



WAYLAND UNION SCHOOLS
H O M E O F T H E W I L D C A T S

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for Baker 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 Principal Karri Bailey, for assistance.

The AER is available for you to review electronically by visiting the following link [2024-2025 RJ Steeby AER](#) or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. Steeby Elementary was not given one of those labels.

A key challenge for Steeby Elementary is to continue to narrow the achievement gap for our students, as well as have all students achieve at proficient levels. A main source of determining these levels is from testing utilizing NWEA and M-STEP (Michigan's Student Test for Educational Progress). Teaching staff work collaboratively and share teaching practices/techniques that continually improve instruction. Through practice and results, the process is fine tuned to ensure learning is taking place. State law requires that we also report the following additional information:

Process For Assigning Pupils to the School

Students are assigned to RJ Steeby Elementary School based upon geographical location. Boundaries for busing exist in the district's four elementary schools. If parents request RJ Steeby Elementary School as part of their schools of choice option, they must provide their own transportation.

R.J. Steeby uses the PBIS (Positive Behavior Interventions and Supports) monitoring system. Students are rewarded and recognized weekly for following the behavior monitoring system. Our record-keeping system on Infinite Campus initially indicated an increase in behavioral referrals, this due to more focus by staff on student accountability. Teachers are following expectations more closely and reporting behaviors more accurately. As a team, we are working with the reward system to reinforce the positives of students and eliminate the negatives. We are observing that referrals are beginning to decrease.

R.J. Steeby Elementary benefits from several support systems. We benefit from Gun Lake Casino distributions, partner with the Henika Library, have parental participation through varying parent activities, such as Math Night, Literacy Night, partner with Science teachers at the HS, utilizing the new Science and Innovation Center, and partner with the local police and fire departments.

School Improvement

Over the past four years, our school has diligently worked to implement and refine the district's Michigan Integrated Continuous Improvement Plan (MICIP), with a specific focus on enhancing students' proficiency in claim, evidence, and reasoning (CER) skills. Through strategic planning, collaborative efforts among educators, Professional Learning Community (PLC) teams, and targeted classroom instruction in all content areas, we have witnessed excellent progress in the development of these critical academic competencies among our students. The implementation of evidence-based teaching strategies, ongoing professional development for teachers, and a commitment to data-driven decision-making contribute to the positive outcomes observed, as students demonstrate an increased ability to construct well-supported arguments, critically analyze information, and effectively communicate their ideas.

Special Programs

Wayland Union Schools provides all students with an exceptional academic education, geared towards individual student needs. Individualized supports, interventions and opportunities are provided to empower students to reach their full potential. For students who are eligible for special education we provide a continuum of services to meet their needs. The Individualized Educational Plan Team (IEPT) makes decisions regarding the appropriate programs and services providing a Free Appropriate Public Education (FAPE) in the least restrictive environment. Along with instructional support, the district employs ancillary support services that include speech and language pathologists, school social workers, teacher consultants, occupational therapists, and school psychologists. In cooperation with Allegan Area Educational Service Agency (AAESA), we also provide teacher consultant services for visual impairments, hearing impairments, autism spectrum disorder, and orientation and mobility, behavioral consultants and physical therapists.

Special education programs are provided in compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE) and the Allegan Area Educational Service Agencies ISD Plan. Special education programs are located in each building in the district and are based on each individual student's level of need as an alternative to the disability specific programs outlined in MARSE. Programs and services for our youngest students, age birth to three, and for our students whose level of need requires extensive ongoing support throughout the day are provided through AAESA.

Core Curriculum

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

R.J. Steeby teachers use district approved curriculum resources to implement our core instruction. These include Language Arts, Math, Science, Social Studies, Technology, Fine and Performing Arts, and Physical Education. All areas of the curriculum are reviewed annually within a five-year cycle.

The five year process includes reviewing the current curriculum along with the revisions received from the Michigan Department of Education, revising the curriculum, implementing the revision, monitoring the implementation, and finally, evaluating the data and the curriculum revisions to determine when certain concepts should be introduced at a particular grade level. Curriculum revisions and/or textbook and software purchases are reviewed and recommended to the Board of Education by the District School Improvement Committee.

Teachers receive professional development and training in areas of the curriculum that have been revised or when students have not been able to demonstrate adequate performance. It is important for teachers to be aware of each individual student that is not performing to district and state standards, and plan their instruction accordingly.

Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Community partnerships
- Field trips, assemblies, and special activities/events
- Specials consisting of Music, Art, PE, and Media

- Integration of technology into instruction and assessment
- Library-media resources
- Active and involved parent participation with W.E.P.A.

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on post-secondary preparation skills.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests

2022-2023 M-Step

Grade	Subject	At or Above Proficiency	Below Proficiency
3rd Grade	ELA	49.3%	50.7%
3rd Grade	Math	45.7%	54.3%

2023-2024 M-Step

Grade	Subject	At or Above Proficiency	Below Proficiency
3rd Grade	ELA	51.5%	48.5%
3rd Grade	Math	57.7%	52.3%

Parent Teacher Conference Rates

	Fall	Spring
2023-2024	77%	75%
2022-2023	95%	94%

Steeby Elementary staff work diligently to function as a collaborative team to increase all student learning. We focus on all academic areas, as well as art, music, physical education, and music. Steeby staff understand the importance of building positive relationships with all students. This is a culture that has been developed and implemented for the benefit of Steeby’s students.

Sincerely,

Karri Bailey
Principal, R. J. Steeby Elementary School