

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Snow Elementary School

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

Principal: Dr. Kathleen B. Klee

Building Code: 00954

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: Goal 1: Reading Comprehension	7
Goal 2: Goal 2: Writing Skills	10
Goal 3: Goal 3: Math-Numbers and Operations	14
Resource Profile	19
Stakeholders	20
Statement of Non-Discrimination	22
Conclusion	23

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:	Snow Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	00954
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The Snow School Community will provide a safe, stimulating environment where students develop critical thinking skills to achieve high academic standards.

Mission Statement

The Snow School Community is dedicated to developing responsible citizens, who are accountable for their actions. The physical, emotional, social, and intellectual growth of each student is our primary focus.

Beliefs Statement

The entire Snow School community is guided by the following Dearborn Core Values:

Honesty: To demonstrate honesty, we need to be truthful, keep our promises, treat all people fairly, and know and do the right thing.

Respect for Self and Others: To demonstrate respect for self and others, we need to make informed decisions, exhibit good behavior, be courteous and polite, demonstrate kindness toward others, and acknowledge the rights of others.

Responsibility: To demonstrate responsibility, we need to think before we act, be accountable for our actions, admit mistakes and plan corrections.

Integrity: To exhibit integrity, we need to be trustworthy, keep our promises, do our own work, be reliable, make the right choice even when not popular.

Courtesy: To exhibit courtesy, we need to treat others as we wish to be treated.

Citizenship: To exhibit good citizenship, we must respect the principles on which our country is founded, respect authority/obey the law, be an informed voter, volunteer within our community, be environmentally responsible, and pursue lifelong learning.

Goals

ID	Name	Development Status	Progress Status
4951	Goal 1: Reading Comprehension	Approved	Open
4952	Goal 2: Writing Skills	Approved	Open
4961	Goal 3: Math-Numbers and Operations	Approved	Open

Goal 1: Goal 1: Reading Comprehension

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve reading comprehension skills across the curriculum.

Gap Statement : Based on a review of our reading assessments, 81% of our students were proficient on the MEAP Reading in 2008 and 79% in 2009; the total number of students increased from 46 in 2008 to 58 in 2009. However, in 2008 the subgroup of students with disabilities scored 83% in reading and declined to 56% in 2009; the total number of students with disabilities was 6 in 2008 and 9 in 2009. Another gap exists (2006-2009) between male and female scores in reading; the gap has continued to decline with a 2009 gap of 74% male to 78% female. Further analysis showed that students with disabilities showed that students with disabilities are lower because of deficits in reading mechanics and fluency.

Lower male scores reflect lower motivation and interest level in reading material.

Cause for Gap : Specifically, the students with disabilities group is scoring 4% below the school's aggregate score of 87% in the proficient category of MEAP reading. Further analysis showed that students with disabilities are lower because of deficits in reading mechanics and fluency.

Lower male scores reflect lower motivation and interest level in reading material.

Multiple measures/sources of data you used to identify this gap in student achievement : The following measures were used to identify this gap: teacher observation, local assessment-DRA 2 and MEAP 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? DRA 2-All students will retell at the independent or advanced level on grade level materials.

MEAP-The number of students reading at a Level 1 or Level 2 on the MEAP will increase by 3%.

Contact Name : Kathleen Klee

List of Objectives:

ID	Objective
5270	All students will read at or above grade level or show a year's growth in reading as measured by the 2nd grade end of year DRA 2. In addition, the number of students achieving Level 1 and 2 on the MEAP 4th Grade Reading will increase by 3%.

1.1. Objective: Reading Comprehension

Measurable Objective Statement to Support Goal : All students will read at or above grade level or show a year's growth in reading as measured by the 2nd grade end of year DRA 2. In addition, the number of students achieving Level 1 and 2 on the MEAP 4th Grade Reading will increase by 3%.

List of Strategies:

ID	Strategy	Locked By
5270	1. Teachers will teach students to identify and use appropriate Thinking Maps to organize information from a variety of text. 2. Teachers will instruct student on reading and retelling narrative and informational text and how to use a MLPP 4 point retelling rubric to judge their comprehension proficiency. 3. Teachers and literacy coach will implement the Daily 5 structure for literacy instruction which includes tailored instruction through whole group mini-lessons, small groups and individual conferences. Reading mini-lessons will be based on the Literacy Cafe menu, which includes instruction in comprehension, accuracy, fluency and expanding vocabulary.	

