



School Improvement Plan

Hemmeter Elementary School

Saginaw Township Community Schools

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Saginaw, MI 48638-4672

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hemmeter Elementary School has 385 gifted and talented students in kindergarten through fifth grade. Over time, we hope to expand the number of students we serve. Hemmeter has an art room with kiln, a computer lab, a media center, a large gymnasium, and before and after school programs. In addition to a very strong academic program, the curriculum at Hemmeter includes classes in music, art, and physical education.

Hemmeter Elementary School provides a rich and diverse variety of programs for students, made possible in large part due to the very high rate of family and community participation and volunteering. Activities for students at Hemmeter include Destination Imagination, Student Council, LEGO Club, First Robotics, Clay Club, Chess Club, technology offerings, service projects, Hartley Nature Camp, fine and performing arts assemblies, and special days designed to enrich the curriculum. Hemmeter Elementary School is very fortunate to have such an exceptional faculty and the assistance of so many active families and volunteers.

The 2010-11 school year was the first year that Hemmeter opened as a full time gifted and talented magnet school.

We are very proud of the fact that the Hemmeter Elementary School gifted and talented magnet program attracts students from throughout the region and beyond.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

We, the staff of Hemmeter Elementary School, in partnership with family and community, will provide a positive and healthy educational environment for gifted and talented students with the goal to grow academically, to develop a positive self-concept and to become responsible, contributing citizens.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school is in the top 5% of all Michigan schools on combined measures of student achievement and student growth over time. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff, and our community in this effort.

Hemmeter Elementary School has been identified as a High Performing Reward school and a Beating the Odds School.

Hemmeter continuously looks for areas to improve student achievement. This year we have increased our focus on building professional learning communities, using data to drive instruction, and research inquiry based teaching and learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In an attempt to increase authentic learning, each grade level at Hemmeter completed a student generated community service program. The projects benefited community members locally and nationally.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

As a school, we research demographic trends, assessment data, and best practice research. This information is processed and analyzed to build our school improvement plan. The members of the team include the principal, teachers, and parents. The stakeholders were selected based on areas of expertise and volunteer interests. The teachers and principal build the draft of the school improvement plan. Then we present the information to the parent members for input and revise the plan based on feedback, if appropriate. The initial meetings are during the school day with substitute teaches provided for members of the school improvement team. We coordinate the dates with the ISD and Guided School Improvement in-service they provided. The information is presented to parents during a parent/teacher meeting in June.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Our school improvement team is made of the following stakeholders:

Jim Bailey, principal
Linda Laurenz, teacher
Lisa Morford, teacher and parent
Molly Kelsey, teacher
Jennifer Jaffe, parent
Jaime Huffman, parent

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final school improvement plan will be placed on the web page for all stakeholders to view. Additionally, we will present an overview of the school improvement plan during Curriculum Night in September and during Hemmeter Parent/Teacher meetings. All stakeholders will receive monthly updates on our progress of the school improvement plan via our monthly newsletter, The Hemmeter Hotline.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Due to a steady increase in student enrollment, the major challenge we face is increased class sizes. Another challenge is limited physical space in which to accommodate daily activities throughout our building. Furthermore, while Hemmeter's enrollment has increased, our district's enrollment has steadily decreased. As a result, funding has been cut while our student population has increased.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Overall, Hemmeter students have positive attendance trends. We have not identified a challenge specific to student attendance.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We see a trend toward fewer minor behavioral incidents. School-wide, we have fewer discipline issues. However, we do have a low number of students who have had reoccurring serious behavior issues. The behavior of these few students interferes with the learning of their classmates. We also lack the personnel (i.e. Social Worker, Counselor) to address these behavioral issues.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We will continue to use common language and procedures throughout the school in order to maintain school order. Expectations and rules are consistent across grade levels.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our principal has 11 years of teaching experience and three years of administrative experience. He continually strives toward professional growth, and his enthusiasm and passion for student learning has positively affected student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We have an experienced, professional staff who deliver quality instruction to our gifted students. Our teachers continually seek professional development opportunities to insure best practice instruction is happening in the classroom. Our high student achievement is a direct reflection of our experienced teaching staff.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our principal does not have excessive absences that would negatively affect student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

None of our teachers have excessive absences that would negatively affect student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We do not have any identified challenges regarding teacher/school leader demographics that require action at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Our School Systems Review indicates that our strengths include: Instructional Design, Assessment, Instructional Leadership, A Culture for Learning, Professional Learning Systems, and Communication.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Curriculum Alignment, Data Analysis, Collaborative Teams, and Community Partnerships.

