



Allendale Public Schools
Evergreen Elementary Annual Education Report

February 1, 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 Evergreen 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 Mr. Doug Bol, Evergreen's Principal, for assistance.

The AER is available for you to review electronically by visiting the following link [Evergreen AER](#), 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.

Evergreen Elementary School was not identified under ESSA requirements.

During the 2021-22 school year, Evergreen Elementary staff members, in collaboration with parents and the greater school community, worked to respond to gaps in student achievement in the areas of math and reading. We also focused our efforts on our English Language (EL) and Economically Disadvantaged (ED) student subgroup performance. Throughout the 2021-22 school year, we held grade-level data meetings designed to facilitate improvements in overall student achievement through dedicated work on student assessment and instructional planning processes. Opportunities for differentiating instruction, including re-teaching and extensions for all of our students, were built into core instructional blocks. Teachers received professional development to support their effective implementation of evidence-based interventions. We assembled a Multi-tiered System of Supports (MTSS) team to review and revamp our intervention programs for literacy and math. Along with these, we offered many after-school opportunities, including enrichment classes, EL tutoring, and summer school programs for our EL and at-risk students. We used a Children and Parents (CAP) read-at-home program for all students, which provides another early intervention in the area of Reading.



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State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades first through third were assigned to Evergreen Elementary.

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

Allendale is in year three of our five-year school improvement plan. Evergreen is focusing on improving performance in math, reading, science, and social studies with specific attention on our English Learner and Economically Disadvantaged subgroups.

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 Fall Conferences – 97% participation

2021-2022 Spring Conferences - 90% participation



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During the 2021-22 school year, the Evergreen Elementary School staff and students found a number of positive things to celebrate. As we progressed through the year, we were happy to remove the last of our COVID-19 restrictions, which allowed us to establish strong educational practices in our classrooms. We did face, however, the toll that COVID-19 took on our students' learning and academic progress. In response, we re-established our Multi-Tiered System of Support, which provided our students with additional, targeted instruction on skill deficiencies. We hired additional personnel to support the emotional needs of our students, and our teaching staff committed to giving their very best for the benefit of our students. Through the staff's determination and our students' resilience, we were able to minimize the negative effects that the pandemic had on instruction and on learning. We remain committed to the work of advancing our students' growth so they are well-prepared for whatever their futures may hold.

Sincerely,

Mr. Doug Bol, Principal
Evergreen Elementary School