



School Annual Education Report (AER) Cover Letter

February 15, 2022

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 Sonoma 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, Shalen King-Short at 269-441-7800 or ShortS@harpercreek.net for assistance.

The AER is available for you to review electronically by visiting the following website: [Sonoma Elementary Annual Education Report](#) 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not having been given any of these labels.

During the 2020-2021 school year, Sonoma staff focused on research supported instructional practices that foster literacy development, by engaging in professional development around formative assessments, and creating a building-wide leadership team. Sonoma used the Michigan K-3 Literacy Essentials, and School Wide Literacy Development to support professional collaboration, and targeted goals to improve literacy practices across the building. According to the most recent state assessment data, Sonoma's key challenge is in the area of English Language Arts. During the 2020-2021 school year, Harper Creek Community Schools continued to support High Quality reading, using Units by Design and a reading curriculum resource through Oakland County the MAISA units. This program was implemented in the fall of the 2019-2020 school year. The NWEA assessment was also a tool that was used for continuing learning. This assessment has been shown to have a strong alignment with the state assessment. As students and staff become more familiar with this assessment tool they will also become more confident with the state assessment. We continue to use the PLC process as a building and district to implement using data to drive instructional goals, and share effective strategies for high quality instruction.

Throughout the school year we focused our time on using analyzed assessment data, and using a consistent core curriculum to meet the needs of all the identified groups. We used multiple data points in reading to determine which academic needs individual students had. This data also determines whether students will need an IRIP (Individual Reading Improvement Plan). We also use this data analysis to

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Beadle Lake Elementary

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Sonoma Elementary

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determine who will need intervention support. At Sonoma we also have intentional time each day (Shine time) to intervene, practice or extend learning for all students. Another strategy that we used to address academic support for students was a summer school program (Discovery Camp). 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 (Sherman Lake camp, Binder Park Zoo Camp and the What A Do Theater company). The goal of summer programming is to always address the academic gaps over summer, but we also identified that students needed to engage in opportunities and social emotional learning.

Students are assigned to Sonoma Elementary through two methods: 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 Sonoma 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 Sonoma Elementary. Students who qualify for our specific special educational program are placed based on need. Class size numbers are considered before any student is granted school of choice status.

Sonoma’s School Improvement Plan is open and ongoing. We are in the process of continuous improvement at the district level using MICIP to align our goals. Sonoma has current goals that are revisited multiple times per year and adjusted according to local and state benchmark data.

In the 2019-2020 school year Sonoma was identified as a title 1 building, this allowed our school improvement team to make changes to student supports, allowing support staff to have a greater impact on the number of students that receive reading and math intervention services. Consideration is always given to providing teachers with additional professional development and families with opportunities for further engagement. To access a copy of the Harper Creek Core Curriculum, refer to the district's website. A copy may also be obtained at Sonoma 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.

Sonoma students take district assessments three times per year in English Language Arts and Math. In the fall of 2020, 202 students took the Math NWEA assessment. In looking at the data, 56% of 2nd through 4th grade were proficient or advanced. Of the 2nd through 4th grade students 93 were partially proficient or 46% and 36 students or 17% were not proficient.

In the fall of 2020, 203 students took the Reading NWEA assessment. When analyzing the data, 66 second through 4th graders scored proficient or advanced or 33%. Of these students, 88 were partially proficient, or 43.4%. 49 or 24.1% of the students scored not proficient.

As stated above, Sonoma uses multiple data sources to identify students’ academic needs. We use the Fountas and Pinnell Benchmark system as another form of reading assessment. During the 2020-2021 school year the analyzed data is described as follows. In the fall, 42 first graders were assessed and 38% of students were at grade level, 61% were below grade level. In the spring 74 first grade students were assessed and 55% of the students were at or above grade level. Second grade assessed 64 students in

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the fall of them, 45% were at grade level, 54% were below. In the spring 64 second grade students were assessed, 71% of students were at or above grade level. In the fall 53 third grade students were assessed, 64% at grade were at grade level, 35% were below grade level. In the spring 68 third grade students were assessed, 69% of the students were at or above grade level. There is inconsistency in some spring data due to COVID-19 remote learning.

We are fortunate to have many supportive parents at Sonoma who attend Parent Teacher Conferences. The table below reflects conference attendance either through parents coming into the school or joining the teacher over the phone.

YEAR	FALL	SPRING
2019-2020	98%	97%
2020-2021	97%	95%
2021-2022	98%	Spring Conferences will be held on February 24th and March 1st, 2022

Sonoma is part of a community that continually strives to provide a safe and nurturing environment for our students to grow and learn. With the combined efforts of the parents, teachers, administrators, and students this Sonoma community will continue to cultivate students who LEAD, developing people who make a difference in an ever-changing world. We will continue to focus on the joy of learning and growing together. Thank you to the parents and community for your continued support.

Sincerely,

Mrs. Shalen King-Short

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