

February 15th, 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 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 the Principal, Mr. Andrew Kolzow for assistance.

The AER is available for you to review electronically by visiting the link [here](#). You may also search for our school's AER at www.mischooldata.org or review a copy in the main office at your student'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 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.

Our school has not been given one of these labels.

Pinewood is committed to increasing the number of students who are proficient in Math and ELA on both the M-STEP and PSAT8 assessments. We will address these challenges by providing students with targeted interventions, individualized instruction, and opportunities for additional support. We identify students who are more than two grade levels behind in Math and ELA, then provide them with a support class using either the Math180 and Read 180 intervention program. We have implemented the iReady Diagnostic and iReady MyPath platform which measures student academic progress, then provides individualized instruction to students in both Math and ELA. We offer Study Shaq tutoring after school three days per week, where students can get extra help from a certified teacher in both Math and ELA.

Some other ways we are supporting students in Math and ELA include the following: Each grade level has a designated interventionist teacher who works with students who are struggling in one or more classes. We have implemented a co-teaching model in our Special Education Resource program to help support students and to ensure that all of our students have access to grade level curriculum. We have increased the number of teachers and support personnel in our ML program to support ML learners at all proficiency levels.

We have developed professional learning communities that meet as a grade level and as a content area group to examine student performance and develop instructional strategies that increase student success.

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>. Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly 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 in Education" is the motto of Kentwood Public Schools. The utilization of common assessments and scoring rubrics, common curriculum, and common core materials help us work toward our goal. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and continual communication between departments including regular education, special education, and gifted programs also help to facilitate this process. We are committed to ALL students having multiple opportunities to learn and be successful.

AGGREGATE STUDENT ACHIEVEMENT RESULT

The following are Michigan Student Test of Educational Progress or M-STEP over the past two years. Results are given in percentages and show students that were proficient or advanced proficient:

Year	Grade	ELA	Math	Science	Social Studies
2021-22	6	40.6%	23.8%	n/a	n/a
	7	42.9%	31.3%	n/a	n/a
	8	n/a	n/a	30.4%	19.8%
2022-23	6	39.8%	23.4%	n/a	n/a
	7	31.7%	23.9%	n/a	n/a
	8	n/a	n/a	22.3%	16.7%

The following are Michigan 8th Grade **PSAT** scores for Pinewood Middle School. Evidence-Based Reading and Writing (EBRW) is a combined score consisting of a separate Reading and Writing and Language test. Results are given in percentages and show students that were proficient. For more information about the PSAT 8 please consult the College Board's [PSAT 8 Parent Resource Page](#).

Year	EBRW (English)	Math
2021-22	57.6%	31.5%
2022-23	51.7%	28.2%

Parent-Teacher Conference Attendance

Year	Fall parent attendance (n)	Fall parent attendance (%)	Spring parent attendance (n)	Spring parent attendance (%)
2021-22	678	87.6%	528	68.2%
2022-23	522	67%	632	78%

At Pinewood, we strive to create a safe and positive learning environment where students are challenged academically and feel a sense of belonging with our school community. Our highly trained staff utilize a rigorous curriculum and a collaborative selection of teaching strategies to engage students and prepare them for future success. We also believe that students learn best when they feel connected with their school environment. We create this feeling by using Restorative Practices and Capturing Kids' Hearts strategies every day, which allow students to build strong relationships and to feel supported. We are very proud

of our students and their achievements and congratulate them for their hard work this year. If you have any questions or concerns regarding any part of the educational experience at Pinewood Middle School, please do not hesitate to contact me.

Sincerely,

Andrew Kolzow
Principal, Pinewood Middle School
Kentwood Public Schools