

U.S. Department of Education
2019 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 Ms. Beatrice Rueter

(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 200 Rickswood Road

(If address is P.O. Box, also include street address.)

Timonium MD 21093-3027
City State Zip Code+4 (9 digits total)

County Baltimore County

Telephone (410) 887-7663

Fax (410) 252-1962

Web site/URL https://pinewoodes.bcps.org

E-mail brueter@bcps.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*Dr. Darryl Williams

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dwilliams@bcps.org

District Name Baltimore County Public Schools District Tel. (443) 809-4281

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 Ms. Kathleen Causey

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 109 Elementary schools (includes K-8)
 - 29 Middle/Junior high schools
 - 28 High schools
 - 3 K-12 schools

169 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	7	30
K	44	28	72
1	45	56	101
2	47	37	84
3	50	42	92
4	42	49	91
5	51	33	84
6	0	0	0
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	302	252	554

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 23 % Asian
 - 5 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 4 % 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 2017 – 2018 school year: 8%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2017	571
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 4%
24 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Chinese, Gujarati, Hindi, Korean, Marathi, Persian, Spanish, Russian, Slovak, Spanish, Tamil, Vietnamese.

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 40

8. Students receiving special education services: 14 %
75 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.

- | | |
|----------------------------------|--|
| <u>16</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>24</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	96%
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 2018.

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

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 mission of Pinewood Elementary School is to provide every student with a safe and supportive environment where students feel a strong sense of belonging and are motivated to strive and persevere to reach their fullest potential of academic excellence in literacy, critical thinking, and problem solving, while demonstrating kindness and respect for themselves and others.

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

Pinewood Elementary School is a school rooted in 53 years of commitment to children and their families. Having celebrated our 50th anniversary 3 years ago, we witnessed the depth of the school's influence by welcoming over 300 former students, teachers, and administrators, to our open house. In fact, the very first principal joined us at our school assembly to bring congratulatory remarks and share vivid memories and stories about his time at Pinewood. Despite its age, the school building and grounds have been well maintained due to the commitment of our school district as well as the school community that has valued it for decades as a center of school and community life and activities. We continue to find innovative ways to bring 21st Century learning to our students by upgrading spaces as fiscal resources allow. However, we never let that get in the way when there is something that we need to increase student engagement and achievement. The PTA is committed to our school and has been very generous in supporting fundraising efforts that are school sponsored as well as conducting their own fundraising endeavors to ensure that the students, teachers, and staff have what they need and many things that they want.

Pinewood is a suburban school located in Timonium, Maryland, nestled between Interstate 83 and the Falls Road Corridor. Most students live in the surrounding communities of Timonium, Mays Chapel, Riderwood, and Lutherville. However, our pre-school-3 and Pre-K-4 programs are cluster programs that support students from other areas of Baltimore County. Some students come from over fifteen miles away to attend our early intervention programs due to the special programming that we offer. We offer specialized programming and curriculum for students with special needs and/or economic challenges in both an IGE, Inside General Education Program, as well as an OGE, Outside General Education Program. Pinewood's current enrollment of 554 students from pre-school-3 through grade five. The school's minority population is 37%. Four percent of students are English Language Learners, speaking fourteen different languages. However, in our culturally diverse community, we have many students who come from dual language households. Our Free and Reduced Price Meals (FARM) population is 7%. Fourteen percent of students at our school receive special education services.

We strive to provide all students with best first instruction through consistently high academic expectations, rigorous and relevant content, and engaging teaching and learning activities. Student performance on the PARCC Assessments reflect scores which have consistently improved over the years of administration. In 2018, 84.4% of students in third, fourth, and fifth grade met, or exceeded, expectations in both reading and math. Customized and personalized instruction has been the focus of our instruction to address students' individual needs resulting in increased performance for all students, including students receiving special education and ELL services, as well as students from economically challenged families.