1.1.1. Strategy: Reading Comprehension Strategies

Strategy Statement: 1. Teachers will teach students to identify and use appropriate Thinking Maps to organize information from a variety of text.

2. Teachers will instruct student on reading and retelling narrative and informational text and how to use a MLPP 4 point retelling rubric to judge their comprehension proficiency.

3. Teachers and literacy coach will implement the Daily 5 structure for literacy instruction which includes tailored instruction through whole group mini-lessons, small groups and individual conferences. Reading mini-lessons will be based on the Literacy Cafe menu, which includes instruction in comprehension, accuracy, fluency and expanding vocabulary.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision

Other Required Information for Strategy

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

After reviewing linguistic and nonlinguistic representations as presented in Classroom Instruction That Works (Marzano, 2001,)Thinking Maps and the MLPP retelling Rubric were selected. The Daily Five (Boushey & Moser,2006) and The Cafe Book (Boushey & Moser, 2009)were reviewed.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. Teachers will instruct students on the identification and use of appropriate Thinking Maps to organize information from a variety of text. 2. Teachers will have students read and retell narrative and informational text and use a MLPP 4 point retelling rubric to judge their comprehension proficiency. 3. Teachers will engage students in authentic reading and writing for extended amounts of time and receive focused instruction on building their reading and writing stamina using the Daily 5 framework; the components include Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work.	09/01/2010	06/01/2011	1. Teacher trainers Kerry Sabellico (2nd gr., 2007-2009)and Christine Kosal (5th gr., 2007) trained all teachers with Thinking Maps at staff meetings. 2. Teachers Marilyn Hall (4th gr.), and former literacy coach Julie Liepe have assisted with the implementation and all teachers are using. 3. New literacy coach Dina Nardone, along with principal, will provide full time support in classrooms to assist with the implementation of the Daily 5 structure.

1.1.1.1. Activity: Reading Comprehension

Activity Description: 1. Teachers will instruct students on the identification and use of appropriate Thinking Maps to organize information from a variety of text.

2. Teachers will have students read and retell narrative and informational text and use a MLPP 4 point retelling rubric to judge their comprehension proficiency.

3. Teachers will engage students in authentic reading and writing for extended amounts of time and receive focused instruction on building their reading and writing stamina using the Daily 5 framework; the components include Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work.

Activity Type: Maintenance

Planned staff responsible for implementing activity: 1. Teacher trainers Kerry Sabellico (2nd gr., 2007-2009) and Christine Kosal (5th gr., 2007) trained all teachers with Thinking Maps at staff meetings.

2. Teachers Marilyn Hall (4th gr.), and former literacy coach Julie Liepe have assisted with the implementation and all teachers are using.

3. New literacy coach Dina Nardone, along with principal, will provide full time support in classrooms to assist with the implementation of the Daily 5 structure.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paper, Colored Pencils, Pencils	General Funds	400.00	400.00

Goal 2: Goal 2: Writing Skills

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve writing skills across the curriculum by using Thinking Maps, narrative story features and the Daily 5 structure for literacy instruction.

Gap Statement : The results of MEAP writing in 2008 indicated that the male subgroup is scoring 8 points (38%) below the school's aggregate score of 46% in the proficient category of the MEAP writing.

Cause for Gap : Analysis of narrative writing scores indicate that narrative writing scores are low because student writing, especially male student writing, lacks detail.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP data on writing elements were analyzed in 2008 but unavailable in 2009.

Samples of student writing were analyzed using the 6+1 Traits rubric; change on the 6+1 Traits rubric showed an average increase of 0.5-2.0 of all six traits assessed.

Quarterly writing samples with a list of class 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? Quarterly analysis of school wide prompts will be collected and analyzed by

teachers to determine the effectiveness of the designated focused teaching points.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	The writing goal has changed to the following: Students will improve writing skills across the curriculum by using thinking maps and/or narrative story features.

Contact Name : Julie Liepe

List of Objectives:

ID	Objective
5273	The number of students achieving Levels 1 and 2 in Writing on the MEAP in Grade 4 will increase by 10% according to the MEAP Writing Components from 2008.