12. How might these challenges impact student achievement?

Taking time to collaboratively examine data will allow teachers to make informed decisions. This practice will guide us to focus on areas of need and create intervention groups for students not meeting proficiency.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We have identified the following actions in our school improvement plan: data analysis meetings, collaborative scoring of MAISA writing, pre and post assessments, professional development opportunities for staff, and communication with stakeholders.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Hemmeter is in compliance with all federal and state guidelines for students with disabilities.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Hemmeter sponsors many after school activities to enrich student learning and experience at school. Some of the clubs include: Chess Club, Lego League Robotics, Destination Imagination Academic Teams, Scrabble Club, Spelling Bee, craft classes, Pottery Club, to name a few.

the support of many outside presenters, to develop and deliver rich learning experiences in art and science for all students. Students choose from three sessions and enjoy keynote speakers during the day.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Most of the extended learning opportunities are available to all students that are interested in participating. The parents are notified through our monthly newsletter, fliers, and our Hemmeter Parent Facebook page.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The district has established pacing guides. Grade levels meet both horizontally and vertically during the school year to ensure alignment.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The MIPHY is not administered at Hemmeter Elementary School.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following areas as strengths:

- Nonfiction reading strategies/text features
- Characteristics of multiple genres
- Independent reading
- Establishing "reading workshop" approach to reading instruction

19b. Reading- Challenges

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff has identified the following challenges:

- Conferring strategies
- Class size (Opportunities to meet with small groups)
- Alignment of assessments to Common Core standards

19c. Reading- Trends

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

We have identified the following trends:

Students are improving in their ability to cite evidence from the text

Amount of time reading for enjoyment has increased (based on number of books read)

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers were most interested in receiving professional development on conferring strategies. The school improvement team is in the process of arranging for an expert to come into our building for professional development to model this strategy.

20a. Writing- Strengths

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff has identified the following strengths:

Increased stamina during writing workshop

Adding details and creating interesting leads

Exposure to different types of writing

Using mentor text to teach writing strategies

20b. Writing- Challenges

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff has identified the following challenges:

Revision strategies

Grammar and conventions

Student enjoyment

20c. Writing- Trends

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff has identified the following trends:

Writing is more organized

Students use a variety of text structures

Students are spending more time writing

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will continue implementing the MAISA writing units. The staff is currently looking for a supplemental grammar piece to add to our writing curriculum.

21a. Math- Strengths

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We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following strengths:

Problem-solving skills

Ability to persevere through difficult problems

Graphing and data analysis

Parent support

21b. Math- Challenges

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following challenges:

Mastery of basic math facts

Real world application problems

21c. Math- Trends

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following trends:

Parent understanding improved with math night

After-school tutoring has benefited struggling students

21d. Math- Summary

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Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The staff is reviewing several web-based basic fact practice programs to address this deficiency. We will continue to provide real-world opportunities for our students to apply their learning in complex ways.

22a. Science- Strengths

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following strengths:

Informational writing in science

Cross-curricular connections

Increased achievement on non-fiction reading and writing tasks

STEM opportunities

22b. Science- Challenges

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following challenges:

Updated resources

Time to build units

22c. Science- Trends

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following trends:

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Improved self-reflection with science notebooks

Increased opportunities in STEM and PBL

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges are not addressed in the School Improvement Plan, but are being discussed by the staff.

23a. Social Studies- Strengths

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following strengths:

Student background knowledge

Civics/community service opportunities

23b. Social Studies- Challenges

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following challenges:

Time to plan

Lack of resources

Clear, defined curriculum

23c. Social Studies- Trends

We are transitioning to a new data collection process at Hemmeter. We have discontinued MEAP and AIMSweb and replaced them with M-STEP and NWEA testing. The information reported below is based on the new data sources and anecdotal evidence from the staff.

