Kentwood Public Schools

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School Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Pinewood Middle School. 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 Gary M. Harmon, Jr. for assistance.

The AER is available for you to review electronically by visiting the following web site https://goo.gl/QhuC2T , or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

The areas of improvement that Pinewood is striving to achieve over the next three years are in mathematics, reading comprehension, and academic vocabulary. Our biggest gaps occur with Students with Disabilities (SWD), followed by Limited English Proficiency (LEP) Students. To help close the achievement gap, we have been providing our staff with professional learning sessions focused on specific, research-based strategies shown to improve core instruction in mathematics and reading, as well as strategies to improve students' knowledge and retention of academic vocabulary. To further address the needs of our struggling students, we are also providing small group interventions and applying instructional methods that specifically support our SWD and LEP learners.

State law requires that we also report additional information.

ASSIGNING PUPILS TO THE SCHOOL:
Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

SCHOOL IMPROVEMENT PLAN
Pinewood Middle School has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

CORE CURRICULUM
Process:
Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html
Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

Alignment:
Each grade level on the elementary level and each content area at the secondary levels meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:
"Excellence and Equity for All" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study

groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

Reading Inventory (RI) 2015-2016
6th Grade: 53% (Proficiency Lexile band starting at 950L)
7th Grade: 57% (Proficiency Lexile band starting at 1000L)
8th Grade: 58% (Proficiency Lexile band starting at 1050L)

Reading Inventory (RI) 2016-2017
6th Grade: 52% (Proficiency Lexile band starting at 950L)
7th Grade: 58% (Proficiency Lexile band starting at 1000L)
8th Grade: 61% (Proficiency Lexile band starting 1050L)

Math Inventory (MI) 2015-2016
6th Grade: 40% (Proficiency Lexile band starting at 870Q)
7th Grade: 26% (Proficiency Lexile band starting at 950Q)
8th Grade: 31% (Proficiency Lexile band starting 1030Q)

Math Inventory (MI) 2016-2017
6th Grade: 36% (Proficiency Lexile band starting at 870Q)
7th Grade: 37% (Proficiency Lexile band starting at 950Q)
8th Grade: 33% (Proficiency Lexile band starting 1030Q)

PARENT-TEACHER CONFERENCE ATTENDANCE

Fall Conferences (2015-2016)
6th Grade: 191/244 (78%) face to face and 53/244 (22%) via phone/email = 100%
7th Grade: 235/258 (91%) face to face and 23/258 (9%) via phone/email = 100%
8th Grade: 200/266 (75%) face to face and 66/266 (25%) via phone/email = 100%

Spring Conferences (2015-2016)
6th Grade: 150/246 (61%) face to face and 96/246 (39%) via phone/email = 100%
7th Grade: 220/255 (86%) face to face and 35/255 (14%) via phone/email = 100%
8th Grade: 175/260 (67%) face to face and 85/260 (33%) via phone/email = 100%

Fall Conferences (2016-2017)
6th Grade: 186/268 (69%) face to face and 82/268 (31%) via phone/email = 100%
7th Grade: 238/252 (94%) face to face and 14/252 (6%) via phone/email = 100%
8th Grade: 190/266 (71%) face to face and 76/266 (29%) via phone/email = 100%

Spring Conferences (2016-2017)
6th Grade: 140/268 (52%) face to face and 128/268 (48%) via phone/email = 100%
7th Grade: 240/252 (95%) face to face and 12/252 (5%) via phone/email = 100%
8th Grade: 201/266 (76%) face to face and 65/266 (24%) via phone/email = 100%

We are proud of our students and their achievements and congratulate them for their hard work. Thank you to both our parents/guardians and students. Pinewood Middle School is looking forward to continually improving our school-wide goals.

Sincerely,

Gary M. Harmon, Jr.
Principal