2.1. Objective: Writing Skills

Measurable Objective Statement to Support Goal : The number of students achieving Levels 1 and 2 in Writing on the MEAP in Grade 4 will increase by 10% according to the MEAP Writing Components from 2008.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5273	1. Teachers (K-5th gr.)will model and have students use narrative elements when developing narrative prompts to ensure that necessary details are included in their writing pieces. 2. Teachers will require students to use 6+1 writing rubric to assess writing. 3. Teachers will model and teach the use of appropriate Thinking Maps. Students will use Thinking Maps to organize their thoughts in preparation for writing. 5273 4. Kindergarten will introduce informational topics through poetry and songs. 5. Teachers will have students use leveled informational text from Treasures Series in groups. 6. Scholastic News, Time for Kids, Weekly Reader and current	

event news from local newspapers and the internet will be used regularly for writing activities for Grades K-5. 7. Teachers will work with students in small groups using non-fiction, mystery, sports, social studies and science books. 8. Special Education teachers will use district grade level subject materials. 9. Teachers will use high interest materials designed to engage boys in small groups for reading and writing skill development. 10. 5th Gr. students will do monthly research projects. 11. 5th Gr. students write and read news reports for WOLF 82 News. 12. Kidspiration will be used to organize writing through graphing in computer lab. 13. Students will receive tailored instruction through whole group mini-lessons, small groups and individual conferences in the Daily 5 structure including Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work.

2.1.1. Strategy: Writing

Strategy Statement: 1. Teachers (K-5th gr.) will model and have students use narrative elements when developing narrative prompts to ensure that necessary details are included in their writing pieces.

2. Teachers will require students to use 6+1 writing rubric to assess writing.

3. Teachers will model and teach the use of appropriate Thinking Maps. Students will use Thinking Maps to organize their thoughts in preparation for writing.

5273

4. Kindergarten will introduce informational topics through poetry and songs.

5. Teachers will have students use leveled informational text from Treasures Series in groups.

6. Scholastic News, Time for Kids, Weekly Reader and current event news from local newspapers and the internet will be used regularly for writing activities for Grades K-5.

7. Teachers will work with students in small groups using non-fiction, mystery, sports, social studies and science books.

8. Special Education teachers will use district grade level subject materials.

9. Teachers will use high interest materials designed to engage boys in small groups for reading and writing skill development.

10. 5th Gr. students will do monthly research projects.

11. 5th Gr. students write and read news reports for WOLF 82 News.

12. Kidspiration will be used to organize writing through graphing in computer lab.

13. Students will receive tailored instruction through whole group mini-lessons, small groups and individual conferences in the Daily 5 structure including Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision

Other Required Information for Strategy

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

1. Consultation was provided by the district Learning Network consultant Maryann Kregel and David Matteson as well as building literacy coach Julie Liepe.
2. 6+1 Trait texts for K-2 and 3-5th gr.
3. Classroom Instruction That Works (Marzano, 2001).
4. The Daily 5 (Boushey & Moser, 2006).
5. The Cafe Book (Boushey & Moser, 2009).

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will write to a prompt with complete thoughts and have well developed paragraphs with supporting details. Students will apply established standards to judge the quality, accuracy, and relevance of their work based on a 6 plus 1 traits rubric. 1. Teachers will model and have students use narrative elements when developing narrative prompts to ensure that necessary details are included in their writing pieces. 2. Teachers will model and have students use the 6 plus 1 traits writing rubric to assess writing. 3. Teachers will teach how to choose the different types and application of Thinking Maps;and students will use Thinking Maps to organize their thoughts in preparation for writing. 4. Teachers will teach students how to follow the structure of the Daily 5 and have them use the individual components of Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work on a daily basis.	09/01/2010	06/01/2011	1. K-5 Classroom teachers and literacy coach Dina Nardone 2. K-5 Classroom teachers and literacy coach Dina Nardone 3. Kerry Sabellico, Thinking Maps teacher trainer and 2nd gr. teacher, as well as K-5 classroom teachers 4. 5th gr. teacher Laurie Doner and kindergarten teachers Kelly Muston, Marla Wiacek, and Julie Serazio will share recent training experiences and implementation strategies with staff.

2.1.1.1. Activity: Writing to a Prompt

Activity Description: Students will write to a prompt with complete thoughts and have well developed

paragraphs with supporting details. Students will apply established standards to judge the quality, accuracy, and relevance of their work based on a 6 plus 1 traits rubric.

