



**Allendale Early Childhood Center  
Annual Education Report (AER)**

January 7, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: [https://drive.google.com/file/d/1z4\\_-6sLAq0f9fAz3CQ5hwlGxr-5xgEgj/view?usp=sharing](https://drive.google.com/file/d/1z4_-6sLAq0f9fAz3CQ5hwlGxr-5xgEgj/view?usp=sharing), or you may review a copy in the main office at your child's school.

For the 2019-2020 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 staff members, in collaboration with parents and the greater school community, are working to respond to the gaps in student achievement in the areas of math and reading. We are also focusing on both our English Language Learners (ELL) and economically disadvantaged student subgroup performance. In order to improve overall student achievement, we held grade level data meetings throughout the year to that bring greater relevance and focus to the assessment and instructional planning processes. Opportunities for differentiating instruction, including the re-teaching process for all of our students, are built into core instructional blocks. Teachers have received professional development to support their effective implementation of evidence-based interventions. We have assembled a multi-tiered systems of support (MTSS) team to review and revamp our intervention programs for literacy and math. We also offer many after school opportunities, including enrichment classes, ELL tutoring, and summer school programs for our ELL and at-risk students. We have a Children and Parents (CAP) read-at-home program for all Kindergarten students, which provides early interventions.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades PreK-K were assigned to Allendale Early Childhood Center.

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

We are in year 4 of our 3-5 year school improvement plan. We are focusing on improving performance in math, reading, science, and social studies.

#### 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

A copy of our core curriculum can be found on our website. It is consistent with the State of Michigan requirements.

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

These results can be found on the AER. We use local assessment data to determine student achievement and growth.

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

##### 2018-2019:

Allendale Early Childhood Center was not open during this school year.

##### 2019-2020:

901/948 students had a parent in attendance at Parent/Teacher Conferences, approximately 95%.

The 2019-2020 school year was a year of many firsts for the Allendale Early Childhood Center. This was the first year our beautiful brand new building was open, and the staff and students made the best of what was one wild year. As we opened the building, we worked hard to follow "The AECC 3 Bs", where all of our "Little Falcons" tried their hardest on a daily basis to "Be Safe, Be Kind, and to Be Helpful". Even though we were sent home in March due to COVID-19, our staff and students worked their hardest to ensure that there was learning still taking place, even while not being at

school. Teachers worked to put together informational packets that students could work on from home, and also still interacted with their students through weekly “Zoom” meetings. While the year didn’t end the way we wanted to, we still tried our very best to help our little falcons take flight.

Sincerely,

Blake Smolen  
Principal  
Allendale Early Childhood Center