



**2007-2010**

School Improvement Plan



Trillium Academy  
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## **SIP Team Members**

Principal: Angela Romanowski

SIP Coordinator: Lisa Koski

Additional team Members: All Trillium Teaching and Support Staff members, Parent Educator Organization (PEO) Liaison

**Trillium Academy School Board**

President	D. Mans
Vice President	H. Blackmond
Treasurer	R. Bovitz
Secretary	L. Green
Board Member	C. Boller
Board Member	R. Palmer
Board Member	G. Handel

**School Improvement Plan Handbook**  
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## **Educational Philosophy**

Trillium Academy is designed to develop culturally literate children while nurturing their sparks of curiosity, creativity, talent and intelligence. By stimulating a love and appreciation of the Arts, the Academy will create a safe learning environment that will emphasize academic achievement, focusing on individual needs while maintaining a strong curriculum integrating the fine and performing arts.

The goal of the Academy is to foster learning that leads to self-confident, independent thinkers, who are energized to learn as they strive for excellence. Students of the Academy will be placed in an environment that will meet their individual needs in specific areas of interest, with the specific intention of giving the students a sense of self-empowerment, within the framework of respecting self and others.

Trillium Team Motto

*"We'll provide the magic, all we need is you."*

## Mission Statement

Cultivating life long learners to be successful members of a competitive society by embracing academic excellence, strong character values, appreciation for culture and the Arts, and individual student passions.

## **Trillium Academy School Improvement Brief**

In the fall of 2006, the Michigan State Board of Education created a new School Improvement Framework. The new Framework was created to encourage schools to self-assess their program and needs. The framework consists of five strands, 12 standards, and 26 benchmarks. Within each benchmark is a rubric used to rate the schools program. The rating scale is a four point with labels of getting started, partially implemented, implemented, and exemplary.

The entire staff at Trillium Academy is a part of the SIP team. With the new framework rolled out in the fall of 2006, much of our meeting time for the 2006-2007 school was spent discussing how Trillium rated under each standard. Many of the benchmarks were also discussed. Through this dialogue, specific areas of improvement were decided upon. Goals were created to improve these areas for the 2007-2008 school year.

On the following pages you will find an anecdotal description of where Trillium rates within the Michigan School Improvement Framework (SIF). For more detailed information, please see the Trillium Academy SIP Binder, which may be checked out from the main office.

Strand I: Teaching for Learning measures the effectiveness of the schools methods for development and design of the curriculum, the instruction and the assessment.

<b>Standard 1 Curriculum: Benchmark A Aligned, Reviewed and Monitored</b>	<b>Scope of Practice</b>
Curriculum Documents	Implemented
Standard Alignment	Exemplary
Articulated Design	Implemented
Curriculum Review	Partially Implemented
Inclusive	Implemented
<b>Standard 1 Curriculum: Benchmark B Communicated</b>	<b>Scope of Practice</b>
Staff	Exemplary
Students	Partially Implemented
Parents	Partially Implemented
<b>Standard 2 Instruction: Benchmark A Planning</b>	<b>Scope of Practice</b>
Content Appropriateness	Exemplary
Developmental Appropriateness	Implemented
Refinement and Reflection	Partially Implemented
<b>Standard 2 Instruction: Benchmark B Delivery</b>	<b>Scope of Practice</b>
Delivered Curriculum	Exemplary
Best Practice	Implemented
Student Engagement	Implemented
<b>Standard 3 Assessment: Benchmark A Aligned to Curriculum and Instruction</b>	<b>Scope of Practice</b>
Alignment/Content Validity	Partially Implemented
Consistency/Reliability	Partially Implemented
Multiple Measures	Exemplary
<b>Standard 3 Assessment: Benchmark B Data Reporting and Use</b>	<b>Scope of Practice</b>
Reporting	Implemented
Informs Curriculum and Instruction	Implemented
Meets Student Needs	Partially Implemented

Strand II: Leadership measures the effectiveness of the instructional leadership, instructional support, shared leadership, and operational and resource management.

