



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Trombly 2015-16 Annual Report

Introduction

The doors to Robert Trombly Elementary first opened in 1927. Since that time, Trombly has been committed to creating an environment that supports building successful leaders for now and the future. Truly a neighborhood school tucked away among the homes in the southern most section of Grosse Pointe, Trombly is the smallest of the nine elementary schools in the Grosse Pointe Public School System. The attendance area is defined by the city of Detroit to the south, beautiful Lake St Clair to the east, Jefferson Avenue to the west and the city line that separates the City of Grosse Pointe and Grosse Pointe Park to the north.



The mission of Robert Trombly Elementary School is to provide a supportive environment in which each student can grow academically, socially and emotionally. As a school we believe each student can learn and that learning is a life-long process. We also believe every student is entitled to the best possible education which is a shared responsibility among educators, parents and the community. Students also have responsibility for their learning by practicing respect and responsibility and being ready to learn.

An important part of Trombly's success has been the home-school partnership. The Trombly community has always believed that relationship is the foundation for student achievement and success. That commitment has been evident through a variety of ways such as volunteering, attending special school events or signing the child's planner. No greater sign of the parental commitment was the undertaking of a fundraising campaign for the renovation of the greenhouse. Over \$70,000 was raised which has led to Trombly being known as "The Little School that could!"

One School, One Book has become a much anticipated event at Trombly. The 2015-16 school year was the sixth consecutive year the Trombly community has participated in the special reading project. The goal is to create a community of readers, by having all students, staff and families read the same book. Families are asked to devote 20 minutes a night to read together. Daily in-school activities support each night's readings followed by a culminating celebration at the end of the month.

For the past nine consecutive years Trombly has been designated as a Michigan Green School, achieving the highest distinction, Emerald, the last four. The highlight of a partnership of parents, students and staff on our green initiative was being named the Wayne County Michigan Green School of the Year in 2010.

Trombly has also been committed creating opportunities for students to think and actively participate in outreach projects. During various campaigns students were asked to think about their responsibilities to themselves and their community. 2015-16 has two major projects – Socktober and Lunches. The Socktober campaign was the idea of one class to collect clean socks for the homeless. They collected over 1000 pairs of socks. Because of their efforts, the GPFPE awarded them a \$500 grant to help support their work. In February of 2016 the students of Trombly made 1,000 lunches that helped feed the homeless in the Detroit area. Through high expectations of our staff, working in partnership with parents, an environment has been created at Trombly that pushes each child to be the best they can be academically, emotionally and socially.

Mission Statement

The mission of Trombly Elementary School is to provide a supportive environment in which each student can grow academically, socially, and emotionally.

Student Average

Attendance Rate: 96.1%

MDE Scorecard

Trombly Elementary earned a Lime rating on the 2016 MDE Scorecard (replacing AYP).

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
20090 Morningside
Grosse Pointe Woods, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for
Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Assignment of Studies

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interest of the student. In middle school and high school students will be assigned to counselors, classes and instructors by the building principal.

The district also has policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2015-16
99% (270 students)
2014-15
99% (274 students)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters. GPPS also publishes student information via school sponsored or school-related media, including activities of the Grosse Pointe Foundation for Public Education. Parents or students, 18 years or older, who do not wish this information made public should click the FERPA directory information button during K-12 online registration.

Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly. The core curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.



Team-building at Camp supports the Trombly learning community

During the 2014-15 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media.

Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. The 6th thru 12th grade social studies and adolescent health curricula are still under development.

During the 2015-16 school year, the following curricular areas began the review process:

- K-12 math
- K-12 science
- K-12 art
- 6-12 counseling
- K-12 physical education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

These are the Trombly school improvement goals.

Reading:

Goal : All students will be proficient in reading.

Objective: 85% of all students will demonstrate proficiency in English Language Arts by 06/30/2022 as measured by the State of Michigan Assessment.

Math:

Goal : All students will become proficient in their math skills and concepts

Objective: 85% of all students will demonstrate a proficiency in Mathematics by 06/30/2022 as measured by the State of Michigan Assessment

Writing:

Goal 3: All students will become proficient writers.

Objective: 85% of all students will demonstrate proficiency in Writing by 06/30/2022 as measured by the State of Michigan Assessment.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
15-16	87% (46%)*	88%	86%	15-16	75% (46%)	77%	73%	15-16	69% (51%)	94%	55%
14-15	77% (50%)	80%	74%	14-15	64% (47%)	80%	55%	14-15	78% (49%)	83%	74%

M-STEP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
15-16	70% (45%)	46%	90%	15-16	70% (44%)	65%	74%	15-16	45% (34%)	71%	31%
14-15	67% (49%)	70%	65%	14-15	59% (41%)	67%	55%	14-15	54% (33%)	46%	61%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	18% (15%)	18%	17%
14-15	16% (12%)	20%	14%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	16% (19%)	29%	9%
14-15	38% (22%)	42%	36%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students.

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

2015-16 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	100%	100%	Not Tested	Not Tested	100%	100%	Not Tested
4	96%	93%	98%	Not Tested	98%	96%	100%
5	98%	100%	Not Tested	100%	98%	100%	Not Tested

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each test area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
15-16	86	87	85	98	96	100	77	83	72	60	68	52	61	88	47
14-15	93	96	91	98	100	96	91	95	86	61	93	45	71	83	61
13-14	98	100	96	90	89	91	87	92	85	92	96	89	78	84	71

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Trombly Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	15-16	59	61	57	66	59	72
	14-15	66	70	63	74	71	77
	13-14	71	68	73	81	71	87
2	15-16	71	75	66	60	58	62
	14-15	61	56	64	71	59	80
	13-14	60	46	70	64	49	75
3	15-16	69	67	71	68	59	75
	14-15	71	71	72	71	68	74
	13-14	72	78	69	65	73	60
4	15-16	62	58	65	60	50	68
	14-15	62	69	58	61	66	57
	13-14	63	68	58	68	65	70
5	15-16	64	81	54	55	72	45
	14-15	69	72	66	70	62	76
	13-14	74	72	77	61	64	57

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.



Disability Awareness workshop (L) and greenhouse activities (R) enhance student learning

