

Wattles Park Elementary School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 Brent Swan, Wattles Park Elementary principal, for assistance.

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

For the 2018-19 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 has not been given one of these labels.

Our school team is continuing their work to improve student growth and achievement in all core subjects. Three key initiatives are underway to improve student growth and achievement is: 1. Providing a guaranteed and viable curriculum to every student at our school. Teachers have been working in grade level teams to identify power standards that every child will be taught to mastery in their prospective grades. 2. Instructional staff has begun the learning process to work in collaborative teams to analyze classroom data together and make adjustments to instruction to guarantee that all students are reaching mastery in the identified power standards. 3. Work to engage families at higher levels with the use of Academic Parent Teacher Teams and Family Night activities promises to provide improved coordination between the school and parents. State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Harper Creek Board of Education has drawn geographic boundaries that assign students to our elementary building. Students that live outside the geographic boundary may apply to attend Wattles Park Elementary through a School of Choice application that is administered through the Harper Creek Administration Office. Limits for each grade are set by the Board of Education. If more students apply for School of Choice than the school or district has openings, a lottery is held to select students to attend Wattles Park Elementary.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Wattles Park is the 1st year of implementation of a three year plan for improvement.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Wattles Park Elementary is a KG-4th grade school and it is not a specialized school.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The core curriculum is kept on the Harper Creek Community Schools' website. harpercreek.net

Students at Wattles Park Elementary are given the Fountas and Pinnel reading assessment three times per year to assess reading achievement and growth. These assessments are used as key indicators to determine where students are in relation to benchmarks for each grade. The information from these and other assessments informs our teachers on what instruction and interventions are needed. In the spring of the 2018-2019 school year, 75.9% of the students at Wattles Park Elementary were at or above benchmark in their respective grades. The economically disadvantaged sub-group has been focused by the staff at Wattles Park. This sub-group has performed far below their peers that are non-economically disadvantaged. Many interventions and strategies have been put into place to close the gaps of these two sub-groups. Each grade has an intervention block(WIN Time) of time in their school day, where students receive extra instruction in their area of need. Summer reading programs and family engagement activities are examples of other strategies that are being used to close the achievement gap.

Wattles Park held 4 different conferences for the 2018-2019 school year. Three of the conferences were Academic Parent Teacher Team conferences, where groups of parents met together with the teacher to learn about learning targets and to identify goals for their children. The other conference was a one-on-one conference with the teachers and the parents. The average of the three Academic Parent Teacher Team conferences was 62% and the one-on-one conference was 95% in family participation.

The theme for the year at Wattles Park Elementary was "Reading is My Superpower". Instilling the love of reading in children, creates life-long readers that will do amazing things in the future. While we know that our work of creating independent readers is never done, it is gratifying to see the amount of growth in our students in the area of reading.

Sincerely,

Mr. Brent Swan
Principal, Wattles Park Elementary