The staff identified the following trends:

Increase interest in social studies based on new resources (Time for Kids, History Alive, and MAISA)

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges are not addressed in our School Improvement Plan, but the staff is discussing the challenges.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The highest level of satisfaction was in response to the section titled Purpose and Direction, specifically the questions regarding learning expectations from the principal and teachers. The students also rated Learning Environment and Use of Technology as an areas of strength.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The two areas the indicated the lowest overall level of satisfaction among students were the cleanliness of the building and the way students treat each other at recess.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We will continue to implement the Great Expectations program. We are also looking at updating the equipment on the playground. Students are less likely to misbehave at recess if they are engaged an a fun activity.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

All of the areas on the survey indicate a high level of overall satisfaction with the school. The highest areas included:
Our School has High Expectations Students in all Classes
Our School Leadership is Approachable and Responds to Questions/Concerns in a Timely Manner
Our School Provides Qualified Staff Members to Support Learning.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

We did not have an area where parent/guardian satisfaction was below 95%.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We did not have an areas where parent satisfaction was below 95%. However, we did receive a few comments about reporting student progress more frequently. This is an area will work to improve next year.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The two areas that indicated the highest level of satisfaction on the survey were Standard 1: Purpose and Direction of the School and Standard 2: Governance and Leadership.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

All of the areas on the survey had very high levels of satisfaction. However, the lowest scoring area was Standard 3: Teaching and Assessing for Learning. Most of the criticisms in this section were related to the lack of counselors and support staff available.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We need to continue to find ways to service of our bottom 30% without a literacy/numeracy specialist.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The 2014-15 STCS Community Survey data reflected continued support and overall satisfaction with our school district operations, progress and initiatives. The greatest area of satisfaction is with the level and quality of teaching and learning provided to our students. Community belief is that we provide a solid and relevant experience for our students that is moving them toward being college and career ready; and, to be positive and productive citizens.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The least area of satisfaction is with consistent and regular communication regarding non-athletic school initiatives and updates. The data also reflected that community members believe and are concerned that we may not have adequate technology (hardware/resources) available and ready for student access and use during the school day. Despite our proactive and purposeful use of bond funding to enhance technology access within our district, it appears that we have not done all that we could to keep the community informed of the progress made to date; and, the technology-related enhancements put forth to support student learning.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The district will continue to partner with local government offices, institutions of higher learning, and community organizations to ensure and increase awareness among ALL stakeholders regarding the academically-related programs, services, and initiatives in our district. Additional strategies will be included in our 2015-16 District Improvement Plan to identify and utilize traditional and non-traditional opportunities to "tell our story" in a manner that is meaningful, relevant, and timely to our stakeholders in order to promote continued community satisfaction and support of our school district.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Hemmeter scores in all four data areas relatively strong. Demographically, our parents support their child's education and are able to provide support from home when needed. For the most part, processes are in place to make sure students are able to reach their full potential. The one exception is the area of counselors and special support staff. Achievement and outcome are exemplary as evidenced by our Reward School status. The perception of Hemmeter is extremely high with all stakeholders.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Because Hemmeter's perceptions and demographics are so favorable, we lack some of the extra resources needed to help our struggling learners. For instance, we do not have a literacy/numeracy coach to assist our tier 2 and 3 students. We also lack a school counselor to support social, emotional, and behavioral issues that often negatively impact student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

While ideally we would add additional staff members to support struggling students, we realize this is unrealistic in the current financial climate. In building our school improvement plan, we were intentional about providing more opportunities for tier 2 and 3 interventions, such as conferring, after-school tutoring, parent support, and peer collaboration.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Hemmeter Elementary completes regular and consistent monitoring of English language arts and mathematics. Teachers use a combination of formative and summative assessments to drive instruction and measure student achievement. The school assesses students using NWEA, DRA, Rigby, MAISA writing prompts, and teacher created unit assessments that are used in all grades. M-STEP assessments are completed in third, fourth, and fifth grades.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our annual report can be found at our school web page using the following link: http://saginaw.cyberschool.com/view/2212.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Hemmeter is a kindergarten through fifth grade elementary school and does not have an eighth grade.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Hemmeter is a kindergarten through fifth grade elementary school and does not have an eighth grade.	

School Improvement Plan

Hemmeter Elementary School

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Hemmeter complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Our human resource director, Tony Skowronski, coordinates efforts to comply with and carry out non-discrimination responsibilities. Tony Skowronski Human Resources 3465 N. Center Rd. Saginaw, MI 48603 989-797-1800	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Although the district has a School-Parent Involvement Plan, Section 1118, we are not a targeted Title 1 school. We abide by the State of Michigan Parent Involvement State Initiative. In accordance with federal law, guardians of LEP (Limited English Proficiency) students are notified if the child participates in the district's LEP program.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No	N/A	

Hemmeter School Improvement Plan 2015-2016

Final Draft

Overview

Plan Name

Hemmeter School Improvement Plan 2015-2016 Final Draft

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Hemmeter Elementary School will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$2240
2	All students at Hemmeter Elementary School will become proficient readers.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$2350
3	All students at Hemmeter Elementary School will become proficient writers.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$9884

Goal 1: All students at Hemmeter Elementary School will be proficient in math.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in third, fourth, and fifth grade in Mathematics by 06/10/2016 as measured by state assessment data and NWEA.

