



School Improvement Plan

Seiter Education Service Center

Ms. Rachel Sneller, Principal
1401 E Van Deinse St
Greenville, MI 48838-9186

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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?

The Seiter Education Center is a segregated facility for students ages 3 to 26 residing in one of the seven local school districts within Montcalm county, who are severely impacted by their disabilities.

Seiter Education Center services approximately 50 students. Over the past three years, the programs located in the building have changed to accommodate the needs of the students. Currently there are 3 classroom for students with Severe Cognitive Impairments, 3 classrooms for students with Autism Spectrum Disorder, 2 classrooms for students with Emotional Impairments, 1 classroom for students with Mild Cognitive Impairments.

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.

Seiter Education Center is a part of Montcalm Area Intermediate School District. The purpose statement is, "Leading, collaborating, and serving to create education without boundaries." The Montcalm Area Intermediate School District promise to the community is, "Our Promise: Exceptional leadership with unmatched service." Finally, the goal is, to be "a catalyst for responsible learners, innovative schools and strong communities."

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.

The Seiter Education Center teaching staff started the process of aligning their teaching practices with the Common Core State Standards Essential Elements. The staff has also worked to reduce the number of incidents resulting in the use of seclusion or restraint. During the 2015-16 school year, a team was developed to oversee the implementation of multi-tiered system of support, beginning with a systematic approach to a school-wide Positive Behavior Interventions and Supports and Positive School Climate. The team anticipates that complete implementation of (MTSS) Multi-Tiered System of Supports will be at least a 5 year process.

Additional Information

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

The Seiter Education Center provides programming and supports to students and families residing in seven local public school districts within Montcalm Area Intermediate School District.

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.

To develop a strategic plan, MAISD core team members met with each of the seven local public school districts to identify needs of each district. The MAISD district school improvement team reviewed all of this feedback in order to align and prioritize district needs. Stakeholders from each MAISD department were selected to join the district school improvement team.

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

Each department within the building had representation on the school improvement team. The process for the selection of the members was on a volunteer basis. Roles and responsibilities for the stakeholders were completed through a volunteer process to ensure a vested ownership in the school improvement team.

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 was communicated to ISD staff organization through staff meetings

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?

Student Enrollment at Seiter Education Center has decreased but is rising based on the three years of data the team has analyzed.

2012-2013 School Year- 73 Students

2013-2014 School Year- 59 Students

2014-2015 School Year- 68 Students

However, student enrollment in Montcalm Area Intermediate School District's seven local districts has decreased and continues to decrease.

2012-2013 School Year- 11,542 Students

2013-2014 School Year- 11,278 Students

2014-2015 School Year- 11,112 Students

The percent of all students within Montcalm Area Intermediate School District receiving services at Seiter Education Center has increased.

2012-2013 School Year- 0.63% of Students

2013-2014 School Year- 0.5% of Students

2014-2015 School Year- 0.62% of Students

Seiter Education Center is a special education facility for students enrolled in one of Montcalm Area Intermediate School District's seven local districts. Due to the restrictiveness of the educational environment, we constantly aim to reduce enrollment. A low enrollment rate is indicative of strong training and supports available to local districts and satellite programs. A high enrollment rate is indicative of a need for increased training and support for staff in local districts and satellite programs.

Student Demographic Data

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

Student attendance at Seiter Education Center initially decreased, but then increased based on the three years of data the team has analyzed.

2012-2013 School Year- 62.3% attendance rate

2013-2014 School Year- 46.7% attendance rate

2014-2015 School Year- 82.2% attendance rate

The rate of students chronically absent (missing 10 or more days) at Seiter Education Center has increased based on the three years of data the team has analyzed.

2012-2013 School Year- 61.3% of students chronically absent

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2013-2014 School Year- 72.9% of students chronically absent

2014-2015 School Year- 64.9% of students chronically absent

While these data points appear to be high, many students attending Seiter have severe medical needs which may impede ability to regularly attend school or prevent them from attending school.

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?

During the 2015-16 school year, there have been 195 office discipline referrals.

Due to the addition of programs involving students with behavioral challenges, there has been an significant increase in office discipline referrals. Ensuring that all staff, including substitute staff, have been trained in behavior deescalation techniques, crisis prevention and adequate knowledge of emergency procedures is a challenge that could contribute to student behavior.

