



## Roseville Community Schools

STEENLAND ELEMENTARY SCHOOL  
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1/17/24

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Steenland Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Charles Felker for assistance.

The AER is available for you to review electronically by visiting the following web site or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

**Steenland Elementary School has not been given one of these labels for the 2022-2023 school year. Therefore, we continue not to have an identification as outlined above.**

State law requires that we also report the additional information:

For the 2022-23 school year, Steenland Elementary School served approximately 410 students in grades Kindergarten through fifth grade. Steenland Elementary School houses a Resource Room which services students in kindergarten through 5<sup>th</sup> grade. Steenland Elementary School also hosts district programs for Diagnostic Kindergarten which services children that need a little extra time with pre-Kindergarten skills and a Young 5s program for students that turn 5 years of age between September 2<sup>nd</sup> and December 1<sup>st</sup>. All other students were assigned to Steenland Elementary School according to their home residence. Families also had the opportunity to apply for a transfer to and from other schools within Roseville Community Schools. In addition, Roseville Community Schools participated in the school of choice program throughout Macomb County.

Steenland Elementary School has a continuous School Improvement Plan based on state and federal mandates and requirements. Staff members continue to implement strategies identified for the goal areas of reading, writing, math, and culture/climate. All staff members were involved in the planning and implementation of this plan. Data from local and state assessments along with stakeholder observations, were used to support changes and implement strategies. Specific building challenges are detailed in the school improvement plan.

A copy of the district/school curriculum is available in the Curriculum Office located at the Administration Building. Parents may call 445-5508 to request a copy of the Roseville Community Schools curriculum. The Curriculum Guide and School Improvement Plan are available at [Rosevillepride.org](https://www.rosevillepride.org). During the summer of 2022, RCS stakeholders created/updated new curriculum guides and pacing documents for all core academic areas and

fine arts. This work continues to be at the forefront of training and Grade Level Collaborations to align State Standards and best practices to district wide instruction. Additionally, each grade level is working on completing Common Assessments to be given across the district. The data from these assessments will be used to track success and struggles in classrooms and grade levels to then drive instruction as needed.

The M-STEP testing was completed in the 2022-23 school year for all students in the 3<sup>rd</sup> through 5<sup>th</sup> grades. Scores are back and did show growth as a building in Reading and Math. Over 48% of students grades 3-5 showed average to above average growth on the ELA portion of the MSTEP which is in line with the average growth of students statewide (49%). 2022-23 was the second full year of MSTEP testing since the COVID-19 pandemic. Our staff analyzed data to look at baseline strengths and weaknesses in the curriculum. We look forward to having a solid testing session again with our full student body in the 2023-24 school year to again look for strengths and adapt our instruction to address any gaps in learning. A dashboard with this information can be found at:

<https://www.mischooldata.org/dashboard-home/>

In addition to the M-STEP testing, Steenland Elementary School also completes benchmark testing 3 times per school year. Students take the I-Ready diagnostic in the Fall, Winter, and Spring. As shown in the chart below, our incoming scores in most grades K-5 show an increase in the Fall assessment showing our incoming students are retaining more information from year to year.

**STEENLAND ELEMENTARY**

**Reading**

Diagnostic Window:	Spring		Fall		Spring		Fall		Spring		Fall	Spring
	22/23	23/24	22/23	23/24	22/23	23/24	22/23	23/24	22/23	23/24	22/23	22/23
Grade	K	K	1	1	2	2	3	3	4	4	5	5
Avg. Scale Score	375	332	433	395	490	438	501	482	540	500	547	547
Avg. Percentile	28	34	37	43	38	38	27	36	36	28	27	27
Percentile 40+	36%	39	42%	52%	46%	52%	33%	46%	51%	32%	34%	34%
Percentile 25 - 39	24%	26	28%	22%	26%	22%	23%	18%	19%	28%	22%	22%
Percentile <25	15%	35	30%	26%	28%	26%	44%	36%	30%	40%	45%	45%

**STEENLAND ELEMENTARY**

**Math**

Diagnostic Window:	Spring		Fall		Spring		Fall		Spring		Fall	Spring
	22/23	2022	22/23	2022	22/23	2022	22/23	2022	22/23	2022	22/23	22/23
Grade	K	K	1	1	2	2	3	3	4	4	5	5
Avg. Scale Score	358	330	388	372	422	389	430	418	450	427	450	450
Avg. Percentile	22	32	23	43	36	28	19	37	21	21	14	14
Percentile 40+	35%	37%	27%	59%	43%	33%	22%	52%	22%	25%	15%	15%
Percentile 25 - 39	14%	21%	23%	20%	27%	22%	22%	16%	19%	25%	15%	15%
Percentile <25	51%	42%	50%	20%	30%	46%	57%	32%	59%	50%	70%	70%

Steenland Elementary School enjoys a strong parent group and volunteers. Normally we have parents working in classrooms and on event planning daily. Now we have parent volunteers working outside of the school building to promote attendance, school spirit, and overall community. The school has a 84% participation in Parent-Teacher Conferences during the October meeting. All of our teachers are in regular contact with parents through various media on a daily basis.

During the 2018-19 school year RCS adopted/implemented a new Math program. Everyday Math continued being implemented in the 2022-23 school year with teachers continuing to receive regular training and coaching from McGraw-Hill trainers. The 2022-23 school year saw the adoption and Implementation of a new Science curriculum. Teachers continue to receive training in the Inspire Science series. 2019-2020 saw the adoption and implementation of a new 3<sup>rd</sup>-5<sup>th</sup> grade reading series. New for the 2022-23 school year this adoption was also implemented in grades kindergarten through 2<sup>nd</sup> grades. The Wonders reading program provides a more in depth look at comprehension and word craft aimed at helping students be better readers for information and understanding. Additional coaching and online components were a focus during the continued implementation during the 2022-23 school year.

At the beginning of the 2019-20 school year, the district began training on the Schoology Platform and made plans for a 1-to-1 device roll out. COVID-19 forced our hand and teachers rose to the call to learn to teach virtually. The 2020-21 school year saw the need to continue this online format until it became safe to return to the classroom. Roseville Community Schools are now fully in person and once again teachers rose to the occasion and facilitated the transfer of all students back to in-person learning. Now armed with additional digital tools, the 1 to 1 devices are incorporated into the school day with online enrichment and lesson support activities. Plans were put in place to start renewing the devices originally put in student's hands in the 19-20 school year with the schedule of having new devices to students in the 24-25 school year.

In addition to analyzing the academic needs of our students. Our staff is also committed to the Social and Emotional Learning of our students. We continue to meet as a team to provide basic SEL support to help students be ready to achieve their personal best in academics. I applaud the work of our staff and students as we attempt normalcy and a feeling of having a safe school space.

Sincerely,

*Mr. Charles Felker*