Strategy 1:

Professional Learning to Address Achievement Gaps/Challenges - All staff will engage in professional development and learning teams to address achievement gaps and support student learning in math.

Category:

Research Cited: Common Core State Standards Initiative (CCSSI), 2010. Common Core State Standards for Mathematics. Washington, DC; National Governors Association Center for Best Practices and the Council of Chief State School Officers. http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Coughlin, Heather. 2010. "Dividing Fractions: What is the Divisor's Role?" Mathematics Teaching in the Middle School 16 (December 2010/January 2011): 280-87.

Tier: Tier 1

Activity - Attend Michigan Council of Teachers of Mathematics Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Michigan state level Mathematics conference. Time will be given at a staff meeting to share learning.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1600	Title II Part A	Principal, Teachers, STCS Curriculum Director

Activity - PLC Subscription for Teaching Children Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase two memberships to the National Council of Teachers of Mathematics which includes the subscription to Teaching Children Mathematics. The members of the math PLC will read the magazine each month and share relevant articles with the whole staff during professional development days and/or staff meetings.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers.

Activity - Mathematical Apps and Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be provided for teachers to research and identify high quality, effective apps and websites to support student learning.	Supplemental Materials, Technology	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers.

School Improvement Plan

Hemmeter Elementary School

Strategy 2:

Evidence/Research-based Instruction for All Students - All staff will provide evidence and research-based math instruction to all students. The following school-wide strategies will be implemented by all staff with fidelity: supplying daily problem-solving opportunities, using Math In Focus curriculum materials as our primary resource, administering standardized pre- and post testing for each unit, and integrating children's literature and technology into mathematics units.

Category:

Research Cited: Jensen, Eric, Teaching With the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Tier: Tier 1

Activity - Math In Focus as Primary Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Math In Focus as their primary resource with fidelity. They will follow the philosophy of the concrete/pictorial/abstract way of teaching. Teachers will follow the curriculum's recommendations to use manipulatives when stated.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers, Principal during walk-throughs
Activity - Standardized Pre/Post Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will give pre and post unit tests to monitor student growth.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Math Theme Weeks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using NCTM'S "Math by the Month" articles, teachers will spend one week per month doing the activities with their students. The activities align with our goal of providing higher level, authentic math opportunities for our students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$240	General Fund	Principal and teachers
Activity - Real-World Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will locate and/or generate real-world performance tasks. These tasks will engage students in high level mathematical thinking, and provide practice in solving multi-step problems.	Supplemental Materials, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers and principal

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Hemmeter Elementary School

Strategy 3:

Multi-Tiered Systems of Support - All teachers will develop a strong MTSS system of support for identifying students. MTSS support will be provided using the following interventions: After school tutoring, analyzing post test results for reteaching and spiraling the math curriculum, forming math intervention groups.

Category:

Research Cited: Brown-Chidsey, Rachel and Kristina J. Andren. 2013. Assessment for Intervention: A Problem-Solving Approach. Guilford Press.

Tier: Tier 2

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore different options for providing after-school tutoring, including but not limited to, peer or teacher tutoring, community education, or stipends for teachers.	Direct Instruction	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$400	General Fund	Teachers, Principal, Community Education

Activity - Post Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will collaborate to analyze post test data and use it to reteach concepts and skills that were not mastered.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers

Activity - Math Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on informal and formal assessments teachers will create math intervention groups to meet the needs of struggling students.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers

Strategy 4:

Family Engagement to Support Learning - All staff will engage parents to support student learning in math. Hemmeter will establish the following activities to engage families in math learning: providing extra practice opportunities, developing online resources to support learning, distributing Math In Focus School to Home Connections letter.

Category:

Research Cited: Prior, Jennifer and Maureen Gerard. 2007. Family Involvement in Early Childhood Education. Thomson Delmar Learning.