Every member of our faculty and staff are committed to our students. Teachers and staff at Pinewood understand the important impact that a positive school environment has on student learning, and teaching. The staff ensures that students have a safe and orderly learning environment with a focus on character development through our Virtues Project, and numerous opportunities to connect to their school. Students at every grade level, kindergarten through fifth grade, may engage in before, during, and after school clubs and activities. Students learn to demonstrate leadership skills through participation in activities such as our Student Government Association, the AAA School Safeties Program, Art Service Club, Drama Club, TV Studio Cast & Crew, Jazz Band, Literary Book Club, etc. Teachers and staff members sponsor twenty-two extracurricular activities and clubs with the purposeful intention of helping students feel connected and happy at school while feeling valued, as members of their school community.

Pinewood earned the honor of being a Green School having been designated as such by the Maryland Association of Environmental and Outdoor Education. Students and teachers work in designing and implementing projects and programs to preserve and protect our environment. This award was first presented to us a decade ago and we have applied for and been granted recertification three subsequent times by continuing to meet the standards set by MAEOE. We have an extensive instrumental music program and we are the only one of 109 elementary schools in our system to provide music lessons to fourth and fifth grade students with an instrument of their choice. We are also a Passport School which provides Spanish language instruction for fourth and fifth grade students.

Our families are an integral part of our community and a major factor in our students' success. They support their children, and our teachers, which makes for a positive teaching and learning environment for all. Our PTA is committed to providing family fun and educational activities once a month including Family Fun Night, Family Movie Night, our annual Trick or Trot, cultural arts programs, etc. In addition, we have many parent volunteers who make time to be at school to show their support and interest in their child's education. We are Pinewood Proud!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Pinewood's educational program is built on the Common Core State Standards in all content areas. Reading/English Language Arts consists of a balanced literacy block that includes time for reading, writing and word work. Lessons start with a shared learning experience. This is the time when grade level, standard based skills and concepts would be directly instructed and modeled. There is always a connection to the Essential Question or Questions from the unit so that students can learn to understand the new skill's relationship to the larger, more complex concept. Teacher modeling is an essential component during shared learning and sets the expectations for what students should know and be able to do at the conclusion of the lesson. Small group, guided practice follows so that students can practice the skill with a partner or in a small group. Teachers utilize formative and observational data from the shared learning experience and/or prior knowledge of the student to develop activities that are differentiated to meet the needs of the students. This provides accelerated and/or remedial activities to support each student on their level. Our curriculum is structured to provide the students with accelerated, enrichment, and scaffolded pathways to work on differentiated activities and text that provide customized and personalized instruction and practice. We also provide Guided Reading lessons at least three times a week for each level. Guided Reading lessons focus on strategic reading skills and strategies to increase fluency and comprehension. This is part of small group rotation each day which also includes, Word Work, Writer's Workshop, and independent reading. When appropriate, targeted intervention is provided by classroom teachers and resource staff to accelerate the progress of identified students. These interventions are customized to meet their specific needs and include research-based programs such as Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Foundations, LLI (Leveled Literacy Intervention), and Orton Gillingham.

1b. Mathematics:

Pinewood's mathematics program focuses on teaching through a concrete-representational-abstract sequence of instruction to ensure that students have a thorough understanding of the math concepts/skills they are learning. We believe that if students are allowed to first develop a concrete understanding of a math concept/skill, then they are much more likely to perform that math skill and understand math concepts at the abstract level. Starting with our Investigations program in Kindergarten through second grade, the focus is on establishing number sense and logic. We also focus on problem solving, communication, and authentic applications for math skills to ensure that students can see the relevance and importance of math in their daily lives. In third through fifth grade mathematics instruction becomes more traditional in the sense that it becomes more sequential as skills extend and expand with each lesson. We continue to emphasize problem solving rather than a skill and drill model. In addition, real world applications that make the learning authentic and fun is the cornerstone of instruction and practice in our intermediate grades, too. Every lesson includes a solve and share activity, direct instruction, guided practice, and independent assessment. Students always have opportunities for challenge work and Advanced Academics math students are working in an accelerated pathway. Schoolwide, we have conducted direct instruction on problem solving strategies and they are posted in every room for students to refer to. In addition, we are focused on the math practices and helping students incorporate them into their daily work. Students frequently work with partners or in small groups. In addition, teachers work with small groups or individuals based on observational data from the current day's lesson or an assessment from a previous lesson. We challenge students to actively make meaning, connect their prior knowledge with new learning, and construct/adjust understanding through small group instruction and feedback from the teacher. Math instruction encourages students to problem solve, reason, and think critically. Students are taught to use math tools and create models to make sense of mathematics and solve problems in a variety of ways.

