

School Improvement Plan

School Year: 2010

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Robert Trombly Elementary School

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

Principal: Mr. Walter Fitzpatrick

Building Code: 03237

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School: **Robert Trombly Elementary School**

District: **Grosse Pointe Public Schools**

Public/Non-Public: **Public**

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

School Code Number: **03237**

City: **GROSSE POINTE PARK**

State/Province: **Michigan**

Country: **United States**

Vision

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

ID	Name	Development Status	Progress Status
4819	Improve student learning in the area of Mathematics	Approved	Open
5571	Improve student learning in the area of Writing	Approved	Open
5572	Improve student learning in the area of Reading	Approved	Open

Goal 1: Improve student learning in the area of Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : The results from the Fall 2009 MEAP Math Assessment indicate the male population out perform the female population by a double digit difference in the proficiency level in Grades 3, 4 and 5. An analysis of the Spring 2010 NWEA MAP Math data indicates that the students in grades 2, 3, 4 and 5 at Trombly are at or exceeding the district RIT average.

Cause for Gap : In reviewing the results from the Fall 2009 MEAP Math Assessment show:

- 95% of the 3rd graders are proficient with 81% of the 3rd graders at a Level 1 Advanced
- 100% of the 4th graders are proficient with 66% of the 4th graders at a Level 1 Advanced; 2008 Grade 3 results showed this cohort had 98% proficient and 74% at a Level 1
- 87% of the 5th graders are proficient with 69% of the 5th graders at a Level 1 Advanced; 2008 Grade 4 results showed this cohort had 96% proficient and 71% at a Level 1

Further analysis of the 2009 data indicates that a higher percentage of males in grades 3, 4 and 5 are achieving a Level 1 Advanced rating as compared to their female classmates. That ranges falls between 14% and 19%. However, 100% of the females in grade 4 scored at the proficient level.

A review of the NWEA Spring 2010 Math RIT scores show:

- 2nd grade average RIT score 200
- 3rd grade average RIT score 212
- 4th grade average RIT score 218
- 5th grade average RIT score 228

Trombly's average Spring RIT score are at or above the district average. However, Grade 4 as a whole was the only grade level which did not meet the expected growth rate.

In the 4 previous years, the percentage range for the number of 5th graders meeting the criteria for middle school grade honors placement as displayed on the the District's 5th Grade Honors test ranged between 4% to 11%. The 2010 results showed a dramatic increase to 33% of our 5th grade population.

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

- NWEA MAP Spring 2010 results for grades 2 through 5
- Fall 2009 MEAP results for grades 3, 4, and 5
- The Grosse Pointe 5th 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 or maintain the percentage of students in grades 3, 4 and 5 receiving a proficient level while decreasing the double digit gap between males and females receiving a Level 1 Advanced score

- an increase or maintain the average Spring RIT Math score for students in grades 2 through 5 while meeting or exceeding the district's average as well as meeting or exceeding the expected growth rate
- an increase above the 5 year average of 13.2% of the numebr 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@gpschools.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Walter Fitzpatrick

List of Objectives:

ID	Objective
6439	Increase the percentage of MEAP Level 1 proficiency: - Grade 3 - 80% or higher of the Grade 3 students score at the Level 1 Advanced - Grade 4 - 70% or higher of the Grade 4 students score at the Level 1 Advanced - Grade 5 - 70% or higher of the Grade 5 students score at the Level 1 Advanced

1.1. Objective: Increase the number of MEAP Level 1 proficiency

Measurable Objective Statement to Support Goal : Increase the percentage of MEAP Level 1 proficiency:

- Grade 3 - 80% or higher of the Grade 3 students score at the Level 1 Advanced

- Grade 4 - 70% or higher of the Grade 4 students score at the Level 1 Advanced
- Grade 5 - 70% or higher of the Grade 5 students score at the Level 1 Advanced

Objective Progress Update:

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

List of Strategies:

ID	Strategy	Locked By
6439	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.	

