



### **Beagle Middle School**

Dave Kushman / Principal • Kelly Shumway / Assistant Principal

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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 2024-25 educational progress for Beagle Middle School as compared to the 2023-24 school year. 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 Dave Kushman, Principal for assistance.

The AER is available for you to review electronically by visiting the following website [www.GLcomets.net/AER4Beagle](http://www.GLcomets.net/AER4Beagle) or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. 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 2024-25. 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 2023-24. Some schools are not identified with any of these labels. In these cases, no label is given. Beagle has not been given one of these labels.

Beagle Middle School is committed to continual improvement in student achievement and closing the achievement gap. During the 2024-25 school year our staff in conjunction with our District Wide School Improvement Team (DSIT) continued to work towards our SMART goals developed through the MiCIP process. This work was accomplished in a variety of ways from district to building level meetings and professional collaboration opportunities including: District Wide School Improvement (DSIT), Instructional Leadership Team (ILT), School Leadership Team (SLT), and department/grade-level-based Professional Learning and Collaboration (PLC) meetings. Through these meetings and collaboration sessions, staff worked together in a reflective, growth-oriented fashion to build upon research-based instructional practices that support the whole child.

In addition, Beagle utilizes a monthly PLC meeting with our teaching staff to engage in Multi-Tiered Systems of Supports (MTSS)-based conversations around student academic and behavioral growth using a variety of measures, including both

normative and classroom-based measures. These regular data analysis meetings, led by our teaching leaders and focused on highly impactful first, best instruction (tier 1 instruction), support our teacher teams to adjust instruction accordingly in relation to our district-approved Essential Learnings while simultaneously identify tiers of supports for specific students.

Additional information about Beagle and our district is listed below as required by State law.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** All 7<sup>th</sup> and 8<sup>th</sup> grade students in Grand Ledge Public Schools attend Beagle Middle School.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Every year, a team of teachers along with the principal study the school's data, identify achievement gaps and revise the school improvement plan to include strategies and interventions that will increase student achievement. Throughout the 2024-2025 school year, the district worked through the MiCIP process to identify areas and strategies at each level that will provide students with the most overall growth. Our aforementioned focus areas are detailed in our MiCIP goals for the 25-26 school year.

### **DESCRIPTION OF EACH SPECIALIZED SCHOOL**

All Grand Ledge Schools are inclusive schools with programming for all students. We have support programs for students with special needs as well as students in need of second language support. All students are provided the least restrictive environment to meet their educational needs.

### **DESCRIPTION OF THE CORE CURRICULUM AND ITS IMPLEMENTATION**

More information about the district's curriculum can be found at the following link:

<https://www.glcomets.net/ourdistrict/administrativedepartments/academicservices/curriculum/>

Our Essential Learnings are posted on our district's website above are in alignment with State Standards and content expectations in Math, English Language Arts, Science, and Social Studies. Beginning in the 2021-22 school year, our teachers worked within their disciplines as teams to develop the district-approved Essential Learnings, and then they updated their Scope and Sequence Guides to address the Essential Learnings in a fashion that best meets the needs of our students. During the 2022-23 school year our teacher teams continued to develop common assessments related to the Essential Learnings across their departments in an effort to have data-driven conversations regarding student achievement in relation to the district approve Essential Learnings. Simultaneously over the past three years, teacher teams have also been provided professional development and opportunities for professional collaboration regarding research-based instructional practices that have the highest impact on student achievement and success. During the 23-24 school year, our staff implemented the use of a universal scale for students to consistently reflect on the learning targets, which are connected directly to the Essential Learning, and we had a pilot team of teachers building and implementing proficiency scales related to their

discipline as well. During the 24-25 school year, all of our staff members began building proficiency scales for their specific discipline, and that work has continued into this school year. Over the next few years, our staff will continue to build, implement, and refine their proficiency scales with a goal of being under full implementation by the 27-28 school year. This work takes a great deal of time, and it also requires flexibility and refinement of the aforementioned activities our staff have engaged in over the past five years. Our norm-referenced data indicators (NWEA) demonstrate that all of these aforementioned steps are having a positive impact on student growth and achievement.

**THE AGGREGATE STUDENT PROFICIENCY RESULTS, COMBINED 7th and 8th GRADE:**

<b>Proficiency</b>	<b>Percent Proficient Math</b>	<b>Percent Proficient ELA</b>
2023-24 School Year	42.14%	61.24%
2024-25 School Year	41.23%	66.1%

**THE AGGREGATE STUDENT GROWTH RESULTS, COMBINED 7th and 8th Grade:**


<b>Growth</b>	<b>Percent Growth Math</b>	<b>Percent Growth ELA</b>
2023-24 School Year	38.79%	66.02%
2024-25 School Year	42.5%	74.75%

**PERCENTAGE OF PARENTS ATTENDING CONFERENCES**

	<b>Fall 2023</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
<b>BMS</b>	49	42	52	49

The systems and structures we currently have in place at Beagle Middle School are student-centered, and these systems and structures promote growth of the whole child in a positive fashion. Our district and building-level leadership teams are working together in a cohesive fashion to continue to systematize instructional practices, processes, and other practices to better support the whole child. Our continued focus moving into the next school year will be around improving our tier 1 instructional practices and refining our processes to consistently reflect on these practices in an effort to continue to grow and improve.

Sincerely,



Dave Kushman, Principal