



# 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 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 269-441-7802 or ShortS@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 with any of the above labels.

Based on students 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. At Sonoma we are working collaboratively to engage in the PLC process, where teachers 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 the grade level teams work together they have a structured time throughout each week to come together to plan, look at teaching starties, and academic data to support learning based on data and student need. Each wee we are working to build groups and sub groups around the informed learning we have done in the literacy essentials, and align our processes with the district priority standards. Using this process, we are not only able to grow our student learners but also our adult learners in supporting each other in the learning process. When looking at our building wide data making sure we are diligent about meeting the needs of the following subgroups is a priority: students that are socially and economically disadvantaged-SED, and special education students along with male students.

State law requires that we also report additional information.

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

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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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F: 269-962-4748

Sonoma Elementary  
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Wattles Park Elementary  
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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.

The School Improvement Plan is reviewed each year and updated to meet the needs of the students in our school. In the 2019-2020 school year Sonoma was labeled a title 1 building, allowing our school improvement team to make changes to student supports. Support staff now has the opportunity 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. Using data to inform our teaching, along with aligned district and building goals, our school improvement plan will be implemented and supported throughout the year. Sonoma follows the Common Cores State Standards found on the Michigan Department of Education website. We work at teaching as much as possible through an inter-curricular approach in order to help students draw from their experiences and make deeper connections. Our specific goals for students' learning and success align with Harper Creek District Goals. As a building we will continue to grow out understanding around functioning and performing as a professional learning community and use a multi tiered system of support to organize how we support students. We will also continue to work on the instructional system that includes a guaranteed and written viable curriculum.

## SPECIALIZED SCHOOL

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 School. 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.

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 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.

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Sonoma Elementary has supportive parents and community members. The parents and guardians of our students show up to support and encourage students. They are engaged in the learning process. The table below reflects conference attendance either through parents coming into the school or joining the teacher over the phone.

	FALL	SPRING
2019-2020	98%	97%
2020-2021	97%	98%
2021-2022	96%	98%

Sonoma is part of a community that works 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 thrive. 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. King-Short*

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