff development in the area of writing will continue to be made available to the Trombly staff. More classes will begin to use the stragies of writers workshop in their daily instruction.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

6 + 1 Writing Traits  
 Grosse Pointe Writing Curriculum and resources  
 Houghton-Mifflin LA program  
 Lucy Caulkins and Writers Workshop  
 Writers Express

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Collaboration and Staff Development	2011-09-06	2012-06-14	All Trombly staff

**3.1.1.1. Activity: Collaboration and Staff Development**

**Activity Type:** Professional Development

**Activity Description:** Staff will attend staff development activities with a focus on writing instruction. Staff will work collaboratively and develop common language specific to Trombly. An emphasis will be placed visitations to other classrooms for the purpose of observing writing instruction.

**Planned staff responsible for implementing activity:** All Trombly staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	General Funds	500.00	
Workshops and Conferences	Other	500.00	
Writing materials and resources	General Funds	250.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/28/2009	walter fitzpatrick	In Progress	Progress Status changed from Open to In Progress

# Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	\$1,700.00	\$0.00
General Funds	\$6,500.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*To begin we made sure the data had been disaggregated by ethnicity, gender and free and reduced lunch students. We have also used the overall achievement data of other district schools in our needs assessment. We then have been able to see the gaps in growth within our own school as well as in the district.*

### Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*The Grosse Pointe school district has a well-defined process by which the state standards are incorporated into the district's curriculum. To begin a committee is formed with the membership consisting of the Assistant Superintendent of Curriculum and Instruction, district curriculum leaders, teachers, parents and administrators. The group carefully examines the existing document and inserts or makes changes based on the information passed on by the State. Prior to formal adoption the document is presented to the district's EPLC committee for their approval and then formally adopted by the Board of Education. Once adopted, staff development is planned to assist staff in their implementation in the classroom.*

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*Trombly's school improvement team uses available data to help drive instruction, develop goals and assist in curriculum decisions. Information is shared with stakeholders during building level meeting, grade level planning time and during PLC time. On a bigger level the district uses district wide committees to examine curriculum and best practices. Staff, parents, students and community members work collaboratively on the district's EPLC for the purpose of maintaining a high standard for the district.*

### Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*During PLC time grade levels meet to examine the existing data on students which then leads to discussion surrounding improving student achievement. Additional discussions may happen with grade levels above and below as well as an entire staff. Groups then begin the process of developing common assessments.*

### **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*The Elementary Technology Committee has been working with the District's Technology Department assessing the technology needs of the elementary schools including Trombly Elementary School. All classrooms will be outfitted with inter-active SMART Boards which will help support Trombly's school improvement plan. A variety of computer programs will be used to support students and supplement classroom instruction.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*Staff receives the achievement data in various ways. The information is organized by classroom and by grade level. This helps in the discussion of our success in meeting the goals set forth in the SIP. It also helps in planning for classroom instruction and differentiation.*

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Trombly's School Improvement Plan as well as the progress toward achieving the goals is shared with stakeholders through the school's annual report, the district's annual report, Back-to-School Night, PTO meetings, Parent-Teacher Conferences, school's website and school newsletter. In addition to the traditional report card, each family receives a comprehensive report that details their child's performance on various standardized assessments.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*During building level meetings time is set aside to evaluate and analyze data which in turn drives instruction. Collaboration time among grade levels is created for the purpose of planning instruction after monitoring, evaluating and analyzing data. Staff used PLC time to examine Trombly's testing data and began conversations on how to address identified needs. Feedback is solicited from parents through surveys.*

## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *no 8th grade*

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:



9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

# Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Walter	Fitzpatrick	Principal	walter.fitzpatrick@gpschools.org
Mrs.	Marty	Weaver	3rd Grade Teacher	marta.weaver@gpschools.org
Mrs.	Courtney	Dykstra	1st Grade Teacher	courtney.dykstra@gpschools.org
Mrs.	Michelle	Bachert	Kindergarten Teacher	michelle.bachert@gpschools.org

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Walter Fitzpatrick
Address:	820 Beaconsfield, Grosse Pointe Park, MI 48230
Telephone Number:	313-432-5004

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

*No documentation was attached.*