

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Rachael Postle-Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pinewood Elementary School
(As it should appear in the official records)

School Mailing Address 2405 Chippewa Street
(If address is P.O. Box, also include street address.)

City Jenison State MI Zip Code+4 (9 digits total) 49428-9116

County Ottawa County

Telephone (616) 457-1407 Fax (616) 457-8490

Web site/URL <http://www.jpsonline.org/schools/pinewood-elementary/> E-mail rbrown@jpsonline.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Tom TenBrink E-mail ttenbrin@jpsonline.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jenison Public School District Tel. (616) 667-3230

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. William Waalkes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	25	25	50
1	25	26	51
2	22	29	51
3	24	27	51
4	22	29	51
5	26	42	68
6	23	26	49
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	167	204	371

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2015	367
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 101

8. Students receiving special education services: 13 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 7 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 1 Orthopedic Impairment
- 4 Other Health Impaired
- 4 Specific Learning Disability
- 9 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 1 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	16
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	93%	93%	93%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Pinewood community believes that all children can succeed. We respect and celebrate the diversity of each child through cooperation between school, home and community. Thus, we are committed to providing a safe, caring and creative learning environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

The Pinewood community believes that all children can succeed. We respect and celebrate the diversity of each child through cooperation between school, home and community. Thus, we are committed to providing a safe, caring and creative learning environment. Our building-wide motto is CATS: Celebrate kindness, Act respectfully, Take responsibility and Stay safe. This core belief permeates our interactions among staff, students and families.

Like many schools, we have students with a wide variety of talents and challenges. We have children with special needs and children who might not exhibit any particular special needs but need just as much attention. We have students who qualify for gifted education and students who need academic intervention. We have students who struggle with behaviors and students who we work with to get to speak up more. All these students help make Pinewood Elementary the unique community it is.

Pinewood serves students in kindergarten through sixth grade. Our school is a neighborhood school in a suburban district in West Michigan. We have had limited land development opportunities within our school district boundaries and have had to use creative means to maintain and grow our enrollment. Of our 370 students, 89 are school of choice which shows the commitment our parents have to bringing students to Pinewood Elementary. Without a business and industrial center, our school district is the unifying element of the Georgetown Township community.

As the cornerstone of our community, Jenison Public Schools has a strong tradition of excellence. Pinewood Elementary upholds these traditions. Our students are great, hardworking kids who come to school each day and strive to reach the goals and expectations set for them. We work with students to set individual goals to encourage academic and personal growth. We seek to empower students to monitor and assess their goals periodically and make a plan on reaching them, and then setting new goals when initial goals are achieved.

Pinewood Elementary has housed the categorical program for Emotionally Impaired students since the 1990's. This program services K-6 students with moderate to severe Emotional Impairments. In the last 15 years, this program has evolved from mainly a self-contained entity to the students being integrated into their general education classes for periods of the day with lessening support as they are able. All our staff receives training on understanding trauma, de-escalation techniques and empathy to support all students. Pinewood Elementary also houses the district Academically Talented program for grades 3 -6. Students from all buildings in our district are transported to Pinewood for weekly two hour lessons that enrich and challenge students beyond the common grade level expectations. This program provides opportunities for gifted students while still allowing them to spend a majority of their time in their general education classroom and their own school buildings. Programming for the Gifted & Talented program is responsive to individual needs and recognizes the multiple challenges and cultural diversity of the district's population.

Over the past few years we have specifically focused on building strong relationships with students, families, and our community. Another primary focus has been on student engagement. All staff members have been trained in Capturing Kids Hearts (CKH) and as new staff is hired, we have been committed to ensuring each also will be trained in CKH.

Our school utilizes various social and behavioral strategies including; social thinking, mindfulness, incorporating movement breaks, Whole Brain Teaching, Teach Like a Pirate, Learn Like a Pirate, PBIS (Positive Behavior Intervention and Supports), and trauma informed instruction.

In addition to ensuring relationships and engagement in every classroom teachers have challenged themselves to provide excellent curriculum and lessons for every subject every day. In literacy, our instructors have been working to implement common core anchor standards with an increase in informational text, accountable talk, text dependent questions, students finding evidence, and students close reading. We are also implementing strategies from current research increasing opportunities for voice and choice in student reading. In math, we have taken the eight essential math practices and identified them in

each of our units and lessons. Students are engaging in number talks, three act math tasks and real world problem solving. Over the past four years we have brought science instruction back to our lower elementary classrooms and implemented an online tech book for all classrooms.