Student Demographic Data

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

To address increasing enrollment, the Montcalm Area Intermediate School District could provide additional supports and training to local and satellite programs.

To address attendance rate, Seiter staff could increase parent communication and clarify expectations of the balanced calendar.

To address the increasing number of behavior referrals, Seiter staff could implement a Multi-Tiered System of Supports which includes training all staff (including substitute staff) in behavior deescalation, crisis prevention and knowledge of classroom expectations.

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?

Seiter Education Center has one administrator. The average number of years of administrative experience has increased and then decreased based on the four years of data the team has analyzed.

2012-2013 School Year- Combined 3 years of administrative experience

2013-2014 School Year- Combined 4 years of administrative experience

2014-2015 School Year- Combined 5 years of administrative experience

2015-2016 School Year- Combined 1 year of administrative experience

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?

Seiter Education Center currently consists of nine teachers. The average number of years teaching experience has decreased based on the three years of data the team has analyzed.

2013-2014 School Year- 87 years among 6 teachers (average of 14.5 years)

2014-2015 School Year- 65 years among 6 teachers (average of 10.8 years)

2015-2016 School Year- 101.5 years among 9 teachers (average of 12.7 years)

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?

Seiter Education Center currently consists of one administrator. The average number of years of administrative experience has decreased based on the four years of data the team has analyzed.

2013-2014 School Year- 11 days due to illness and personal business, unknown number of professional development

2014-2015 School Year- 22 days due to illness and personal business, unknown number of professional development

2015-2016 School Year- 7.5 Days due to illness and personal business, 8 days due to professional development

The amount of days of absence, has an impact on student achievement both positively and negatively. The principal's absences due to professional learning could help her to grow and positively impact student achievement. Where as the principal's absences due to illness could negatively impact student achievement. Procedures are in place to support staff when the principal is absent.

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?

Seiter Education Center currently consists of nine teachers. The average number of days teachers were absent has decreased and the increase based on the three years of data the team has analyzed. However, the recent increase is due to the addition of three additional classrooms.

2013-2014- School Year 264.28 days among 6 teachers

2014-2015- School Year 116.84 days among 6 teachers

2015-2016- School Year 158.51 days (as of May 11, 2016) among 9 teachers

Seiter Education Center currently consists of 15 para-professionals and 4 sub aides teachers. The average number of days a substitute para was used were absent has increased based on the three years of data the team has analyzed.

2013-2014- School Year 714.29 days (18 para-professionals)

2014-2015- School Year 505.43 days (17 para-professionals)

2015-2016- School Year 687.90 days (17 para-professionals)

The significant amount of days of absence, has a strong impact on student achievement both positively and negatively. The teachers absences due to professional learning could help her to grow and positively impact student achievement. Where as the teachers absences due to illness could negatively impact student achievement. The use of substitute paraprofessionals has a negative impact on student achievement as they have access to less training opportunities.

Teacher/School Leader(s) Demographic Data

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

To address decreased years of teacher and school leader years of experience, the Seiter Education Center along with Montcalm Area Intermediate School District could provide additional supports and training to staff and ensure all new staff are welcomed, highly qualified and supported by administration and their colleagues.

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?

On the Interim Self-Assessment, two areas domains were determined to be overall areas of strength.

Resources and Support Systems

3.54 on a 5 point scale

With notable strength in our school provides a safe learning environment.

School Governance and Leadership

3.17 on a 5 point scale

With notable strength in our school communicates effectively about the school's goals and activities.

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?

On the Interim Self-Assessment, three areas domains were determined to be overall areas of strength.

Purpose and Direction

2 on a 5 point scale

With a notable weakness in purpose statement is formally reviewed and revised with involvement from parents.

Teaching and Assessing for Learning

2.92 on a 5 point scale

With a notable weakness in my child sees a relationship between what is being taught and his/her everyday life

Using Results for Continuous Improvement

2.5 on a 5 point scale

With a notable weakness in my child is prepared for success in the next school year

12. How might these challenges impact student achievement?

On the Interim Self-Assessment, three areas domains were determined to be overall areas of strength.

When the purpose statement is not formally reviewed and revised with involvement from parents, they may not feel involved and may not
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see the importance of regular student attendance and the importance of reinforcing what is taught at school in the home.