1c. Science:

Our science curriculum is modeled on the Next Generation Science Standards. These standards have helped us to adopt and implement a shift in the way we teach science. The curriculum is structured in sequential progression building on concepts from one grade level to the next. This provides teachers the opportunity to align their instruction with the standards as designed by the curriculum at each grade level. Each unit provides students with solving real world and locally relevant problems. For example, in a second grade unit the final project is for students to assume they work for Under Armour and to design a new piece of outerwear that is inspired by how plants and animals protect themselves. Through experimentation, observation, and analysis, students learn to develop the evidence necessary to make and revise their claims. Their revision, based on the evidence they found must be supported by reasoning. Students learn to follow the scientific problem solving process like a scientist or engineer. Early in each unit, students are given the opportunity to develop a solution to the problem. During the unit, students learn about the features and composition of various plants and animals and use that information and understanding to create an outwear garment. Subsequent lessons help students to refine their initial solution to the problem. At the end of the unit, students are given the opportunity to fully revise their solution. Many science lessons are conducted in our MakerSpace area. This is a place where students and teachers can work on projects and use donated, recycled, and new materials, to create their projects. In addition, the curriculum contains many interactive videos, activities, and on-line resources that really make learning and creating fun. All students have easy access to on-line resources since we have one to one devices in first through fifth grade.

1d. Social studies/history/civic learning and engagement

Social studies instruction is intended to provide the knowledge of content and appropriate skills, so students can become active, involved citizens of their community. Pinewood's social studies program is aligned and supported by our school district's curriculum, designed to prepare students to be productive citizens in local, national and global communities. For example, in kindergarten and first grade, students begin to form a foundation for social studies through the lenses of geography and space. Building on these concepts they learn about their neighborhood, local and state communities, and their nation. In second and third grade, students continue their social studies journey by exploring the geography, culture, traditions, and economics of the United States, North America, Africa, Asia, South America, and Europe. Second grade students examine history in action through research of careers that utilize history. In addition, third grade students take their knowledge of the political process and apply it to develop a solution to a community problem and experience how citizens can solve community issues. In fourth and fifth grade, students focus on Maryland and the United States as they conduct a comprehensive study of American History from the earliest Americans through the American Revolution.

Lesson planning includes identifying the big ideas and enduring understandings while addressing the essential questions of the unit. Literacy infusion is a key focus in our county and school, and a common thread in every social studies lesson. Shared learning and small group experiences provide students with the opportunity to engage in discourse by using critical thinking skills and problem solving strategies to analyze topics. Students also conduct research with our library/media specialist. Through this process they examine multiple accounts on the same topic to evaluate the authenticity of each artifact. In addition, teachers supplement the curriculum with field trips relevant to the focus of their units.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Pinewood is fortunate to sponsor two preschool-3 classes and two Pre-K-4 classes. These classes were created as cluster programs to primarily support students with special needs. We offer specialized programming and curriculum for students with special needs and/or economic challenges in both an Inside General Education (IGE) program, as well as an Outside General Education (OGE) Program. The IGE model is an inclusion model that has typical peers and special needs students in the same class. The OGE model is all special needs children. These programs have a few students zoned for Pinewood. However, this program is primarily comprised of students from other areas of Baltimore County. Some students come

from over fifteen miles away to attend our early intervention programs due to the special programming that we offer. The program follows a curriculum in both classes. Students learn to develop socialization skills, including social pragmatics and appropriate interactions in a school setting. Early literacy and math skills are incorporated in the program, along with science and social studies content. Most students make tremendous progress with this early intervention. Many go on to attend regular kindergarten in their home school. Others with more significant needs go on to an Early Childhood Learning Support class (ECLS). This program provides additional resources such as a lower student to teacher ratio, and specialized instruction aligned with county and state standards, while addressing Individualized Education Plan (IEP) goals.