At Pinewood we are striving to provide the best educational experience for every child and family. By nurturing and challenging our students academically and socially we seek to ensure growth and success for all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English Language Arts

Building wide, Pinewood uses DIBELS-Next (Dynamic Indicators of Basic Early Literacy Skills - Next Edition) and Discovery Education Assessments, to assess each student's reading fluency and comprehension. This data is used in conjunction with teacher input to help place all students in the best learning environment. This includes a setting and pace that is conducive to their learning. All teachers in the building make it a priority to know each student's reading level and current reading data. Common Core State Standards are used by teachers to develop reading lessons that will provide a foundation for emerging readers, but also challenge excelling readers. As a building, we feel strongly about providing students opportunities for self-selected reading.

In our lower elementary, kindergarten through third grade classrooms, students acquire foundational reading skills through the StoryTown curriculum. This curriculum was chosen district-wide after reviewing many other programs and finding the best fit for our students as learners. Teachers supplement this curriculum with read aloud, Daily 5 stations, reading workshop, self-selected reading and musical performances. An annual Pinewood Post Office allows all students the real-life opportunity to write and receive letters.

Our upper elementary, fourth through sixth grade, focuses on reading fluency and comprehension using Reading Strategies That Work and Notice and Note Signposts. The Common Core State Standards are used to drive instruction. Teachers use the workshop style of teaching or book clubs to expose students to new genres and strategies. Teacher read aloud is considered a valuable tool for reading instruction.

Mathematics

Pinewood uses a resource-based curriculum that was created by Jenison Public School teachers and is based on the Common Core State Standards. Unit Essentials drive instruction and students complete district common unit assessments to show their learning. Each grade level works to incorporate real-world problems and performance tasks throughout each unit.

A workshop model including whole group mini-lessons, math exchanges, small groups, hands-on stations and technology are instrumental in providing differentiated math instruction. Time is spent with both broad Math concepts every day and then also direct instruction of specific math topics.

During our math instruction we ensure we are working on the eight essential math practices at every grade level throughout each unit: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critique reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and make use of structure, and looking for and express regularity in repeated reasoning. These practices provide a common foundation for instruction and for skill building and progression. Keeping the essential practices in the forefront with the specific grade level standards provides rigorous and comprehensive lessons and activities.

Science

Science instruction occurs kindergarten through sixth grade at Pinewood with a stronger focus in fourth through sixth grades. Pinewood uses Discovery Education Science Techbook as its common resource that drives instruction. Science Techbook has engaging interactive content that currently focuses on GLCE's (Grade Level Content Expectations) but is looking at incorporating NGSS (Next Generation Science Standards). Students have the opportunity to read differentiated passages on topics, work on explorations where they test out hypothesis, study videos that introduce and explain concepts and have hands on experiences with materials. District common assessments are utilized to evaluate students' acquisition of material and instruction. Our students also attend a STEM class (Science, Technology, Engineering, Math) as a once a week special to expose all students to the group work dynamics and STEM concepts that apply.

Social Studies/History/Civic learning and engagement

Social Studies instruction takes place kindergarten through sixth grade with a stronger focus in third through sixth grades. Social Studies curriculum is resource-based and is developed from the Michigan GLCE's (Grade Level Content Expectations). As our state looks to adopt the C3 (College, Career, and Civic Life) framework for social studies standards, our curriculum will adjust.

Students in third grade learn about the history of our city and take a field trip to visit important areas of our community. They also put on a performance to re-create Jenison History for their parents. Our fourth graders learn about local and state government and travel to our state's Capitol in Lansing every year to apply their knowledge. Economic terms and financial responsibility are taught in 5th grade. Our students use this knowledge to compete in a computer simulation called "Money Island." Our sixth grade students learn about the different countries around the world. Their culminating activity is a research project and presentation for the students of Pinewood Elementary.