<b>Standard 1 Instructional Leadership: Benchmark A Educational Program</b>	<b>Scope of Practice</b>
Knowledge of Curriculum, Instruction and Assessment	Implemented
Knowledge and Use of Data	Implemented
Technology	Partially Implemented
Knowledge of Student Development and Learning	Implemented
Knowledge of Adult Learning	Implemented
Change Agent	Implemented
Focus on Student Results	Exemplary
<b>Standard 1 Instruction Leadership: Benchmark B Instructional Support</b>	<b>Scope of Practice</b>
Monitoring	Exemplary
Coaching & Facilitating	Exemplary
Evaluation	Exemplary
Clear Expectations	Exemplary
Collaboration and Communication	Implemented
<b>Standard 2 Shared Leadership: Benchmark A School Culture &amp; Climate</b>	<b>Scope of Practice</b>
Safe and Orderly	Partially Implemented
Learning Focused	Implemented
Inclusive and Equitable	Implemented
Collaborative Inquiry	Implemented
Data Driven Culture	Getting Started
Collaborative Decision-Making Process	Partially Implemented
<b>Standard 2 Shared Leadership: Benchmark B Continuous Improvement</b>	<b>Scope of Practice</b>
Shared Vision and Mission	Partially Implemented
Results-Focused Plan	Partially Implemented
Implemented	Partially Implemented
Monitored	Partially Implemented
<b>Standard 3 Operational and Resource Management: Benchmark A Resource Allocation</b>	<b>Scope of Practice</b>
Human Resources	Implemented
Fiscal	Implemented
Equipment and Materials	Implemented
Time	Implemented
Space	Partially Implemented
<b>Standard 3 Operational and Resource Management: Benchmark B Operational Management</b>	<b>Scope of Practice</b>
State and Federal	Exemplary
District	Implemented
School	Implemented

Stand III: Personnel & Professional learning measures the Academy's effectiveness of developing and designing a Highly Qualified professional learning community aimed toward high standards for teaching and learning.

<b>Standard 1 Personnel Qualifications: Benchmark A Requirements</b>	<b>Scope of Practice</b>
Certification/Requirements	Implemented
NCLB (Highly Qualified)	Exemplary
<b>Standard 1 Personnel Qualifications: Benchmark B Skills, Knowledge and Dispositions</b>	<b>Scope of Practice</b>
Content Knowledge	Partially Implemented
Communication	Implemented
School/Classroom Management	Partially Implemented
Collaboration	Partially Implemented
Student-Centered	Implemented
Technology	Partially Implemented
<b>Standard 2 Professional Learning: Benchmark A Collaboration</b>	<b>Scope of Practice</b>
Staff Participates in Learning Teams	Implemented
Staff Collaboratively Analyze Student Work	Getting Started
<b>Standard 2 Professional Learning: Benchmark B Content and Pedagogy</b>	<b>Scope of Practice</b>
Uses Best Practices	Implemented
Applies Curriculum Content	Implemented
Induction/Mentoring/Coaching	Implemented
<b>Standard 2 Professional Learning: Benchmark C Alignment</b>	<b>Scope of Practice</b>
Aligned	Partially Implemented
Job-Embedded	Implemented
Results Driven	Getting Started

Strand IV: School and Community Relations measures how the school maintains purposeful and positive relationships with the families of its students and within the community as a whole.

<b>Standard 1 Parent/Family Involvement: Benchmark A Communication</b>	<b>Scope of Practice</b>
Methods	Partially Implemented
Diversity	Implemented
<b>Standard 1 Parent/Family Involvement: Benchmark B: Engagement</b>	<b>Scope of Practice</b>
Volunteering	Implemented
Extended Learning Opportunities	Partially Implemented
Decision-Making	Partially Implemented
<b>Standard 2 Community Involvement: Benchmark A Communication</b>	<b>Scope of Practice</b>
Methods	Partially Implemented
Diversity	Implemented
<b>Standard 2 Community Involvement: Benchmark B Engagement</b>	<b>Scope of Practice</b>
Business Community	Implemented
Educational Institutions	Partially Implemented
Community Agencies	Implemented
Collaboration	Partially Implemented

Strand V: Data Management measures the efficiency and effectiveness of the school's policies, procedures and systems for the generation, collection, storage and retrieval of its data.

<b>Standard 1 Data Management: Benchmark A Data Generation, Identification and Collection</b>	<b>Scope of Practice</b>
Purpose	Getting Started
Systematic	Implemented
Multiple Types	Partially Implemented
Multiple Sources	Partially Implemented
Technical Quality	Getting Started
<b>Standard 1 Data Management: Benchmark B Data Accessibility</b>	<b>Scope of Practice</b>
Retrievable	Partially Implemented
Security	Getting Started
<b>Standard 1 Data Management: Benchmark C Data Support</b>	<b>Scope of Practice</b>
Process	Partially Implemented
Tools	Partially Implemented
<b>Standard 2 Information Management: Benchmark A Analysis and Interpretation</b>	<b>Scope of Practice</b>
Analysis	Partially Implemented
Dialogue About Meaning	Partially Implemented
<b>Standard 2 Information Management: Benchmark B Applications</b>	<b>Scope of Practice</b>
Dissemination	Implemented
Data-Driven Decision Making	Partially Implemented

## 2007-2010 School Improvement Plan

All goals and objectives set forth in the School Improvement Plan (SIP) were created based on School Improvement Team's analysis of the School Improvement Framework (SIF). Goals were created based upon priority and limit to implementation.