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.

To address parent involvement and helping parents see a relationship between what is being taught and a students everyday life, staff could increase parent involvement and opportunities for parents and staff to collaborate.

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?

Seiter Education Center is a center based facility therefore all students have access to a full array of available intervention programs. Students are able to participate in extended learning opportunities in their resident school district.

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

Students are able to participate in extended learning opportunities in their resident school district.

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

Students are able to participate in extended learning opportunities in their resident school district.

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?

Seiter Education Center staff have pacing guides to follow for all grade- levels and abilities in Math and English Language Arts. have participated in monthly training to "unpack" the Common Core State Standards Essential Elements. Teachers of students with cognitive and autism impairments continue to participate in "all means all" which aligns the Mathematics and English/Language Arts essential elements horizontally, and vertically by identifying three levels of learning targets to meet the needs of all students.

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.

Seiter Education Center does not administer the MIPHY.

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

Based on the Mi-Access scores from the 2014-2015 school year, 78% of 9 students earned an "attained" or "passed" score on the functional independence ELA assessment.

Based on the Mi-Access scores from the 2014-2015 school year, 78% of 9 students earned an "attained" or "passed" score on the supported independence ELA assessment.

Based on the Mi-Access scores from the 2014-2015 school year, 78% of 18 students earned an "attained" or "passed" score on the participation ELA assessment.

19b. Reading- Challenges

Based on the M-STEP scores from the 2014-2015 school year, 20% of 23 students earned an "attained" or "passed" score on the functional independence ELA assessment.

19c. Reading- Trends

Due to the number of students enrolled in Seiter Education Center and the varying assessments students take, it is difficult to determine an accurate trend from this data.

Students earning an "attained" or "passed" score on the MSTEP ELA assessment

2012-2013 43.75%

2013-2014 28.57%

2014-2015 20%

Students earning an "attained" or "passed" score on the functional independence ELA assessment

2012-2013 75%

2013-2014 No Students Tested

2014-2015 77.8%

Students earning an "attained" or "passed" score on the supported independence ELA assessment

2012-2013 92.3%

2013-2014 40%

2014-2015 77.8%

Students earning an "attained" or "passed" score on the participation ELA assessment

2012-2013 84.2%

2013-2014 66.7%

2014-2015 77.8%

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.

A goal in the School Improvement Plan will address student proficiency in communication and Language Arts.

20a. Writing- Strengths

Based on the M-STEP scores from the 2014-2015 school year, 0 students took the assessment. Therefore, no strengths could be identified.

20b. Writing- Challenges

Based on the M-STEP scores from the 2013-2014 school year, 10% of 10 students earned an "attained" or "passed" score on the writing assessment.

Based on the M-STEP scores from the 2012-2013 school year, 0% of 5 students earned an "attained" or "passed" score on the writing assessment.

20c. Writing- Trends

Due to the number of students enrolled in Seiter Education Center and the varying assessments students take, it is difficult to determine an accurate trend from this data.

Students earning an "attained" or "passed" score on the MSTEP Writing assessment

2012-2013	0%
2013-2014	10%
2014-2015	No Students Assessed

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.

A goal in the School Improvement Plan will address student proficiency in communication and Language Arts.

21a. Math- Strengths

functional independence math assessment.

Based on the Mi-Access scores from the 2014-2015 school year, 66.7% of 9 students earned an "attained" or "passed" score on the supported independence math assessment.

Based on the Mi-Access scores from the 2014-2015 school year, 88.9% of 18 students earned an "attained" or "passed" score on the participation math assessment.

21b. Math- Challenges

Based on the Mi-Access scores from the 2014-2015 school year, 16.6% of 24 students earned an "attained" or "passed" score on the MSTEP math assessment.

21c. Math- Trends

Due to the number of students enrolled in Seiter Education Center and the varying assessments students take, it is difficult to determine an accurate trend from this data.

Students earning an "attained" or "passed" score on the MSTEP math assessment

2014-2015 20%

Students earning an "attained" or "passed" score on the functional independence math assessment

2012-2013 66.7%

2013-2014 60%

2014-2015 81.8%

Students earning an "attained" or "passed" score on the supported independence math assessment

2012-2013 92.3%

2013-2014 62.5%

2014-2015 66.7%

Students earning an "attained" or "passed" score on the participation math assessment

2012-2013 78.9%

2013-2014 71.4%

2014-2015 88.9%

21d. Math- 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.