Tier: Tier 1

Activity - Providing Extra Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will send home Math In Focus reteaching and extra practice activities to engage students and their family members in the learning process. We will also provide additional resources including math manipulatives, games, and real-world application activities.	Materials	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hemmeter will build an online math resource page. Links may include the Math In Focus Parent Access page, math games, tutorial videos, and other information to support teaching and learning.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal, Teachers
Activity - School to Home Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will send home the Math In Focus School to Home Connection newsletters for each chapter.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Math Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a math information night for parents at the start of the school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers

Goal 2: All students at Hemmeter Elementary School will become proficient readers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency reading in English Language Arts by 06/10/2016 as measured by DRA/Rigby and NWEA assessments.

Strategy 1:

Professional Learning to Close Achievement Gaps - All staff will participate in summer book clubs, attend the MRA conference, read a weekly professional article related to reading instruction, and attend a one-day session "Reading in the Wild" with Donalyn Miller at Central Michigan University on January 19, 2015.

Category:

Research Cited: Taberski, Sharon. 2011. Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop. Heinemann.

School Improvement Plan

Hemmeter Elementary School

Portsmouth, New Hampshire.

Miller, Donalyn. 2013. Reading in the Wild. Jossey-Bass. San Francisco.

Tier: Tier 1

Activity - Summer Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested staff members will participate in a professional summer book club.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$250	General Fund	Principal and staff members

Activity - Attend Michigan Reading Association Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Michigan Reading Association conference. Time will be given at staff meeting to share information learned at the conference.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$1600	Title II Part A	Principal and teachers

Activity - Nerd Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interested teachers will attend Summer Nerd Camp featuring professional authors and leaders in literacy development.	Professional Learning	Tier 1	Implement	07/06/2015	07/07/2015	\$0	No Funding Required	Interested teachers and principal (presenter)

Strategy 2:

Multi-Tiered Systems of Support - All staff will develop a strong MTSS system of support for students. Hemmeter will include the following interventions: Collaborative data analysis, reading intervention groups, parent-teacher collaboration, and parent volunteers.

Category:

Research Cited: Taberski, Sharon. 2011. Comprehension from the Ground Up. Heinemann. Portsmouth, New Hampshire.

Tier: Tier 2

Activity - Collaborative Data Analysis Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Hemmeter Elementary School

Classroom teachers will collaboratively meet after fall and winter benchmarks to analyze NWEA and writing data. Teachers will report data for all students and create an action plan for those in need of intervention.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$500	General Fund	Teachers and Principal
Activity - Reading Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students who are at risk in reading based on data analysis and organize reading intervention groups.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Parent-Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide monthly reading resources such as "Metacognition News" to promote parental involvement and provide knowledge of reading strategies.	Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers
Activity - Parent Volunteers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recruit and train parents to provide one-on-one reading instruction for students.	Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers

Strategy 3:

Evidence/Research-based Instruction for All Students - All teachers will provide evidence/research-based reading instruction to all students. Hemmeter will implement the following school-wide strategies: implement close reading strategies, provide daily independent reading time for all students and staff, use Reading Street and Reading Workshop Models, incorporate read-alouds into daily instruction, and conduct reading conferences.

Category:

Research Cited: Trelease, Jim. 2013. The Read-Aloud Handbook. Penguin Books. New York, New York.

Miller, Debbie. 2002. Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers. Portland, Maine.

Tier: Tier 1

Activity - Daily Independent Reading for All Students and Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to build a culture of life-long reading, all students and staff will engage in at least 20 minutes of free-choice independent reading each day.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal, teachers, and support staff

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Activity - Reading Street and Reading Workshop Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Reading Street and Reading Workshop models during their 90 minute daily reading blocks.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Read Alouds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate read alouds into daily instruction. Read alouds promote lifelong reading skills and model reading strategies. This activity would also include upper elementary students partner reading with lower elementary students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - Reading Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use individual student reading conferences to monitor comprehension, track progress, and build relationships.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers
Activity - March Book Madness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the March Book Madness reading tournament. Students are challenged to read books from a selected list of notable titles, evaluate each text, and make informed decisions in order to vote for their favorite books.	Other	Tier 1	Implement	02/15/2016	04/01/2016	\$0	No Funding Required	Teachers, principal, and librarian.

Strategy 4:

Family/Community Engagement to Support Learning and Enhance Collective Impact - All staff will engage parents to support student learning in reading. Hemmeter will establish the following activities to engage families in literacy learning: publishing articles for parents in the Hemmeter Hotline, facilitating a parent book club, hosting a family reading night

Category:

Research Cited: Prior, Jennifer and Maureen Gerard. 2007. Family Involvement in Early Childhood Education. Thomson Dellmar Learning.

