

School Improvement Plan

School Year: 2009

School District: Grosse Pointe Public Schools

Intermediate School District: Wayne RESA

School Name: Robert Trombly Elementary School

Grades Served: null

Principal: 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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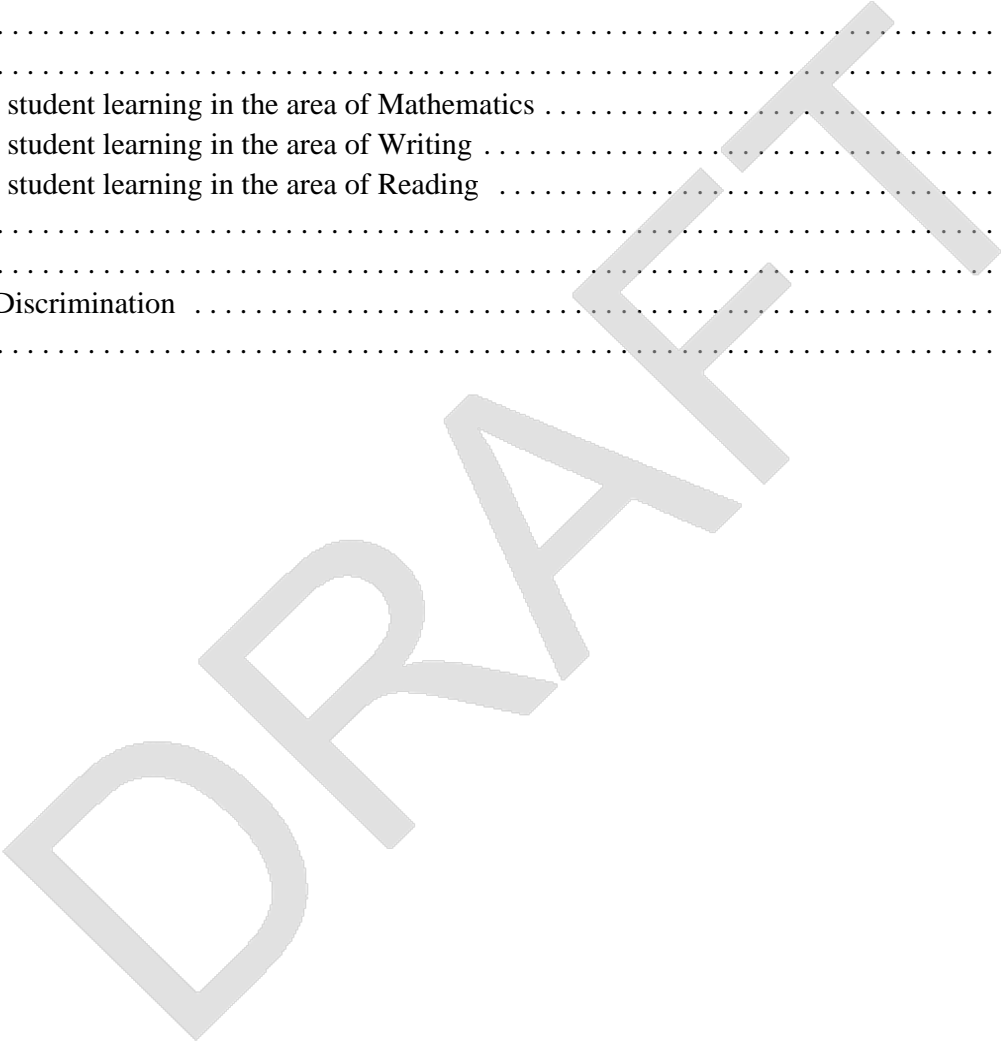
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Introduction

The Michigan Department of Education, Office of School Improvement 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.