2. Other Curriculum Areas:

The Pinewood Elementary School community is committed to supporting students to develop a strong foundation of knowledge, skills, and experience in all content areas. This includes the special area subjects. Each week students in kindergarten through fifth grade participate in five fifty-minute periods of art, library/media, vocal music, and physical education. In addition, third grade students receive instruction in exploratory music. In addition, most of our fourth and fifth grade students participate in instrumental music lessons two times per week. We are the only elementary school, out of 109 in our county, who offer instrumental music in fourth and fifth grade. Fourth grade students receive Spanish instruction once a week in a half hour lesson and fifth grade students have Spanish once a week for a 50 minute lesson. Health is taught by classroom teachers as part of the Reading/Language Arts block. Technology is embedded in all content areas and we are fortunate to have one-to-one devices for all students in first through fifth grade. This helps to increase students' abilities to conduct research and develop keyboarding skills. Classroom teachers provide special area teachers with their long range plans to provide opportunities to make cross-curricular connections whenever possible.

Our art program is a model for the county and we have frequent visitors from the central offices due to the efforts of the teacher and the motivation he instills in our students. Art is displayed throughout the art studio and building. In each lesson, students constructively critique each other's work in a Praise, Question, and Polish exchange. Students engage in learning to appreciate art, create using a variety of tools and materials, analyze and critique their work, and build an understanding of art's historical and cultural influences. Field trips to local art museums provide opportunities for students to study artwork. The outstanding art program at Pinewood earned our teacher the Art Teacher of the Year award several times. In addition, our Art Service Club sponsors many art service projects throughout the community which have benefitted many, such as, children in hospitals, senior residents, the Kennedy Krieger Institute Festival of Trees, and Casey Cares, etc.

Enhancing learning in all disciplines, Pinewood's Library Media program supports instruction in literacy, research, technology, and library science. Students build their knowledge of the organization of the library and Internet safety. They learn to explore a variety of authors and literary genres, engage in meaningful research, evaluate books, and develop productive digital citizenship habits. Each week during library, in addition to borrowing library books, students peruse primary and secondary sources, and learn to use a variety of technology tools for locating information relevant to the day's lesson.

Pinewood's music program is comprehensive, balanced, and sequential. The program offers students an appreciation of music and opportunities to perform and create. Students also build foundational skills and explore music from a variety of cultures. All fourth and fifth grade students participate in the chorus which performs during the winter and spring concerts. We also have a first grade vocal concert during the winter holiday season. Most fourth and fifth grade students choose to participate in Pinewood's instrumental music program. Offering lessons in a wide variety of instruments, the teacher meets with students twice each week to build their skills and prepare them to be musicians in the band or orchestra. Our teacher also supports two bucket band groups, a Jazz Band, and a Chamber Strings group who all perform at various times throughout the year.

Physical education is a priority at Pinewood. We have dedicated additional special area FTE towards PE so that our kindergarten, first, and second grade students would have PE twice a week! All other classes have

it once per week. The curriculum provides many opportunities for students to develop skills such as locomotor, object control, fitness, and personal/social skills. Students engage in group and individual tasks involving games, dance and rhythm activities, rope jumping, ball handling, and gymnastics. In addition, we sponsor many special programs such as Ballroom Dancing lessons for our fifth grade students and capitalize on equipment available through the county such as, Whittle and Table Tennis. These week to four week programs are very well received by the students. We have an annual Turkey Trot and present each grade level winner with a frozen turkey. We also sponsor Jump Rope for Heart to benefit the Heart Association. Weather permitting classes are held outside whenever possible.

Pinewood was designated as a Passport school for Spanish in 2016. The program is an introductory immersion program that is targeted for fourth and fifth grade students. The blended program combines weekly teacher directed instruction with an online self-paced program through Middlebury. Fourth graders receive instruction for 30 minutes each week, and fifth graders receive a weekly 50 period of instruction. Students in both grades engage in the online program for a total of 60 minutes a week. Culminating projects at the conclusion of each unit provide opportunities for students to work together in a collaborative way to speak and write in the target language.