Trelease, Jim. 2013. The Read-Aloud Handbook. Penguin Books. New York, New York.

Tier: Tier 1

Activity - Articles for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide monthly reading resources such as "Metacognition News" to promote parental involvement and provide knowledge of reading strategies.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal and teachers

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Activity - Parent Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will host a parent book club promoting the benefits of reading using "Raising Kids Who Read: What Parents and Teachers Can Do" by Daniel T. Willingham, PhD.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal
Activity - Book Fair Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hemmeter will host a family book fair night. The event will include books to purchase and a family dinner.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Principal, parent volunteers, and teachers.

Goal 3: All students at Hemmeter Elementary School will become proficient writers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/10/2015 as measured by MLPP, state assessment, and teacher-made assessments.

Strategy 1:

Evidence/Research-Based Instruction for All Students - All staff will engage in strategically designed professional development to address student learning in writing. Hemmeter will implement the following school-wide strategies: Use the MAISA writing units, provide mentor text models, and evaluate student writing with rubrics; additionally we will use science notebooks and current events sources to teach writing.

Category:

Research Cited: Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman, Pathways to Common Core: Accelerating Achievement, Heinemann, 2012. Print

Cullum, Ruth. 6 + 1 Traits of Writing: The Complete Guide: Grades 3 & Up: Everything You Need to Teach and Assess Student Writing with This Powerful Model. New York: Scholastic Professional Books, 2003.

Tier: Tier 1

Activity - Science Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will maintain interactive science notebooks throughout the year. Students will record predictions, research, observations, data collection, and synthesis.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	No Funding Required	Classroom Teachers

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Activity - Current Event Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use current event sources (such as Scope, Scholastic News, CNN Student News, Time for Kids, etc.) to guide informational and opinion/argument writing pieces.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$2000	General Fund	Classroom Teachers
Activity - Implementation of MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement MAISA writing units; collect pre/post assessments for narrative, informational, and opinion pieces, examine mentor texts, provide guided instruction, score pieces collaboratively, and monitor implementation.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	Teachers and principal.
Activity - Examine student anchor pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use student writing samples to teach writing traits such as organization, craft, and conventions.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	Teachers

Strategy 2:

Family/Community Engagement to Support Learning and Enhance Collective Impact - All staff will engage parents to support student learning in writing. This will include the following activities: publish student writing samples in the Hemmeter Hotline, provide opportunities to showcase student writing to parents and community members, and develop a pamphlet for parents on how to help their children with writing at home.

Category:

Research Cited: Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman, Pathways to Common Core: Accelerating Achievement, Heinemann, 2012. Print

Wilhelm, Jeffrey D. : Engaging Readers and Writers With Inquiry. Scholastic 2007

Tier: Tier 1

Activity - School Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write narrative, informational, and opinion/argument pieces for the monthly school newsletter.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	No Funding Required	Classroom teachers and principal
Activity - Parent Writing Pamphlet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Create and share a guide for parents to assist students at home with writing instruction.	Parent Involvement	Tier 1	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	Classroom teachers
Activity - Writing Showcase Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide an opportunity for parents and community members to view student writing successes.	Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$300	General Fund	Teachers

Strategy 3:

Professional Learning to Close Achievement Gaps - All teachers will provide evidence/research-based writing instruction. As part of reaching this goal, Hemmeter's teaching staff will explore, implement, and complete the MAISA writing units. Furthermore, professional development will be provided on conferring strategies.

Category:

Research Cited: Dorfman, Lynne. 2007. Mentor Texts: Teaching Writing Through Children's Literature K-6. Stenhouse Publishing. Cambridge, Massachusetts.

Tier: Tier 1

Activity - MAISA Unit Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principal will attend additional training on the MAISA writing units as needed.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$5584	Title II Part A	Principal, teachers
Activity - MAISA Unit Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and grade level colleagues will monitor the implementation of instructional strategies through mandatory timelines, principal observations, and lesson planning.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	No Funding Required	Principal and teachers
Activity - MAISA Unit Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers and principal will evaluate the MAISA writing program. The evaluation will consist of student growth data using MAISA writing rubrics and teacher feedback. The school improvement team will complete the MDE program evaluation tool.	Other	Tier 1	Evaluate	09/08/2015	06/08/2016	\$0	No Funding Required	Teachers and principal

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Activity - Professional Development on Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and modeling on conferring strategies used during writing workshop.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$2000	Title II Part A	Teachers, principal, and curriculum director

Strategy 4:

Multi-Tiered Systems of Support - All staff will develop a strong MTSS system of support for students identified as needing additional time and resources to meet learning standards. The multi-tiered system of support will include the following interventions: collaborative data analysis and writing intervention groups.