2. Other Curriculum Areas:

Arts

Pinewood kindergarten through 6th grade students' education is enriched in the visual arts classroom once a week for 50 minutes. In the visual arts classroom the students explore drawing, painting, printmaking, ceramics, and mixed media projects while learning art history, developing critical thinking skills, and learn to be creative problem solvers. Students learn a variety of art making skills and techniques while learning to generate and conceptualize ideas and artwork. Every student is an artist and experiences some kind of success in the art room. Building a love for creativity and innovative thinking learned in the elementary art room carry over into all subject areas to help build well rounded students.

All Pinewood students participate in music instruction one 50 minute period per week. Lower elementary students engage in a musical curriculum that prepares them to grow in being "tune-ful", "beat-ful" and art-ful", both individually and collectively. Upper elementary students learn first with their ears and later by reading and writing. This ensures the musical mind and ear are playing an active role in the processing of musical ideas. This process ensures the "music" is learned and aurally understood first and later connected to the symbols and notations on the page.

Pinewood students have the opportunity to join the orchestra program and band programs as 5th and 6th graders. Our band and orchestra classes are taught on the foundation that everyone is musical and that all students can be successful on an instrument. We believe that learning to play an instrument is a vital part of a well-rounded education, and, as a public school program, we have a place for every child to be successful regardless of ability, aptitude, or prior musical experience. Learning and playing an instrument, both individually and as part of a group, exposure to music theory/history and music appreciation, are tremendous opportunities for young learners.

Pinewood Pinecone Choir is also available for students in 5th and 6th grade with weekly practice. Choir instruction focuses on learning healthy vocal habits and artistry. Students learn rudiments of music such as beat, rhythm, melody and harmony. They sing a variety of music and work to develop a well-rounded singing voice. Pinecone Choir performs at least two concerts each year, collaborates with secondary level choirs, and sings the National Anthem at community events. Pinecone Choir members can also audition to participate in a district-wide Honors Choir that includes representatives from each elementary school in the district.

Physical Education/Health/Nutrition

Students from kindergarten through sixth grade participate in once a week physical education class that focuses on creating healthy, active lifestyles across the lifespan. While we emphasize movement throughout our 50 minute block, we also incorporate a nutrition unit for grades K-6 and cover the body systems in grades 4-6. Grades 4-6 also receive Reproductive Health instruction, appropriate for their age level. At Pinewood, it is a priority to create an environment that is conducive to success at all levels. Students are provided the knowledge and resources to improve skill development, maintain active lifestyles, and demonstrate team strategy during games and activities all while demonstrating great sportsmanship.

Foreign Language

Spanish is taught once per week to all students in kindergarten through sixth grade. In this class, the goals are for the students to learn the Spanish language, to explore and appreciate Hispanic / Spanish culture and, most importantly, to have fun while doing so! Progression through the 7 years of Spanish curriculum uniquely equips our students to excel in future foreign language endeavors.

Technology/STEM

We are committed to preparing students with 21st century skills to help them succeed at every level, including college and future employment. Kindergarten through sixth grade students are provided a specific course, otherwise known as a special, called STEM (Science, Technology, Engineering, and Mathematics). The foundational component of our STEM curriculum is based upon the Engineering is Elementary (EiE) program to include the teacher and classroom resources that meet our transdisciplinary needs. This curriculum aligns with state and national standards related to science, technology, engineering, mathematics, and ELA. Pinewood School's STEM program also fosters the skill development of: collaboration, communication, creativity, problem-solving, and perseverance.

Other

In addition to these curriculum areas, students receive social thinking and mindfulness lessons at least every other week.

3. Instructional Methods, Interventions, and Assessments:

Pinewood believes in maximizing the potential of all students. We use data from multiple sources to inform our instructional approach and intervention development at all achievement levels. Pinewood utilizes benchmark screening tools three times per year to assess student progress, identify students in need of remediation, acceleration as well as to develop fluid instructional grouping for math and reading across all grade levels. We currently use DIBELS-Next, Discovery Education and Delta math assessments to screen all students at Fall, Winter and Spring benchmarks. This information is reviewed systematically at grade level data reviews five times throughout the school year. Grade level general education teachers, special education interventionists, the school psychologist and principal review each student's data along with other classroom assessment data to identify specific skill deficits and class-wide skill gaps as well as students / groups that could be accelerated through extensions within their classroom or across grade levels. The assessment tools are explored at the grade level meetings as well as by individual teachers to pinpoint lagging skills to allow for differentiated instruction. Interventionist schedules are assigned and adjusted throughout the school year based on student growth as measured by these tools, progress monitoring assessments, classroom assessments and observations. We provide supports for all students through a multi-tiered system of support despite special education status, with emphasis on early intervention.

