



HARPER CREEK COMMUNITY SCHOOLS

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School Annual Education Report (AER) Cover Letter

January 9, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Beadle Lake Elementary. 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 building principal, Nneka Daniels at 269-441-3250 or DanielsN@harpercreek.net for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Report](#) (SEE Q.7 AND Q.8 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified and has not been given one of these labels.

Beadle Lake has turned many of our challenges into opportunities to learn and grow. Based on student need we are refining our instructional practices by learning more about the K-3 Literacy Essentials, differentiation in reading instruction, and explicit **phonological and phonics** instruction. The goal of this work is to build capacity in instructional practices across Beadle Lake and to ensure a consistent and solid Tier I instructional block. We engage in the PLC process where teacher teams ask the following questions: What do we want our learners to know and be able to do? How will we know that they know it? How do we respond when they don't know it? How do we respond when they do know it? As we answer those questions at the grade level, building level and subgroup level we are able to set student informed learning goals that align with the priority standards. Engaging in the cyclical PLC process weekly, learning about our learners, and monitoring teacher and student growth will continue to move us in the right direction. Our goal is continual growth (upward momentum) for the adult learners and the student learners. We recognize that the professional learning of the adults in the building will directly impact this

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upward momentum and will lead to accelerated growth and ultimately proficiency. When thinking about where we are and where we want to be; a few key subgroups stand out in the data (students that are socially and economically disadvantaged-SED, and special education students). We are also paying very close attention to students that sit close to the proficiency line and designing instruction to move them across it.

Throughout the school year we strategically analyzed assessment data, and intentionally designed instruction/interventions to meet the needs of all the identified groups. Beadle Lake is making a strong effort to support accelerated learning for all students in order to help them achieve and exceed proficiency targets. We looked at multiple data points in math and reading to determine which academic supports were appropriate for these students. This data also determines whether students would need an IRIP (Individual Reading Improvement Plan). The data is also analyzed to determine who will need intervention support. Then, we execute an intentionally planned intervention structure (Empower Hour) to reach this goal; in which students struggling to meet standards receive support in a ratio of one adult to no more than four children for fifty minutes each day. As a district we strategically tried to address our gaps through summer programming. Students were selected for summer school based on our Reading Deficiency Report and teachers gave feedback to support the selection. Specific priority standards based on student need were selected and instructional strategies focused on those priority areas. In addition to the academic component of summer school, students had the opportunity to be part of authentic learning experiences (camp, zoo camp and the What A Do Theater company). The goal of summer programming was to address the academic gap or "academic slide" that happens in the summer. Also, to provide experiences that students might not otherwise have the opportunity to engage in. Through intentional intervention during the school year and summer Harper Creek tried to build a strong academic foundation so that we decreased the number of students that are not proficient in their grade level standards. Beadle Lake's School Improvement Plan is open and ongoing. Goals are revisited multiple times per year and adjusted according to local and state benchmark data. The plan addresses the following goal areas: reading, mathematics and writing. Staff professional development is provided to support progress with these goals.

To access a copy of the Harper Creek Core Curriculum, refer to the district's website. A copy may also be obtained at Beadle Lake Elementary. The district curriculum is aligned to Common Core State Standards K-12 and includes a calendar which explains focus standards for instruction and assessment during a given range of time.

In the Spring of 2021-2022, in the area of **NWEA Reading**, 14% of students were above the 80th percentile proficient, 30% of students were between the 61st-79th percentile, 22% of students were between the 41st-60th percentile, and 34% of students were below or far below proficiency. Kindergarten: 18% of students were above the 80th percentile proficient, 40% of students were between the 61st-79th percentile, 22% of students were between the 41st-60th percentile, and 17% of students were below or far below proficiency. 1st Grade: 14% of students were above the 80th percentile proficient, 32% of students were between the 61st-79th percentile, 20% of students were between the 41st-60th percentile, and 34% of students were below or far below proficiency. 2nd Grade: 5% of

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students were above the 80th percentile proficient, 40% of students were between the 61st-79th percentile, 32% of students were between the 41st-60th percentile, and 21% of students were below or far below proficiency. 3rd Grade: 13% of students were above the 80th percentile proficient, 16% of students were between the 61st-79th percentile, 20% of students were between the 41st-60th percentile, and 51% of students were below or far below proficiency. 4th Grade: 16% of students were above the 80th percentile proficient, 22% of students were between the 61st-79th percentile, 19% of students were between the 41st-60th percentile, and 43% of students were below or far below proficiency. In the Spring of 2021-2022, in the area of **NWEA Math**, 17% of students were above the 80th percentile proficient, 31% of students were between the 61st-79th percentile, 19% of students were between the 41st-60th percentile, and 33% of students were below or far below proficiency. Kindergarten: 29% of students were above the 80th percentile proficient, 26% of students were between the 61st-79th percentile, 21% of students were between the 41st-60th percentile, and 22% of students were below or far below proficiency. 1st Grade: 15% of students were above the 80th percentile proficient, 33% of students were between the 61st-79th percentile, 17% of students were between the 41st-60th percentile, and 35% of students were below or far below proficiency. 2nd Grade: 24% of students were above the 80th percentile proficient, 44% of students were between the 61st-79th percentile, 12% of students were between the 41st-60th percentile, and 20% of students were below or far below proficiency. 3rd Grade: 10% of students were above the 80th percentile proficient, 27% of students were between the 61st-79th percentile, 22% of students were between the 41st-60th percentile, and 41% of students were below or far below proficiency. 4th Grade: 6% of students were above the 80th percentile proficient, 24% of students were between the 61st-79th percentile, 23% of students were between the 41st-60th percentile, and 47% of students were below or far below proficiency.

During the 2021-2022 school year, the attendance participation rate at conferences was 86% in the fall. In the spring, 82% of parents attended conferences.

Beadle Lake Elementary School Community is the epitome of hard work. They strategically plan for instruction, analyze data to look for trends, and determine explicit instructional strategies. The quality of learning programs and initiatives are reflected in the growth of the students and the growth of the teachers as learners. The Beadle Lake Staff is a hard working team that focuses on students' needs. We put students first. Through the collective efforts of our Beadle Lake family; which includes parents, students, staff, and the community we will continue to make progress each year.

Sincerely,

Mrs. Nneka Daniels

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