Category:

Research Cited: Wilhelm, Jeffrey D. 2007. Engaging Readers and Writers With Inquiry. Scholastic.

Tier: Tier 2

Activity - Collaborative Data Analysis Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaboratively meet to analyze mandatory MAISA writing assessments. Teachers will report data for all students and create action plans for those at risk.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	Teachers

Activity - Writing Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students who are at risk in writing based on data analysis and organize writing intervention groups.	Direct Instruction	Tier 2	Implement	09/08/2015	06/08/2016	\$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School to Home Connections	Teachers will send home the Math In Focus School to Home Connection newsletters for each chapter.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Teachers
Math Intervention Groups	Based on informal and formal assessments teachers will create math intervention groups to meet the needs of struggling students.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Teachers
School Newsletter	Students will write narrative, informational, and opinion/argument pieces for the monthly school newsletter.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	Classroom teachers and principal
Book Fair Night	Hemmeter will host a family book fair night. The event will include books to purchase and a family dinner.	Parent Involvement	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Principal, parent volunteers, and teachers.
MAISA Unit Monitoring	The principal and grade level colleagues will monitor the implementation of instructional strategies through mandatory timelines, principal observations, and lesson planning.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	Principal and teachers
MAISA Unit Evaluation	The teachers and principal will evaluate the MAISA writing program. The evaluation will consist of student growth data using MAISA writing rubrics and teacher feedback. The school improvement team will complete the MDE program evaluation tool.	Other	Tier 1	Evaluate	09/08/2015	06/08/2016	\$0	Teachers and principal
Implementation of MAISA Writing Units	Implement MAISA writing units; collect pre/post assessments for narrative, informational, and opinion pieces, examine mentor texts, provide guided instruction, score pieces collaboratively, and monitor implementation.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	Teachers and principal.
Parent Writing Pamphlet	Create and share a guide for parents to assist students at home with writing instruction.	Parent Involvement	Tier 1	Implement	09/08/2015	06/08/2016	\$0	Classroom teachers

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Math In Focus as Primary Resource	Teachers will use Math In Focus as their primary resource with fidelity. They will follow the philosophy of the concrete/pictorial/abstract way of teaching. Teachers will follow the curriculum's recommendations to use manipulatives when stated.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Teachers, Principal during walk-throughs
Examine student anchor pieces	Use student writing samples to teach writing traits such as organization, craft, and conventions.	Direct Instruction	Tier 1	Implement	09/08/2015	06/08/2016	\$0	Teachers
Parent-Teacher Collaboration	Provide monthly reading resources such as "Metacognition News" to promote parental involvement and provide knowledge of reading strategies.	Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Principal and teachers
Standardized Pre/Post Testing	Teachers in grades 2-5 will give pre and post unit tests to monitor student growth.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Teachers
Post Data Analysis	Grade level teachers will collaborate to analyze post test data and use it to reteach concepts and skills that were not mastered.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Teachers
Providing Extra Practice	Teachers will send home Math In Focus reteaching and extra practice activities to engage students and their family members in the learning process. We will also provide additional resources including math manipulatives, games, and real-world application activities.	Materials	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Teachers
Parent Volunteers	Staff will recruit and train parents to provide one-on-one reading instruction for students.	Parent Involvement	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Principal and teachers
Articles for Parents	Provide monthly reading resources such as "Metacognition News" to promote parental involvement and provide knowledge of reading strategies.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal and teachers
Mathematical Apps and Websites	Time will be provided for teachers to research and identify high quality, effective apps and websites to support student learning.	Supplemental Materials, Technology	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Principal and teachers.
Parent Book Club	The principal will host a parent book club promoting the benefits of reading using "Raising Kids Who Read: What Parents and Teachers Can Do" by Daniel T. Willingham, PhD.	Parent Involvement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal
Read Alouds	Teachers will incorporate read alouds into daily instruction. Read alouds promote lifelong reading skills and model reading strategies. This activity would also include upper elementary students partner reading with lower elementary students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Teachers