A goal in the School Improvement Plan will address student proficiency in Mathematics.

22a. Science- Strengths

Based on the M-STEP and Mi-Access scores from the 2014-2015 school year, no strengths were able to be identified.

22b. Science- Challenges

Based on the M-STEP scores from the 2014-2015 school year, 11% of 9 students earned an "attained" or "passed" score on the Science assessment.

Based on the Mi-Access scores from the 2014-2015 school year, 100% of 1 student earned an "attained" or "passed" score on the functional independence Science assessment.

22c. Science- Trends

Due to the number of students enrolled in Seiter Education Center and the varying assessments students take, it is difficult to determine an accurate trend from this data.

Students earning an "attained" or "passed" score on the MSTEP Science assessment

2012-2013 21.44%

2013-2014 0%

2014-2015 11.11%

Students earning an "attained" or "passed" score on the functional independence Science assessment

2012-2013 No Students Tested
2013-2014 No Students Tested
2014-2015 100%

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.

NA

23a. Social Studies- Strengths

Based on the M-STEP scores from the 2014-2015 school year, no strengths were determined from the data.

23b. Social Studies- Challenges

Based on the M-STEP scores from the 2014-2015 school year, 12.53 % of 8 students earned an "attained" or "passed" score on the Social Studies assessment.

23c. Social Studies- Trends

Due to the number of students enrolled in Seiter Education Center and the varying assessments students take, it is difficult to determine an accurate trend from this data.

Students earning an "attained" or "passed" score on the MSTEP Social Studies assessment

2012-2013 8.25%
2013-2014 10%
2014-2015 12.53%

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.

NA

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?

My Teacher wants me to be a STAR student. 1.9 (3 point scale)

I learn from my teachers 1.7 (3 point scale)

I have friends at school 1.7 (3 point scale)

I feel safe on the bus 1.7 (3 point scale)

24b. Student Perception Data

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

The meals at school are good. 1.4 (3 point scale)

CBI helps me learn work skills 1.4 (3 point scale)

I know the rules in my classes 1.5 (3 point scale)

24c. Student Perception Data

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

The School Improvement Plan will include a goal regarding improving communication between Seiter staff, parents, students and stakeholders.

25a. Parent/Guardian Perception Data

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

All of my child's teachers work as a team to help my child learn. 4.75

All of my child's teachers help me to understand my child's progress. 4.67

Our school provides a safe learning environment. 4.67

25b. Parent/Guardian Perception Data

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

Our school provides opportunities for stakeholders to be involved in the school. 3.42

All of my child's teachers give work that challenges my child. 3.83

My child sees a relationship between what is being taught and his/her everyday life. 3.55

Our school ensures the effective use of financial resources.3.67

25c. Parent/Guardian Perception Data

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

The School Improvement Plan will include a goal regarding improving communication between Seiter staff, parents, students and stakeholders.

26a. Teacher/Staff Perception Data

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

Our school's governing body or school board complies with all policies, procedures, laws, and regulations. 4.17

Our school maintains facilities that contribute to a safe environment. 4.18

26b. Teacher/Staff Perception Data

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

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. 3.27

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). 3.18

In our school, a formal process is in place to support new staff members in their professional practice. 3.09

26c. Teacher/Staff Perception Data

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

The School Improvement Plan will include a goal regarding improving communication between Seiter staff, parents, students and stakeholders.

27a. Stakeholder/Community Perception Data

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

Survey information was not obtained from stakeholders.

27b. Stakeholder/Community Perception Data

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

Survey information was not obtained from stakeholders.

27c. Stakeholder/Community Perception Data

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

Survey information was not obtained from stakeholders.

Summary

28a. Summary

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

Across all four types of data, it was evident that communication is an area of weakness.

28b. Summary

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

The School Improvement Plan will include a goal regarding improving communication between Seiter staff, parents, students and stakeholders.

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?

The School Improvement Plan will include a goal regarding improving communication between Seiter staff, parents, students and stakeholders.

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		

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		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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	Leanne Bush Human Resources 621 New Street Stanton, MI 48888 616-225-6124	

School Improvement Plan

Seiter Education Service Center

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.	Yes		Parent Involvement

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Seiter Education Center does not receive Title 1 funds.	