Building and grade level reports are shared with all staff at each benchmarking meeting with trends and high pocket needs noted. This allows for early intervention and distribution of resources throughout the building according to students' needs. Our staff embraces the importance of early intervention as well as accepting our building level system for supporting all students, which entails ownership of every student at Pinewood, not just those assigned to each classroom. We use common district assessments for math and science as well as on-going formative assessments (e.g., observation, exit ticket and conferencing) to inform and adjust instruction. We have added supports to several grade levels to allow for extensions for high achieving students in English Language Arts and have accelerated math students in 5th and 6th grades.

Technology is used to meet the needs of all learners, visual/auditory differentiation, text complexity variation, enhanced interest levels and individualized math skill practice. Problem based learning is embedded throughout our math and science curricula with specific opportunities for each grade level to do more extensive projects (i.e., botany, environmental water testing, bat houses, etc.).

Pinewood is a high performing school without subgroup achievement gaps. We have focused as a staff on increasing student growth through consistent review of data and tweaking instructional groupings, instructional focus, and/or engagement strategies (i.e., movement breaks, mindfulness breaks, music,

hook/props, Whole Brain Teaching, etc.). Behavioral data are compiled and shared with support staff bi-monthly. Those data are used by grade level teams to develop strategies to support socio-emotional growth for higher needs students in collaboration with the Student Assistance Team. We believe that focus on the whole child is critical for academic success.

Ownership and accountability for learning are encouraged through student goal setting with personal growth focus. Students are explicitly taught to analyze their own data and develop reasonable goals for themselves in either ELA or Math. Strategies for attaining those goals are developed by each student with teacher support. These goals are discussed and evaluated in alignment with the benchmarking assessments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Pinewood Elementary is a safe, nurturing environment in which every student success is celebrated and all students are encouraged throughout their educational journey. Our Student Assistance Team has done extensive training regarding trauma-informed approaches to behavioral intervention and developing a safe community. Strategies for approaching students to promote safety, empowerment, collaboration, trust and choice are modeled and employed by staff across the building. Misbehavior is discussed as unexpected responses and we approach behavior from a skills acquisition and practice perspective. We seek to determine the function of the behavior and consider the potential unmet need of the student when responding to them rather than an intrinsic, immutable characteristic of the student. We teach weekly Social Thinking lessons to help develop their social competencies to better connect with others and live happier, more meaningful lives. This allows for a common language for students, staff and families when problem solving social situations.

Our staff uses movement breaks and Whole Brain Teaching to help keep students engaged. Movement and mindfulness breaks are utilized so students can physically recharge in between subject areas and as a prep for assessments. Whole Brain Teaching also utilizes movement in instruction to allow increased student engagement and participation. Teachers use strategies from the book, *Teach like a Pirate*, to create exciting and engaging lessons for students. Students are the center of our classrooms and are encouraged to take on leadership roles. To help with the student leadership role, our staff utilizes many of the ideas from the book, *Learn Like a Pirate* to help create student-led classrooms.

Pinewood staff realizes the importance of engaging and motivating students and uses the foundations of PBIS (Positive Behavior Interventions and Supports) to do so. Staff utilizes a green ticket system to positively acknowledge students for behavior that follows our C.A.T.S. motto (Celebrate Kindness, Act Respectfully, Take Responsibility and Stay Safe). Weekly green ticket drawings allow public acknowledgement of positive behavior and are paired with a tangible reward selection (e.g., pencils, stickers, books, posters, class tokens). Major green tickets are given to those students who have gone above and beyond with behaviors. A celebratory phone call home to share with families the student's exceptional behavior is a part of receiving this major green ticket. Monthly school-wide celebrations help build community and honor our collaborative effort to follow our CATS expectations.

Teachers celebrate each other through a bi-weekly TOW (teacher of the week) award, positive affirmation notes, and shout outs on the whiteboard in our lounge. Our principal, Rachael Postle-Brown, demonstrates the value of each staff member by listening to all ideas and taking every opinion into account before making a decision. She encourages teachers to 'think outside the box' and to try new things in their classroom. She will help to provide the tools or materials necessary and supports teachers in their endeavors.