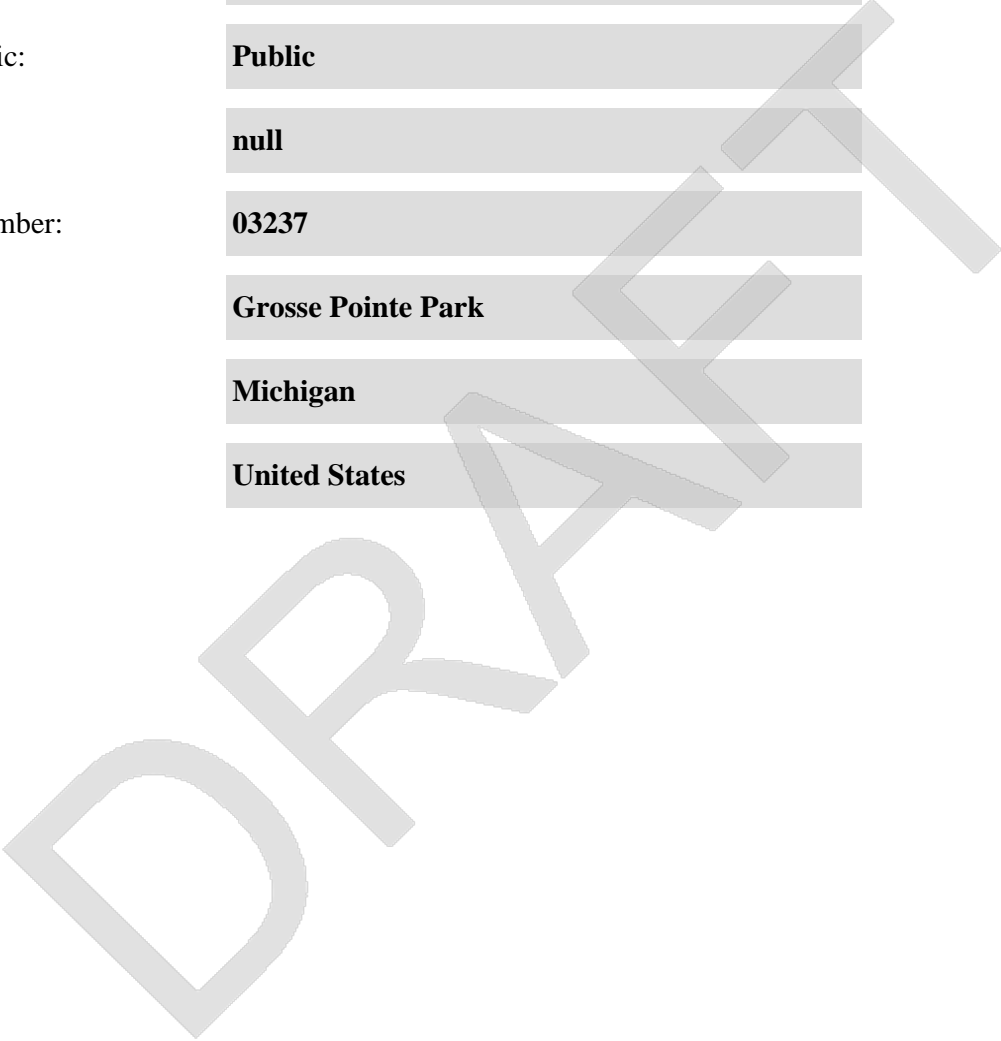
The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements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

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

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School Information

School:	Robert Trombly Elementary School
District:	Grosse Pointe Public Schools
Public/Non-Public:	Public
Grades:	null
School Code Number:	03237
City:	Grosse Pointe Park
State/Province:	Michigan
Country:	United States



Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

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

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

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

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

- 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	In Progress
5571	Improve student learning in the area of Writing	Approved	In Progress
5572	Improve student learning in the area of Reading	Approved	In Progress

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 2008 MEAP Math Assessment indicate a difference in performance levels based on gender. An analysis of the Spring 2009 NWEA MAP Math data indicates that the students in grades 4 and 5 at Trombly are not exceeding the district average.

