



HARPER CREEK COMMUNITY SCHOOLS

www.harpercreek.net

February 16, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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 Nneka Daniels, Beadle Lake principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Beadle Lake Elementary AER Report \(SEE Q.7 AND Q.8 OF THE 2019-20 AER FAQ DOCUMENT FOR DIRECTIONS\)](#), or you may review a copy in the main office at your child's school.

For the 2020-21 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 is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as: HAS NOT BEEN GIVEN ONE OF THESE LABELS'.

In addition to our normal areas of instructional focus we experienced a global pandemic and had to close schools and deliver remote instruction in the spring of 2020. This break in traditional face to face instruction has impacted the work that we need to do to get students to their academic milestones. Beadle Lake has a few challenges that we are turning into opportunities to grow. We are working hard to refine our instructional practices through professional development of the literacy essentials. 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 are hopeful that this upward momentum will lead to 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; two key subgroups stand out in the data (the bottom 30%, and students that are socially and economically disadvantaged-SED). We are also paying very close attention to students that sit close to the proficiency line (bubble kids). 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 students who fall within the bottom 30%, and in the SED category in order to help them achieve 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 (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. This structure held true until the Spring of 2020 when we had to move to remote learning because of a global pandemic. During this time several students fell out of touch with school. We recognized that families were struggling so we focused on: social and emotional wellness and reading. We found that the change in the instructional routine and the stress of COVID-19 on families impacted multiple areas; student motivation, attention, and stamina in the area of reading and school work in general. School provides a consistent, familiar structure for students that they grow to expect and appreciate. As a team we mobilized to try and figure out how to meet the needs of families while they were learning from home. Here are some strategies that we employed. We did weekly (or more) well checks, daily read alouds on social media, dropped off books, food and assignments at homes. We wanted students to know that the staff at Beadle Lake Elementary was still supporting them even though we couldn't see them everyday. We also strategically sent books home to those students that fell in the bottom 30% category. Our goal was to address the academic gap or "academic slide" that was caused from the spring and summer. Every year we have to deal with "summer slide" but this year we were faced with summer slide on a compounded level. Through intentional intervention the ultimate goal is to build a strong academic foundation, and to intervene early on so that we decrease the number of students that are impacted by the third grade reading law. We are also embedding literacy/reading into our parent engagement activities to reinforce the importance of reading, and to build a culture of reading. This year we focused more on intervening on a whole child basis because that's where the needs were at.

Students are assigned to Beadle Lake 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 the 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.

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, 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 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 2019-2020 school year, 72% of kindergartners, 68% of 1st graders, 77% of 2nd graders, 63% of third graders, and 54% of 4th graders were proficient in reading as measured by the Winter Fountas and Pinnell Benchmark Assessment. 71% of kindergartners, 72% of 1st graders, 78% of 2nd graders, 74% of third graders, and 62% of

4th graders were proficient in mathematics as measured by the Fall Math Recovery Screener. No spring data was recorded due to COVID-19 remote learning.

During the 2019-2020 school year fall conferences, an 91.4% conference rate was achieved with 317/347 conferences held. In the spring, we canceled conferences due to a global pandemic.

Beadle Lake Elementary School Community is the epitome of hard work. They strategically plan for instruction, analyze data to look for trends, and determine 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. This is a hard working team that focuses on what students need, and intentionally gives that support. Putting students first, along with the collaborative efforts of our Beadle Lake team (parents, staff, and the community) is the reason that Beadle Lake Elementary will continue to make progress each year.

Sincerely,

Mrs. Nneka Daniels

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Students for Life

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