3. Special Populations:

Best first instruction and differentiated learning, including customized and personalized instruction, is at the forefront of all that we do, and essential for our students with special needs and English Language Learners. Pre, post, and ongoing assessment plays an important role in planning and implementing this instruction. Information is collected before, during, and after teaching to direct instructional decisions, support customized lesson planning, and evaluate student growth and achievement. We use a backmapping model to ensure that all skills and concepts are covered over the course of each unit. We have found this to be especially effective in identifying prerequisite skills that students need to access new learning.

Pinewood teachers meet every four to six weeks in grade level meetings. During these meetings, we review student work, conduct range finding activities to ensure consistent expectations and grading are established, and construct intervention and support plans for individual students. We utilize leading and lagging data to monitor student growth, achievement, and progress toward meeting grade-level standards. Teacher leaders and resource staff, such as our staff development teacher, reading specialist, and administrators collaboratively facilitate these discussions to evaluate data from multiple sources, including unit assessments, MAP and DIBELS assessments, i-Ready, Dreambox, teacher-made assessments, culminating events, classwork, homework, etc. Leading data, such as daily classwork and exit tickets provide us with real-time data that helps us identify the cause of learning struggles and the need for additional instruction and/or practice. For our accelerated learners, this data provides us with information to design enrichment and extension opportunities.

Lagging data, such as PARCC, is also reviewed to determine student achievement after the teaching has been completed. Data from this assessment has been helpful in identifying strengths and needs from a school, grade, subgroup, and individual level. Our district also utilizes the Measures of Academic Progress (MAP). MAP is administered at least twice a year to all students to determine student growth and achievement in reading and mathematics. Pinewood has found this assessment especially valuable in monitoring and ensuring the achievement and growth of all students. This is particularly important to our school profile since 85% of our students are scoring at or above grade level as indicated by the MAP achievement scores of January 2019 testing. Using growth data, teachers effectively provide above grade level students with activities such as, more rigorous project-based learning tasks, complex texts, independent research, and grade acceleration to further engage these learners. In addition, teachers provide our below grade level students with authentic reteaching and scaffolded learning tasks to keep them engaged, while providing activities and tasks to help them meet with greater success. After reviewing a body of evidence, teachers identify instructional strategies and interventions to increase learning for targeted and all students.

Pinewood's performance reveals a very small number of students in each subgroup with achievement gaps. However, according to MAP and PARCC data, a gap exists for our special education and Black students. Students in these subgroups are carefully monitored to ensure they are receiving appropriate interventions as

NBRS 2019

outlined above. To accelerate learning, these supports are provided by classroom teachers, special educators, the reading specialist, and the ESOL teacher. Our ESOL students receive direct instruction for 30 to 60 minutes per week, in small group sessions to reinforce classroom instruction. They continue to make steady gains as measured by the World-Class Instructional Design and Assessment (WIDA). Consequently, every student's performance is monitored by all instructional staff and responsive small group instruction is planned to increase achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Pinewood is a very special school community. You feel it as soon as you walk in the door. It's tucked back in a tiny suburban neighborhood at the end of a dead end street. When students and visitors enter the building there is evidence of student learning and work everywhere. Art work adorns the halls and student projects and classwork fills each classroom. Teachers have their classroom doors decorated from a door decorating contest a few weeks ago that highlights their class's favorite book. When entering Pinewood, a visitor knows that this is a special place of learning. It is immediately clear that this is a school community deeply committed to the students and their learning.

Classrooms at Pinewood are alive with student centered learning. The learning spaces belong to the children, as noted by the birthday charts hanging in the rooms, student-created anchor charts posted on walls, the different seating and working area choices provided. Teachers create learning experiences that motivate their students to make meaningful connections to the information taught, accept ownership for learning, and actively participate in the teaching/learning process. The teaching staff know their students well and engage them in instruction that supports their learning styles and is differentiated to meet their various levels of performance.