1.1.1. 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.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): 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.

SPR (90) I.1.B.1 Staff: 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.

SPR (90) I.1.B.2 Students: 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.

SPR (90) I.1.B.3 Parents: 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.

SPR (90) I.2.A.3 Reflection and Refinement: 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.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Everyday Math Program (pacing guide)

District Math Curriiculum

Strategy Progress Update:

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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 curriiculum and an instructional pacing guide.	09/07/2010	06/16/2011	- District and building administrators - School district curriculum specialists - Trombly Teaching staff

1.1.1.1. Activity: Math Instruction

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 curriiculum and an instructional pacing guide.

Activity Type: Maintenance

Planned staff responsible for implementing activity: - District and building administrators

- School district curriculum specialists

- Trombly Teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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	Grosse Pointe Foundation	1,000.00	0.00

Activity Progress Update:

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

Goal 2: Improve student learning in the area of Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

Gap Statement : The Spring 09 Grosse Pointe Writing Assessment Results showed a significant gains achieved in 80% of our classrooms. In addition several classrooms showed well over 2 years gain. Unfortunatley, the results of the Spring 10 Assessment did not reveal the same growth experienced in 2009. 3rd grade continues to display strong results with 4th grade not showing the desired results.

Cause for Gap : The results of the Spring 2010 results of the Grosse Pointe Writing indicates that on average there has been less than a full year's growth in our 2nd and 4th grade students. The greatest concern lies within the 4th grade where the writing gain is well below a year's growth. Also, the percentage of females performing at the proficient level continues to be greater than their male counter parts in grades 4 and 5. The gap has narrowed than in previous years but still exists. The 3rd grade male population had a slightly gretaer percentage receive a proficient score than their female classmates.

Multiple measures/sources of data you used to identify this gap in student achievement : The data used was collected from the 2010 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 2011 Grosse Pointe Writing Assessment and 2010 MEAP Writing Assessment.

The 2011 GP writing results along with the 2010 MEAP writing results will show a decrease or closing of the gap in the percentage of females and males scoring at the proficient level.

Goal Progress Update:

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

Contact Name : Walter Fitzpatrick

List of Objectives:

ID	Objective
6465	With greater emphasis being placed on daily writing instruction the gap between the female and male writing performance will decrease or close

2.1. Objective: Gender gap in writing

Measurable Objective Statement to Support Goal : With greater emphasis being placed on daily writing instruction the gap between the female and male writing performance will decrease or close

Objective Progress Update:

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

List of Strategies:

ID	Strategy	Locked By
6465	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	

<p>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.</p>

2.1.1. 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.

Selected Target Areas

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Other Required Information for Strategy

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@gpschools.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/07/2010	06/16/2011	All Trombly staff

2.1.1.1. Activity: Collaboration and Staff 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.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Trombly staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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	0.00
Workshops and Conferences	PTO	500.00	0.00

Activity Progress Update:

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

Goal 3: Improve student learning in the area of Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : The results from the Fall 2009 MEAP Reading Assessment indicate a difference in performance levels based on gender in grades 3 and 4. An analysis of the Spring 2010 NWEA MAP Reading data indicates that the students in grades 2 through 5 exceeded the district RIT average score.

Cause for Gap : In reviewing the results from the Fall 2009 MEAP Reading Assessment show:

- 98% of the 3rd graders are proficient with 70% of the third grade achieving at the Level 1 Advanced
- 95% of the 4th graders are proficient with 52% of the fourth graders achieving at the Level 1 Advanced; the Fall 2008 results showed that 88% of the cohort was identified as proficient
- 100% of the 5th graders are proficient with 78% scoring at The Level 1 Advanced; the Fall 2008 results showed that 95% of the cohort was identified as proficient

Further analysis indicates a gap in the percent of students proficient exists between males and females in only fourth grade. That difference is 8%. However, 54% of the males achieved at a Level 1 as compared to 50% for the female population.

