



## School Annual Education Report (AER) Cover Letter

February 15, 2024

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 Wattles Park 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, Brent Swan at 269-441-5852 or [SwanB@harpercreek.net](mailto:SwanB@harpercreek.net) for assistance.

The AER is available for you to review electronically by visiting the following website [Wattles Park Elementary Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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.

Students are assigned to Wattles Park Elementary School in two ways. The first and primary assignment is determined by the student's geographic residence in the Harper Creek School District. The second is a result of Harper Creek Community School's participation in Section 105 School of Choice Program. The program allows us to assign students living outside of the school's geographically determined area on a board approved basis.

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F: 269-962-6034

**High School**

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F: 269-441-2206

**Middle School**

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Battle Creek, MI 49014  
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F: 269-979-4613

**Beadle Lake Elementary**

8175 C Drive North  
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T: 269-441-3250  
F: 269-962-4748

**Sonoma Elementary**

4640 B Drive South  
Battle Creek, MI 49015  
T: 269-441-7800  
F: 269-979-6246

**Wattles Park Elementary**

132 South Wattles Road  
Battle Creek, MI 49014  
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Wattles Park has turned many of our challenges into opportunities to learn and grow. We are refining our instructional practices in literacy through embedded professional development in the area of the K-4 Literacy Essentials and the Science of Reading. We engaged in the PLC process where teacher teams are able to analyze student data and work as a collective to determine their instructional needs. Learning about and monitoring our use of intentional literacy practices will accelerate our student's growth. Our ultimate goal is continued 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 upward momentum and will lead to accelerated growth and more students reaching the next expected level of proficiency and ultimately being at grade level proficiency standards. 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).

Throughout the school year we strategically analyzed assessment data, and intentionally designed instruction/interventions to meet the needs of all the identified groups. Wattles Park 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 will need an IRIP (Individual Reading Improvement Plan). We also use this data analysis to determine who will need intervention support. Then, we execute an intentionally planned intervention structure (LEAD Time) 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. We also strategically address our gaps through summer programming. Students were selected for summer school based on math and reading data. 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 also 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 is to always 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 during the summer the goal is to build a strong

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academic foundation, and to intervene early so that we decrease the number of students that are not proficient in their grade level standards. Wattles Park’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, writing, mathematics, science, and social studies. 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 Wattles Park 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 2022-2023 school year, our 3rd and 4th grade students took the M-STEP assessment in mathematics and English language arts. 52.1% of our 3rd grade students were either proficient or advanced in ELA, and 60.3% of our 3rd grade students were either proficient or advanced in mathematics. 57.8% of our 4th grade students were either proficient or advanced in ELA, and 45.8% of our 4th grade students were either proficient or advanced in mathematics. The State of Michigan designated Wattles Park Elementary as a Reward School based on these scores.

During the 2022-2023 school year, 93% of our families attended Fall conferences, and 89% attended the Winter conferences.

The whole Wattles Park community celebrates being designated a Reward School for the 2022-2023 school year. The staff, students, parents and administration all have had an important role in achieving this level of success. We also look to the future, because we know that more work needs to be done to find success for all students.

Sincerely,

Brent Swan

Principal, Wattles Park Elementary

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