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March Book Madness	Students will participate in the March Book Madness reading tournament. Students are challenged to read books from a selected list of notable titles, evaluate each text, and make informed decisions in order to vote for their favorite books.	Other	Tier 1	Implement	02/15/2016	04/01/2016	\$0	Teachers, principal, and librarian.
Online Resources	Hemmeter will build an online math resource page. Links may include the Math In Focus Parent Access page, math games, tutorial videos, and other information to support teaching and learning.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal, Teachers
Reading Conferences	Teachers will use individual student reading conferences to monitor comprehension, track progress, and build relationships.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Teachers
Daily Independent Reading for All Students and Staff	In order to build a culture of life-long reading, all students and staff will engage in at least 20 minutes of free-choice independent reading each day.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal, teachers, and support staff
Reading Intervention Groups	Teachers will identify students who are at risk in reading based on data analysis and organize reading intervention groups.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Teachers
Collaborative Data Analysis Sessions	Classroom teachers will collaboratively meet to analyze mandatory MAISA writing assessments. Teachers will report data for all students and create action plans for those at risk.	Teacher Collaboration	Tier 2	Implement	09/08/2015	06/08/2016	\$0	Teachers
Real-World Performance Tasks	Teachers will locate and/or generate real-world performance tasks. These tasks will engage students in high level mathematical thinking, and provide practice in solving multi-step problems.	Supplemental Materials, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Teachers and principal
Science Notebooks	All grade levels will maintain interactive science notebooks throughout the year. Students will record predictions, research, observations, data collection, and synthesis.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$0	Classroom Teachers
Math Curriculum Night	The school will host a math information night for parents at the start of the school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal and teachers
Reading Street and Reading Workshop Models	Teachers will use Reading Street and Reading Workshop models during their 90 minute daily reading blocks.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Teachers
Nerd Camp	Interested teachers will attend Summer Nerd Camp featuring professional authors and leaders in literacy development.	Professional Learning	Tier 1	Implement	07/06/2015	07/07/2015	\$0	Interested teachers and principal (presenter)

School Improvement Plan

Hemmeter Elementary School

Writing Intervention Groups	Teachers will identify students who are at risk in writing based on data analysis and organize writing intervention groups.	Direct Instruction	Tier 2	Implement	09/08/2015	06/08/2016	\$0	Teachers
PLC Subscription for Teaching Children Mathematics	The school will purchase two memberships to the National Council of Teachers of Mathematics which includes the subscription to Teaching Children Mathematics. The members of the math PLC will read the magazine each month and share relevant articles with the whole staff during professional development days and/or staff meetings.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal and teachers.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attend Michigan Reading Association Conference	Teachers will attend the Michigan Reading Association conference. Time will be given at staff meeting to share information learned at the conference.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$1600	Principal and teachers
Attend Michigan Council of Teachers of Mathematics Conference	Teachers will attend the Michigan state level Mathematics conference. Time will be given at a staff meeting to share learning.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1600	Principal, Teachers, STCS Curriculum Director
Professional Development on Conferring	Professional development and modeling on conferring strategies used during writing workshop.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$2000	Teachers, principal, and curriculum director
MAISA Unit Training	Teachers and principal will attend additional training on the MAISA writing units as needed.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$5584	Principal, teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Current Event Sources	Classroom teachers will use current event sources (such as Scope, Scholastic News, CNN Student News, Time for Kids, etc.) to guide informational and opinion/argument writing pieces.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/08/2016	\$2000	Classroom Teachers
Collaborative Data Analysis Sessions	Classroom teachers will collaboratively meet after fall and winter benchmarks to analyze NWEA and writing data. Teachers will report data for all students and create an action plan for those in need of intervention.	Direct Instruction	Tier 2	Implement	09/08/2015	06/10/2016	\$500	Teachers and Principal

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After-School Tutoring	Explore different options for providing after-school tutoring, including but not limited to, peer or teacher tutoring, community education, or stipends for teachers.	Direct Instruction	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$400	Teachers, Principal, Community Education
Summer Book Clubs	Interested staff members will participate in a professional summer book club.	Professional Learning	Tier 1	Implement	09/08/2015	06/08/2016	\$250	Principal and staff members
Math Theme Weeks	Using NCTM'S "Math by the Month" articles, teachers will spend one week per month doing the activities with their students. The activities align with our goal of providing higher level, authentic math opportunities for our students.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$240	Principal and teachers
Writing Showcase Opportunity	Teachers will provide an opportunity for parents and community members to view student writing successes.	Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/08/2015	06/08/2016	\$300	Teachers