1. Teachers will model and have students use narrative elements when developing narrative prompts to ensure that necessary details are included in their writing pieces.
2. Teachers will model and have students use the 6 plus 1 traits writing rubric to assess writing.
3. Teachers will teach how to choose the different types and application of Thinking Maps;and students will use Thinking Maps to organize their thoughts in preparation for writing.
4. Teachers will teach students how to follow the structure of the Daily 5 and have them use the individual components of Read to Self, Work on Writing, Read to Someone, Listen to Reading and Word Work on a daily basis.

Activity Type: None

Planned staff responsible for implementing activity: 1. K-5 Classroom teachers and literacy coach Dina Nardone

2. K-5 Classroom teachers and literacy coach Dina Nardone
3. Kerry Sabellico, Thinking Maps teacher trainer and 2nd gr. teacher, as well as K-5 classroom teachers
4. 5th gr. teacher Laurie Doner and kindergarten teachers Kelly Muston, Marla Wiacek, and Julie Serazio will share recent training experiences and implementation strategies with staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Funds and District Professional Development	General Funds	1,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 3: Goal 3: Math-Numbers and Operations

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will increase their ability to use the number and operations strand as evidenced by a 2 % increase on the 5th grade MEAP; students will increase their ability to measure using common tools and appropriate units as evidenced by a 2% increase on the 5th grade MEAP.

Gap Statement : Based on a review of our math assessments,83% of our students were proficient on the MEAP math in 2008 and 81% were proficient in 2009. The male and female subgroups have a gap;specifically, the female subgroup is scoring 4 points(77%) below the school's aggregate score of 81% and 7 points below the male subgroup scores of 84% in 2009.

Cause for Gap : Analysis reveals that the numbers and operations strand ia an area for improvement for all students. The quarterly local math assessments and an analysis of the measurements strand on the MEAP reveal a need for 5th gr. students to improve in the measurement strand. Further analysis shows that lower scores may be due to inadequate opportunities to measure length, weight, and temperature as well as perimeter and area and/or numbers and operation errors.

In 2007, the aggregate score was 61%, in 2008 it was 83%, and in 2009, it was 81%.

Multiple measures/sources of data you used to identify this gap in student achievement : The Math MEAP and local quarterly math assessments identified numbers and operations as well as measurement.

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? Students will show mastery of numbers and operations as evidenced by local assessments. Students will increase their ability to measure and calculate length, perimeter and area using common measurement tools and formulas

Students will show an increase of 2% on the 5th Grade MEAP Math.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Contact Name : Ernie DeSantis

List of Objectives:

ID	Objective
5277	Students will increase their ability to use the number and operations strand as evidenced by a 2% increase on the 5th grade MEAP math. Students will increase their ability to measure using common tools and appropriate units as evidenced by a 2% increase on the 5th grade MEAP math.

3.1. Objective: Math Numbers and Operations

Measurable Objective Statement to Support Goal : Students will increase their ability to use the number and operations strand as evidenced by a 2% increase on the 5th grade MEAP math. Students will increase their ability to measure using common tools and appropriate units as evidenced by a 2% increase on the 5th grade MEAP math.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
5277	1. Teachers will provide students with daily opportunities to practice mathematical operations through activities provided on the Dearborn Public Schools math curriculum website (specifically, www.aaamath.com www.mathfactcafe.com , and www.funbrain.com/math/index.htm). 2. Teachers will have students use number lines to demonstrate math fluency in real world connections.	

3.1.1. Strategy: Numbers and Operations

Strategy Statement: 1. Teachers will provide students with daily opportunities to practice mathematical operations through activities provided on the Dearborn Public Schools math curriculum website (specifically, www.aaamath.com www.mathfactcafe.com, and www.funbrain.com/math/index.htm).

2. Teachers will have students use number lines to demonstrate math fluency in real world connections.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision

Other Required Information for Strategy

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

1. Everyday Mathematics, McGraw-Hill

2. National Council of Teachers of Mathematics Standards

3. Classroom Instruction That Works,(Marzano, 2001)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will successfully use numbers to perform mathematical operations. 1. Students will receive daily opportunities to practice mathematical operations through activities provided on the Dearborn Public Schools math curriculum website (specifically, www.aaamath.com, www.mathfactscafe.com, and www.funbrain.com/math/index.htm). 2. Students will use number lines to demonstrate math fluency in real world connections. 3. Students will receive multiple opportunities to practice measuring length, weight, temperature, perimeter and area through teacher created activities. 4. Students will create an ongoing "Measurement Vocabulary Notebook" using linguistic and nonlinguistic representation.	09/01/2009	06/01/2010	All general education and special education teachers are responsible for implementing.