<b>Goal 1:</b>	<b>All students will improve their writing skills across the curriculum and in real-world applications including multi-cultural studies.</b>
<b>Rationale:</b>	1. AYP is calculated on ELA scores, half of which is based on a written sample, making it an important area of emphasis.
	2. Research shows that students who are able to read and write will excel in other areas such as science and social studies.
	3. Standardized Writing Assessments have shown minimal growth over the last two years.
<b>SIF:</b>	I.2.A.2, I.2.B.2, III.2.A.2, III.2.C.3

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of 3 <sup>rd</sup> -8 <sup>th</sup> graders scoring at proficient levels on the MEAP Writing Assessment	Individual and school summary report	Fall 2007 MEAP scores and the previous 3 year's scores to compare and contrast	Angela Romanowski, Principal and Amy Heft, MEAP Coordinator	Winter 2008 (immediately upon receiving results)	Disaggregated results by identified At-Risk students	Winter 2007 at staff meeting	Entire staff at a meeting	Principal/Vice Principal	Staff, Secretary, Parents, School Board members and Students	Winter 2008
% of students scoring at proficient on MLPP Writing Assessment	Administer School-wide scheduled student writing samples and meet with grade level teachers to compare and contrast scores/progress	September, December, February, and May writing student writing samples.	Classroom teachers, Linda Kunitz	September, December, February, and May	Disaggregated results by identified At-Risk students	October, January, March, and June.	Linda Kunitz, Principal/Vice Principal and teaching staff.	Linda Kunitz, Principal/Vice Principal	Staff, PTO, Parents, School Board members and Students	Appropriate scheduled staff meeting.

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<b>Goal 2:</b>	<b>A school wide Data Management System will be utilized by staff, administration, parents and students.</b>
<b>Rationale:</b>	1. As of 2006-2007, the school does not have a single "DMS" to collect and store data.
	2. Use of a single DMS would allow better communication among staff, parents, students and administration
<b>SIF:</b>	II.2.A.5, III.1.B.6, V.1.A.1-5, V.1.B.1-2, V.1.C.1-2, V.2.A.1-2, V.2.B.1-2

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of parents using Powerschool	Survey	Powerschool	Angela Romanowski, principal Rebecca Bearden office assistant	Winter 2008 (immediately upon receiving results)	Periodic review	Staff meeting	Entire staff at a meeting	Angela Romanowski	Staff, Secretary, Parents, School Board members and Students	Winter 2007
% of staff using Powerschool	Survey	October 2007 and May 2008	Angela Romanowski, principal Rebecca Bearden office assistant	October 2007 and May 2008	Paper-based survey	October 2007 and end of May 2008	Principal/Vice Principal, Rebecca Bearden office assistant	Principal/Vice Principal	Staff, School Board members	Fall and Spring Staff Meeting

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<b>Goal 3:</b>	<b>School-Wide behavior management plan (Responsible Thinking Program) is enforced in a consistent manner throughout the school community.</b>
<b>Rationale:</b>	1. Consistent and clear behavior management plans support students understanding and internalization of stated norms, rules and expectations for behavior.
	2. Student learning and academic success is increased when consistent behavior management plans are in place.
	3. Developing strong character values in the students is a mission specific goal of our school.
<b>SIF:</b>	III.1. B.3, III.1.B.4

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
Monthly RTC Reports	RTC Reports	Scott Koski, RTC Director, Student Information System	Scott Koski	Monthly	Template tracks student visits to RTC	Monthly	Scott Koski, Angela Romanowski	Principal/Vice Principal	School Board	Monthly
Staff Observations	Informal and Formal Staff evaluations	Observation notes	Angela Romanowski, Francesca Creutz, Teacher Mentors, other designee by Principal	2-3 times per year	Observation meetings/ written feedback with teachers	Within 2 weeks from observation	Observer	Principal/Vice Principal	Staff, administration	One on One meetings

End of Plan