



Allendale Public Schools
Allendale Early Childhood Center Annual Education Report

February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Allendale Early Childhood Center. 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 Mr. Blake Smolen, AECC principal, for assistance.

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

For the 2023-24 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 2022-23. 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 2022-23. 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 2022-23. 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.

While great learning takes place at the AECC on a daily basis, we still see groups of students struggling academically and socially. To help support these students, we have been able to employ a full-time Math and Reading Specialist and also an Interventionist. These two staff members work one-on-one and in small groups with our students, who we identify as our most struggling learners based on their i-Ready Math and Reading scores and other pre-reader assessments. While we have seen some students struggling with their academics, some students are struggling socially and with their behaviors. We are currently in our fourth year of our PBIS (Positive Behavior Intervention & Supports) initiative, where every day our "Little Falcons" work hard on following the "3 B's" (Be Safe, Be Kind, Be Helpful). We have also paired up with Project AWARE, and with their support we are diving deeping into our multi-tiered systems of support. This helps drive home the "expected behaviors" we want to see when we are at school, and it has helped cut out some of those "unexpected behaviors" that we would like to see diminish. We also have a full-time School Social Worker and part time School Counselor, and they will often do whole class/small group/one-on-one lessons with our students who might struggle with their behaviors or expected/unexpected behaviors, the Zones of Regulation, and having safe hands and bodies, just to name a few. By being more proactive versus reactive, we hope to eliminate these "unexpected behaviors" before we even see them arise.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades Pre-Kindergarten and Kindergarten were assigned to Allendale Early Childhood Center.



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2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Allendale is in year one of our five-year school improvement plan. AECC is focusing on implementing a Multi-Tiered System of Supports (MTSS).

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Allendale Public Schools currently operates one specialized alternative education high school (New Options High School). All other schools in the district are not specialized.

4. 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

Allendale Public Schools follow the Common Core Standards, which can be found on our district website.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Student achievement results are outlined in the AER. In addition to state and federal assessments, Allendale uses local assessment data to determine student achievement and growth.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCE

2021-2022 – 95% of students had at least one parent at conferences

2022-2023 – 95% of students had at least one parent at conferences

2023-2024 - 97% of students had at least one parent at conferences (Fall)

Here at the Allendale Early Childhood Center, we are dedicated to getting our students where they need to be. We take pride in ensuring that our students learn to love being at school, but more importantly, they fall in love with learning. Even if a student is struggling, we will never give up on them and will continue to teach them how to grow into lifelong learners. On a daily basis, we are all working our hardest on “Being Safe, Being Kind, and Being Helpful,” as we want nothing more than to help our “Little Falcons” take flight.

Sincerely,

Blake Smolen
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