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

2016-17 School Improvement Plan *

Overview

Plan Name

2016-17 School Improvement Plan *

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	70% of All Students will demonstrate a proficiency in Communication in English Language Arts by 09/01/2021 as measured by state determined assessments.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	70% of All Students will demonstrate a proficiency in Mathematics by 09/01/2021 as measured by state determined assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Communication between Seiter staff, parents, students and stakeholders will improve based on perception data.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 70% of All Students will demonstrate a proficiency in Communication in English Language Arts by 09/01/2021 as measured by state determined assessments.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in communication in English Language Arts by 09/01/2021 as measured by state determined assessments.

Strategy 1:

Engagement - Students will actively engage in Reading/Language Arts activities daily.

Category: English/Language Arts

Research Cited: Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know, 12-39. Retrieved from <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Tier: Tier 1

Activity - Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in student engagement, instructional strategies and the art of teaching.	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2021	\$0	No Funding Required	Administration, Teachers, Ancillary Staff and Para-Professionals

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, ancillary staff and para-professionals will engage in professional learning communities around teaching and student learning.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2016	08/31/2021	\$0	No Funding Required	Administration, teachers, ancillary staff, para-professionals.

Goal 2: 70% of All Students will demonstrate a proficiency in Mathematics by 09/01/2021 as measured by state determined assessments.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency mathematical practices in Mathematics by 08/28/2021 as measured by state determined assessments.

Strategy 1:

Engagement - Students will actively engage in Reading/Language Arts activities daily.

Category: Mathematics

Research Cited: Rosenshine, B. (2012). Principles of Instruction: Reserach-Based Strategies That All Teachers Should Know, 12-39. Retrieved from <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Tier: Tier 1

Activity - Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in student engagement, instructional strategies and the art of teaching mathematics.	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2021	\$0	No Funding Required	Administration, Teachers, Ancillary Staff and Para-Professionals

Goal 3: Communication between Seiter staff, parents, students and stakeholders will improve based on perception data.

Measurable Objective 1:

demonstrate a proficiency in perception survey data through effective communication by 08/31/2021 as measured by an increase to an average of 4.8 (on a five point scale) using parent and staff averages.

Strategy 1:

Communication Plan - Students progress/performance will improve through increased communication and collaboration of parents, staff and community stakeholders.

School Improvement Plan

Seiter Education Service Center

Category: School Culture

Research Cited: Epstein, J. (2001). School, family, and community partnerships. Boulder: Westview Press.

Tier: Tier 1

Activity - Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a communication plan (community, building, team and student specific) that includes why, who, what and how often information will be shared.	Community Engagement, Parent Involvement	Tier 1	Implement	08/31/2016	08/31/2021	\$0	No Funding Required	Administrator, teachers, ancillary staff, para-professionals, parents, community members.

Activity - Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and Revise Handbooks with input from stakeholders.	Policy and Process	Tier 1		09/01/2016	08/31/2021	\$0	No Funding Required	Administration, Teachers, Ancillary Staff, Para-Professionals, Stakeholders

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
Engagement	Train staff in student engagement, instructional strategies and the art of teaching mathematics.	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2021	\$0	Administration, Teachers, Ancillary Staff and Para-Professionals
Communication Plan	Create a communication plan (community, building, team and student specific) that includes why, who, what and how often information will be shared.	Community Engagement, Parent Involvement	Tier 1	Implement	08/31/2016	08/31/2021	\$0	Administrator, teachers, ancillary staff, para-professionals, parents, community members.
Expectations	Review and Revise Handbooks with input from stakeholders.	Policy and Process	Tier 1		09/01/2016	08/31/2021	\$0	Administration, Teachers, Ancillary Staff, Para-Professionals, Stakeholders
Engagement	Train staff in student engagement, instructional strategies and the art of teaching.	Academic Support Program	Tier 1	Implement	09/01/2016	08/31/2021	\$0	Administration, Teachers, Ancillary Staff and Para-Professionals

School Improvement Plan

Seiter Education Service Center

Professional Learning Communities	Teachers, ancillary staff and para-professionals will engage in professional learning communities around teaching and student learning.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2016	08/31/2021	\$0	Administration, teachers, ancillary staff, para-professionals.
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