Cause for Gap : In reviewing the results from the Fall 2008 MEAP Math Assessment show:

- 98% of the 3rd graders are proficient with 74% of the 3rd graders at a Level 1 Advanced
 - 96% of the 4th graders are proficient with 71% of the 4th graders at a Level 1 Advanced
 - 84% of the 5th graders are proficient with 40% of the 5th graders at a Level 1 Advanced.
- Further analysis indicates that a greater percentage of males are scoring at Level 1 then their female counter parts. The gaps fall between 13% and 20%. However, 100% of the females in grades 3 and 4 scored at the proficient level.

A review of the NWEA Spring 2009 Math RIT scores show:

- 1st grade average RIT score 190 - 6 RIT points higher than the school district's average
- 2nd grade average RIT score 200 - 3 RIT points higher than the school district's average
- 3rd grade average RIT score 210 - 2 RIT points higher than the school district's average
- 4th grade average RIT score 218 - equal to the school district's average
- 5th grade average RIT score 221 - 5 RIT points lower than the school district's average

Multiple measures/sources of data you used to identify this gap in student achievement : The data collected was from the MEAP Fall 2008 Math Assessment; the 2008-2009 school year NWEA RIT scores and the Everyday Math Assessments.

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 percentage of 5th grades achieving at the proficient level on the 2009 Fall MEAP as well as an increase in the percentage of females scoring at the Level 1 Advanced in grades 3, 4 and 5. The average RIT scores for the Trombly 4th and 5th graders that exceeds the district's average RIT score.

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 percentatge of Level 1 proficiency: - Grade 3 - higher than 74% - Grade 4 - higher than 71% - Grade 5 - higher than 40%

ci Challenges : None

1.1. Objective: Increase the number of Level 1 proficiency

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

- Grade 3 - higher than 74%
- Grade 4 - higher than 71%
- Grade 5 - higher than 40%

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
0	In designing the daily schedule 60 minutes of the school day will be devoted to math instruction.	

1.1.1. Strategy: Increase student achievement in Math

Strategy Statement: In designing the daily schedule 60 minutes of the school day will be devoted to math instruction.

Selected Target Areas

CNA 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.

CNA 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.

CNA 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.

CNA 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

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. Data and research on best practices will be used to focus the discussion and drive instruction.	9/14/2009	6/14/2010	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. Data and research on best practices will be used to focus the discussion and drive instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Trombly teaching staff

Actual staff responsible for implementing activity: Trombly teaching staff

Planned Timeline: Begin Date - 9/14/2009, End Date - 6/14/2010

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	500.00	
FASTT Math Computer Program	Grosse Pointe Foundation	1,000.00	

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 : In reviewing the results from the spring 2009 Grosse Pointe Writing Assessment it shows over a year's worth of growth in grades 2 and 3. However, 4th and 5th grade results show an inadequate amount of growth in our students' writing.

Cause for Gap : The results of the Spring 2009 results of the Grosse Pointe Writing indicates that on average there has been less than a full year's growth in our 4th and 5th grade students. The greatest concern lies within the 4th grade where the writing gain is well below a year's growth. The 5th grade has also shown less than a full year's growth. However, the writing gain was much closer to a full year's growth. Also, the percentage of females performing at the proficient level continues to be greater than their male counter parts particularly in 5th grade

where the difference is greater than 40 percentage points.

Multiple measures/sources of data you used to identify this gap in student achievement : The data used was collected from the Grosse Pointe Writing Assessment and the Fall 2008 MEAP 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 2009 and 2010 MEAP Writing Assessment.

An increase in the overall percentage of students scoring at the proficient level on the Grosse Pointe Writing Assessment as well as decreasing 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	Lessen the gap between the female and male writing performance

ci Challenges : None

2.1. Objective: Gender gap in writing

Measurable Objective Statement to Support Goal : Lessen the gap between the female and male writing performance

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
0	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.	

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.

Selected Target Areas

CNA 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.
CNA 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.
CNA 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.