3.1.1.1. Activity: Mathematical Operations

Activity Description: Students will successfully use numbers to perform mathematical operations.

1. Students will receive daily opportunities to practice mathematical operations through activities provided on the Dearborn Public Schools math curriculum website (specifically, www.aaamath.com, www.mathfactscafe.com, and www.funbrain.com/math/index.htm).
2. Students will use number lines to demonstrate math fluency in real world connections.
3. Students will receive multiple opportunities to practice measuring length, weight, temperature, perimeter and area through teacher created activities.
4. Students will create an ongoing "Measurement Vocabulary Notebook" using linguistic and nonlinguistic representation.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All general education and special education teachers are responsible for implementing.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paper, Computer Printer Cartridges, Pencils	General Funds	550.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/09/2009	kleek@dearborn.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,150.00	\$400.00

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
Dr.	Kathleen	Klee	Principal	kleek@dearborn.k12.mi.us
Mrs.	Kerry	Sabellico	Teacher	makowsk@dearborn.k12.mi.us
Mrs.	Laurie	Doner	Teacher	donerl@dearborn.k12.mi.us
Mr.	Ernest	DeSantis	Teacher	desante@dearborn.k12.mi.us
Mrs.	Marilyn	Hall	Teacher	hallm1@dearborn.k12.mi.us
Mrs.	Marla	Wiacek	Teacher	wiacekm@dearborn.k12.mi.us
Mrs.	Dana	Grizzell	Teacher	grizzed@dearborn.k12.mi.us
Mrs.	Cynthia	Slater	Teacher	slaterc@dearborn.k12.mi.us
Mrs.	Stacy	Striz	Teacher	strizs@dearborn.k12.mi.us
Mrs.	Kelly	Muston	Teacher	mustonk@dearborn.k12.mi.us
Ms.	Deborah	Cummins	Teacher	cummind@dearborn.k12.mi.us
Mrs.	Kathleen	Adams	Teacher	adamsk@dearborn.k12.mi.us
Mrs.	Erin	Muransky	Teacher	muranse@dearborn.k12.mi.us
Mrs.	Kristie	Lica	Teacher	licak@dearborn.k12.mi.us
Mrs.	Fiorella	Valmassoi	Teacher	valmasf@dearborn.k12.mi.us
Mr.	James	Walters	Vocal Music Teacher	walterj@dearborn.k12.mi.us
Mrs.	Lisa	Horvatich	Teacher	horvatl@dearborn.k12.mi.us
Ms.	Emily	Beaman	Speech	beamane@dearborn.k12.mi.us
Mr.	Gregory	Pudelek	Engineer	pudelg@dearborn.k12.mi.us
Mrs.	Emily	Kluzee	Art Teacher	kluzee@dearborn.k12.mi.us
Mr.	Jeffrey	Tapp	PE Teacher	tappj@dearborn.k12.mi.us
Mrs.	Debbie	Camp	PE Teacher	campd@dearborn.k12.mi.us
Mr.	Michael	Kalasz	Instrumental	kalasm@dearborn.k12.mi.us
Mrs.	Tamara	Davidson	Teacher	davidst@dearborn.k12.mi.us
Mrs.	Rebecca	Majetic	Teacher	Majetir@dearborn.k12.mi.us
Mrs.	Nancy	Chase	Teacher	chasen@dearborn.k12.mi.us
Mrs.	Julie	Serazio	Teacher	serazij@dearborn.k12.mi.us
Mrs.	Linda	McCarty	Media Specialist	mccartl@dearborn.k12.mi.us
Mrs.	Wendy	McFarlin	PTA President 2009-10	floridagirl@comcast.com
Mrs.	Dena	Williamson	PTA Treasurer 2009-10	dldw@comcast.net
Mrs.	Tracy	Attard	PTA President 2010-11	tracy@attardfam.com
Ms.	Dina	Nardone	Literacy Coach	nardond@dearborn.k12.mi.us

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

The Snow School Improvement Plan (SIP) Team meets monthly with the principal. The team provides leadership by giving feedback and presentations at faculty meetings throughout the year and at PTA meetings held at lunchtime and/or in the evening. The goal of the leadership team is to direct instruction toward the meeting of our improvement goals. The SIP team actively promotes academic progress at annual School Improvement Council meetings and midyear Council site visits; the council consists of administrators, superintendent, director of assessment as well as directors of elementary and secondary education. The Council's task is to review data and seek evidence of the SIP plan's implementation. Feedback from these annual meeting is then, in turn, shared with the staff, parents and PTA board; instructional adjustments are made to the SIP plan and implemented.