A review of the NWEA Spring 2010 Reading RIT scores show:

- 2nd grade average RIT score 196
- 3rd grade average RIT score 205
- 4th grade average RIT score 209
- 5th grade average RIT score 220

Trombly's Spring 2010 RIT average is slightly above the district average in all grades except fourth. The fourth graders also did not meet the expected growth.

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

- the Fall 2009 MEAP Reading Assessment
- the Spring 2010 NWEA MAP RIT 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 or maintain the percentage of students achieving at the proficient level on the Fall 2010 MEAP Reading assessment while reducing the slight difference in female and male performance

- An increase or maintain the average RIT score on the Spring 2011 in grades 2 through 5 while meeting or exceeding the district average in those grade levels

Goal Progress Update:

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

Contact Name : Suellen Lohr

List of Objectives:

ID	Objective
6476	Increase the percentage of students scoring at the Level 1 Advanced on the 2010 and 2011 MEAP Reading

Assessment: For Grade 3 - increase the percentage above 70% For Grade 4 - increase the percentage above 60% For Grade 5 - increase the percentage above 78%

3.1. Objective: Increase the percentage of students scoring at the Level 1 Advance on MEAP

Measurable Objective Statement to Support Goal : Increase the percentage of students scoring at the Level 1 Advanced on the 2010 and 2011 MEAP Reading Assessment:

For Grade 3 - increase the percentage above 70%

For Grade 4 - increase the percentage above 60%

For Grade 5 - increase the percentage above 78%

Objective Progress Update:

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

List of Strategies:

ID	Strategy	Locked By
6476	Working with the Trombly Reading Specialist and the school districts curriculum specialists 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 , and FAST Reading data to help design interventions for students struggling in reading.	

3.1.1. Strategy: Improve Reading Achievement

Strategy Statement: Working with the Trombly Reading Specialist and the school districts curriculum specialists 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 , and FAST Reading data to help design interventions for students struggling in reading.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): 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.

SPR (90) I.1.B.1 Staff: 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.

SPR (90) I.1.B.3 Parents: 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.

SPR (90) I.2.B.2 Best Practice: 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.

Other Required Information for Strategy

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

- District Reading Curriculum
- Houghton-Mifflin LA Program
- Grosse Pointe Reading Specialists Support Table
- District Curriculum Specialist materials on best practices

Strategy Progress Update:

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/07/2010	06/16/2011	- Trombly teaching staff - Trombly Reading Specialist - Trombly Special Education Resource Person - District's Curriculum Specialist - District and Building Administrators

3.1.1.1. Activity: Reading Instruction

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.

Activity Type: Maintenance

Planned staff responsible for implementing activity: - Trombly teaching staff

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

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	250.00	0.00
Reading Materials	PTO	200.00	0.00

Activity Progress Update:

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

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,250.00	\$0.00
Other	\$1,000.00	\$0.00
Other	\$700.00	\$0.00

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
Ms.	Suellen	Lohr	Reading Specialist	suellen.lohr@gpschools.org
Mrs.	Michelle	Bachert	Kindergarten Teacher	michelle.bachert@gpschools.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

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.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, 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.

3. Describe how institution 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.

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.

Position of Contact:	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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

To successfully implement the school improvement plan the Trombly staff will need time to collaborate. The 2010-2011 school year will be the second year of PLC at the elementary level. Opportunities for professional development activities will continue to be need for staff especially in the areas of reading, writing and math instruction as well as best practices. Additional training will be needed for staff in the analyzing of data and what it means for instruction.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

The district will continue to provide meaningful staff development which helps meet the staff of Trombly's needs. In addition, monies from a variety of sources such as the PTO will be used as well as the building budget for supplies and professional development. Grants from the Grosse Pointe Education Foundation will be used specifically to help offset the costs of support programs and technology.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

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.