2. Engaging Families and Community:

Engaging families and community members is vital for student success and school improvement. Our school is proud of 100% participation in our parent teacher conferences held twice each year. Parents receive ongoing communication regarding academic achievements and challenges through e-mails, phone calls and conferences. Each grade level communicates regularly with families through class newsletters, classroom websites, and/or blogs. Parents are encouraged to be an active part of their child's education by volunteering in the building, and through communication with staff via e-mail, phone call, notes and/or conferences. To help provide parents with consistent communication and snap shots into our building we have an active Facebook page, Twitter account, and Pinewood building blog. These social media tools open up our classrooms for parents to be able to feel involved and included even when they are not able to physically be in the building each day. Parents are also a part of the School Improvement Team, the Healthy Snack committee, Pinewood Parent Club Board and our school garden committee.

Pinewood participates in and hosts community academic events such as Technology Night, Science Night and Literacy Night. On these evenings, families come to Pinewood to explore curriculum areas they might not be familiar with or to discover new resources to use at home. Our goal is for families to have the ability to explore classrooms outside of their child's homeroom, meet teachers that they may not know, and have fun learning new ideas. Pinewood promoted community reading through coordinating an all school read aloud of the book, James and the Giant Peach which culminated with the performance of the musical production of James and Giant Peach Jr. Our Pinewood Parent Club hosts a Parent Princess/Prince Dance, Pirate Bowling, Family Fun Night, Muffins with Mom and Donuts with Dad. These events provide opportunities for families to spend time at Pinewood in positive social activities.

Students are offered several after-school extra-curricular activities. These include: Chess Club, Reading Club, Robotics and a Running Club. Pinewood pairs with a local church whose members serve as Kids Hope mentors for at-risk students. These mentors visit students for an hour a week during school time to assist with homework, behavior goals and to make a positive connection with them. Fathers, uncles, and grandfathers of our students volunteer and provide support in classrooms through our WatchDOG (Dads Of Great students) program.

Pinewood staff is passionate about educating the whole child and providing support in academic, social, emotional, and physical well-being. Pinewood was awarded a United States Agriculture Grant to provide a monthly healthy snack to all students of fresh produce. Parents have been organizing and leading this healthy snack program. Pinewood has also worked in our community volunteering to complete water testing in local parks to help improve our local ecosystems. The students have benefited from this learning experience and so has our community.

The Pinewood student council coordinates school events as well as a coin drive for food for community residents in need. Each winter a Mitten tree supports community members in need with holiday gifts and essential clothing.

3. Professional Development:

Every year our building School Improvement Team reviews and updates our School Improvement Plan. Once we look at the specific goals and objectives in our plan we start to discuss what professional development needs our staff has to help implement the school improvement goals. The building administrator also works with the district to ensure our school improvement plan aligns with the district plan and what professional development needs the district as a whole has. We then prioritize those needs and determine what professional development will be done as a district and what will be done at the building level. We also have Learning Labs that our district hosts and participates in. We have teacher leaders who facilitate opportunities for small groups of instructors to observe another classroom. These experiences have been very impacting for staff, as it encourages collaboration and builds teachers' toolboxes. A good example of this process is our literacy focus this year. As a building School Improvement Team, we set the goal of having all students proficient in reading. When we reviewed what objectives we would need for that goal, we focused on increasing the time our students were reading, reviewing research based instructional models, like workshop, and maintaining student engagement. To support this goal and these objectives we provide district wide professional development on literacy and workshop model to start our school year. We had teachers, administrators, and outside experts come in and offer sessions that teachers could choose to participate in. We followed up that district wide training with small group book studies at the building using the texts; Notice and Note, Book Whisperer, The Daily Five, and the Next Steps in Guided Reading. Then for our Learning Labs, we planned classroom visits on reading workshop, reading comprehension strategies, and the writing process.