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

The Snow staff provides a curriculum based on the state Grade Level Content Expectations (GLCEs). The state and the district continually review these GLCEs. Snow School has a teacher on all district content area committees to provide input and ensure expectations and assessments are developmentally appropriate. The principal and literacy coach serve on the district curriculum council. A strands-based report card is used to exchanges curricular and assessment information at PTA and parent meetings to help children be more successful. In the fall, 2008, Snow stakeholders (staff, parents and community members) collected and wrote a Blue Ribbon application to the Michigan Department of Education because Snow School had received an "A" for the past four years and made Adequate Yearly Progress. The process requires strong collaboration among all stakeholders; it helped to unify the staff and they had planned to apply in 2010. However, the Blue Ribbon process is unavailable for application due to the state's budget constraints. Snow continues to operate as a competitor for Blue Ribbon school status.

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

Snow School provides quarterly standard based report cards, holds bi-annual parent teacher conferences, student study teams, Individualized Education Plan (IEPs) meetings, and parent meetings. The principal presents the School Improvement Plan and school MEAP results at monthly PTA meetings. She also shares the standards for judgment and the meaning of data. All test data including MEAP, DRA-2, common assessments and standard based grading are conveyed at individual parent conferences in the spring and fall. Test results for all schools are posted on the district website and in the local newspapers. The Dearborn Public School District Board of Education holds work/study sessions monthly that are open to the public. In these meetings, the Board takes a comprehensive look at Adequate Yearly Progress, standardized tests and district scores. Additional information is provided in the Snow "Scoops" PTA newsletter. Parents are represented on the School Improvement Committee and participate in setting academic goals and climate activities. Every effort is made by staff to create an informed partnership with parents to fulfill the Snow vision of successful and lifelong learners.

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:

Brian Whiston, Superintendent

Address:

18700 Audette, ASC

Telephone Number:

(313) 827-3022

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?

Staff will be trained in "Thinking Maps" and will use that knowledge to incorporate their new learnings where applicable. Professional Learning Community (PLC) meetings will be used to continue to develop understandings in the administration and analysis of DRA 2. Staff will be trained in the instruction of and assessment of the MLPP retelling Rubric for narrative text. Reading levels and retelling scores will be collected by the SIP team at the beginning and end of each school year. Teachers are receiving support by the principal and literacy coach to use Class A for data assessment. Teachers will work together to create grade level instructional measurement opportunities. Teachers will work together to create grade level instructional measurement opportunities. Teachers will share strategies for numbers and operations that are working in their classrooms. Teachers will be trained in the use of narrative and informational elements and the 6+1 Traits rubric. Formative and summative data will be analyzed to determine teaching points. The building literacy coach will observe and dialogue with teachers modeling process writing in all K-5 classrooms and train all K-5 teachers with the aid of former Learning Network district coach Maryann Krengel as well as consultant and early literacy author David Matteson (*Note-the coach was eliminated during the 2nd semester 2010 due to midyear budget cuts but has been restored for 2010-11 in a new format). The SIP committee will collect quarterly writing samples with a list of class scores. The data will be used to plan for professional development. Members of the staff will be trained during the summer 2010 to train the remaining staff members in the Daily Five Literacy Assessment and Instruction framework throughout the 2010-11 school year.

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

Snow School has been dependent upon its general funds, grants and the PTA for financial support. The literacy coach and Learning Network consultation is paid by Title II A funding. DRA 2 kits have been provided through the Dearborn Office of Assessment. In 2010-2011, Snow will also be supported by Title I funds because the number of students on free/reduced lunch has increased to over 40% of its student population.

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

The institution has surveyed all schools for their technology needs to support student learning. The district has provided classroom teachers, coaches, and administration access to Class A, a data collection system, which provides individual student testing data. This information drives instruction and pinpoints areas of concern. A mobile computer lab, one Promethean board, and a computer lab classroom provides online testing and access to learning websites.