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.	9/8/2009	6/17/2010	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.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Trombly staff

Actual staff responsible for implementing activity: All Trombly staff

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/17/2010

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	PTO	500.00	

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 improve/increase skills or knowledge in academic area across the Reading curriculum.

Gap Statement : The results from the Fall 2008 MEAP Reading Assessment indicate a difference in performance levels based on gender. An analysis of the Spring 2009 NWEA MAP Reading data indicates that the students in grades 4 and 5 at Trombly are not exceeding the district average.

Cause for Gap : In reviewing the results from the Fall 2008 MEAP Reading Assessment show:

- 88% of the 3rd graders are proficient
- 95% of the 4th graders are proficient
- 92% of the 5th graders are proficient

Further analysis indicates a gap in the percent of students proficient exists between males and females. For grades 3, 4 and 5 the females out performed the males by a range of 3-10%.

A review of the NWEA Spring 2009 Reading RIT scores show:

- 1st grade average RIT score 184
- 2nd grade average RIT score 195
- 3rd grade average RIT score 207
- 4th grade average RIT score 211
- 5th grade average RIT score 217

Multiple measures/sources of data you used to identify this gap in student achievement : The data used was collected from the Fall 2009 MEAP Reading Assessment and the 2008-2009 school year NWEA 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 in the percentage of students achieving at the proficient level on the 2009 and 2010 MEAP Reading assessment. The gap between the males and female performance will decrease. The average RIT scores for all Trombly students will exceed the district's average RIT score.

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
6476	The percentage of students scoring proficient on the 2009 and 2010 MEAP Reading Assessment will increase to level above the Grosse Pointe average for grades 3, 4 and 5.

ci Challenges : None

3.1. Objective: Increase the number of students proficient in reading

Measurable Objective Statement to Support Goal : The percentage of students scoring proficient on the 2009 and 2010 MEAP Reading Assessment will increase to level above the Grosse Pointe average for grades 3, 4 and 5.

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
0	Working with the Reading Specialist teachers will incorporate best practices for reading instruction into their daily lessons. Staff will also use collaboration time to share instructional strategies and lessons.	

3.1.1. Strategy: Improve Reading Achievement

Strategy Statement: Working with the Reading Specialist teachers will incorporate best practices for reading instruction into their daily lessons. Staff will also use collaboration time to share instructional strategies and lessons.

Selected Target Areas

CNA 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.
 CNA 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.
 CNA 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.

Other Required Information for Strategy

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

GP Reading Curriculum
 Houghton-Mifflin LA Program

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 attend staff development activities with an emphasis on reading instruction. Staff also work collaboratively with the building reading specialist to develop activities to support the struggling readers in the classroom.	9/8/2009	6/17/2010	All Trombly staff

3.1.1.1. Activity: Reading Instruction

Activity Description: Staff attend staff development activities with an emphasis on reading instruction. Staff also work collaboratively with the building reading specialist to develop activities to support the struggling readers in the classroom.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Trombly staff

Actual staff responsible for implementing activity: All Trombly staff

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/17/2010

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	
Reading Materials	General Funds	200.00	

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

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Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,700.00	\$0.00
Other	\$1,000.00	\$0.00
Other	\$500.00	\$0.00

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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.

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 and grade level planning time.

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.

Statement of Non-Discrimination

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. Professional development activities will be needed in the areas of reading, writing and math instruction. Additional training will be needed for staff in use of collaboration time and the analyzing of data.

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

Monies from a variety of sources will be used. The building budget will be tapped for supplies and professional development. The district's budget will also be used for these purposes. Grants from the Grosse Pointe Education Foundation will be used specifically to help offset the costs of support programs and technology. Funds from the PTO will be used to support the instruction in the classroom.

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 document cameras and projectors to help support Trombly's school improvement plan. In addition, 4 classrooms will be receiving SmartBoards which will enhance classroom instruction. A variety of computer programs will be used to support students and supplement classroom instruction.