At Pinewood we have participated in multiple book studies that are led by the staff. This provides a common language and text for staff and also provides opportunities for staff leadership. This year staff members were able to form small groups and choose books that they felt would be best for them to individualize and differentiate their professional development. The Pinewood staff also works to participate in professional development in unique ways. During the school year we offer Lunch and Learns on topics that teachers are interested in and support our school improvement goals. A majority of our staff

attends these lunch time opportunities. We participate in online twitter chats; our building hosted the national #tlap Teach Like a Pirate chat this past fall. Our teachers have the opportunity to find professional development opportunities such as the Michigan Association for Computer Users in Learning (MACUL) conference, Literacy Network, Future Ready, Nerd Camp, and many more.

4. School Leadership:

The leadership philosophy at Pinewood and in Jenison Public Schools is one built upon relationships. Relationships between all stakeholders is a guiding priority for all initiatives and processes. We realize happy kids learn better. We also believe that happy teachers help create an environment for happy students. When determining any new programs or initiatives the impact on student success and well-being is always the top factor for consideration. The building principal works closely with the building School Improvement team to plan and implement the building School Improvement plan and the strategies and resources that will be used within the plan.

The building principal works to model engaging instructional techniques during professional development sessions and staff meetings. Encouraging staff to try technology tools by using them with staff like; Padlet, Today's Meet, Kahoot, Google Classroom and others. The building principal also attends and presents at various professional development opportunities both within the school district and also with outside organizations. The principal brings back what is learned from these opportunities and shares them with staff.

Staff members have many opportunities to share their voice and opinion, as well as take on leadership roles. Most building decisions involve formal staff feedback in an open meeting or through a staff survey. Staff feedback is also collected and reviewed after professional development and major building events. Staff members have the opportunity to lead book study groups, to present to staff during staff meetings or lunch and learns, to be a part of curriculum committees, behavioral committees, and a Superintendent advisory council.

Pinewood staff members are active participants in Learning Labs. Many teachers have volunteered to host labs inviting other teachers into their classrooms to observe and then debriefing together. The Learning Labs are lead and organized with teachers who have taken on the additional duty of being an instructional coach for the labs. Many Pinewood staff are the grade level team leaders for their respective grade level. Grade level team leaders meet as a district team and then report out and lead their grade level peers in district initiatives.

In addition to the formal leadership opportunities, staff members are encouraged to explore areas they are passionate about and bring them back to our staff and share. A great example of this is the number of teachers we have that have applied to a project based learning, pbl, summer school experience through our intermediate school district. Staff members have to apply to teach in the pbl summer school. If selected they are provided multiple days of professional development on pbl and then they have ongoing support and connections with the organization and local businesses.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

What makes Pinewood so successful is the people with in our school. Our staff and our students enjoy coming to school every day and make the building a fun and welcoming place. Staff truly believes that every child can succeed and that staff can always find a way to make that success a reality. Our staff owns every child in the building; every teacher has a shared responsibility for every student. This ownership of our kids is a key factor in the culture and achievement in our building.

Pinewood believes in maximizing the potential of all students. We use data from multiple sources to inform our instructional approach and intervention development at all achievement levels. Pinewood utilizes benchmark-screening tools three times per year to assess student progress, identify students in need of remediation, acceleration as well as to develop fluid instructional grouping for math and reading across all grade levels. In the sections above information has been shared on our use of data to best meet the needs of all of our learners. We also use data to help students set, record, and monitor their own personal learning goals. The goal setting is a great tool for students to take ownership of their learning.

Pinewood is a high performing school without subgroup achievement gaps. We have focused as a staff on increasing student growth through consistent review of data and tweaking instructional groupings, instructional focus, and/or engagement strategies (i.e., movement breaks, mindfulness breaks, music, hook/props, Whole Brain Teaching, etc.). Behavioral data are compiled and shared with support staff bi-monthly. Grade level teams to develop strategies to support socio-emotional growth for higher needs students in collaboration with the Student Assistance Team use these data.

We believe that focus on the whole child is critical for academic success. Pinewood staff embraces educating the whole child balancing resources between academic and social emotional needs. We have a Student Bill of Rights at Pinewood that all staff are committed to up holding each and every day.

Pinewood Student Bill of Rights

- Every child deserves to feel loved, believed in, and safe as part of the group.
- Every child deserves his/her basic needs met with access to resources.
- Every child deserves the opportunity to learn.
- Every child deserves to be taught expectations that will be modeled, practiced and enforced.
- Every child deserves authentic praise because all students want to do well.
- Every child deserves a supportive, positive staff.
- Every child deserves to have his/her story known.