Students follow the school's Code of Conduct and put forth their best effort. The adults in the building provide caring, warmth, and support; modeling polite and respectful interactions. Each morning on the announcements, the TV Studio Cast and Crew, a group of fifth grade students, present daily lessons on positive virtues and you can hear the Virtue's language being used throughout the building by teachers and students. Our Sandy Hook Promise campaign to Start with Hello keeps us all in check as we greet each other as we walk by, sit at lunch, or need a friend by sitting on the Buddy Bench outside at recess.

Pinewood teachers work in an environment where they are valued and supported. They are the lifeblood of our school. Their successes are celebrated through emails and at faculty meetings. Teachers are provided with opportunities to participate in conversations that drive school improvement, procedures, and purchasing decisions. Teachers also provide input for hiring decisions. To foster communication, the principal maintains an open-door policy and encourages teachers to let her know when they need support.

2. Engaging Families and Community:

School improvement and student achievement at Pinewood benefit from strong and positive relations between the school staff, families, and members of the community. The school has an active PTA which supports school initiatives and facilitates parent involvement. Each month, the PTA sponsors a family event and our teachers and staff plan at least three whole school family nights to make them feel welcome. We also sponsor other events such as the Daughter Dance, the Date Knight event, and grade specific informational nights. Concerts in first, fourth, and fifth grade, a school play, and a Student Showcase Night bring hundreds and hundreds of families and friends to each event.

Parents and community members volunteer in many capacities at Pinewood. We have several retired people who come and serve as mentors and teachers for students, meeting with them on a regular basis to support their learning. Parents, grandparents, and community members assist in many ways. They work with students in classrooms, chaperone field trips, create instructional materials, help in the office and cafeteria, shelve books in the library, and participate and assist in after school clubs, like Lego Club, Drama Club, and Art Service Club.

Pinewood has developed several important community partnerships. We serve as a Professional Development School for Towson University and Stevenson University. The interns in pre-school through grade three learn from and are supervised by highly effective teachers at Pinewood.

The home/school connection is enhanced by Pinewood's strong communication strategies. The PTA and

school maintain websites, which are updated on a regular basis to keep families well-informed. The School Messenger automated phone system, is utilized to inform and remind parents of important information and events. All Pinewood classroom teachers send newsletters home on a regular basis keeping parents informed about upcoming units of study, and school, grade, and class activities. In addition, many teachers communicate with their students' families on a regular basis through Twitter, Facebook, Dojo, etc.

3. Professional Development:

Each year the administration, school leadership team, and faculty at Pinewood collaborate to create a professional development plan. This plan includes system-wide as well as school-based initiatives aligned to the School Progress Plan. The school-based initiatives are selected after analysis of school-wide data, leading to the identification of key actions for the year. In addition, the administrative team uses informal and formal observations, self-assessment processes, and needs assessment surveys to identify the needs of the faculty. Teacher goal setting and development plans in the beginning of each year also provide direction for personalized professional development and coaching. Professional development takes many different forms at Pinewood. It is through grade level meetings, vertical team meetings, special education workshops, lesson studies, co-teaching, modeling within classrooms, observing co-workers, teacher led presentations, and/or book studies, that professional knowledge is shared by and with teachers.

The importance of knowing the students as learners is a top priority for the administration, faculty, and support staff at Pinewood. The professional development provided for teachers is focused upon using the clear understanding of student learners to build teacher capacity for personalizing and customizing instruction. Every month to six weeks, grade level meetings are scheduled to aid teachers in expanding their repertoire of highly effective instructional strategies. This year in reviewing PARCC data and preparing our School Progress Plan we identified writing as an area of need. As a result, we decided to incorporate Writer's Workshop into our balanced literacy block. Teachers received training on the initiative during teacher duty days before school started and we continued the training for several weeks into the school year. This was followed by individual sessions with the reading specialist and professional development teacher to identify each teacher's level of understanding and skill base. Additional instruction, modeling, and co-planning were then offered by the reading specialist and professional development teacher.

Teachers recognize the power of collaboration to build their skills and practices. As a result, grade and content teams meet on a regular basis to plan and share their ideas and expertise with one another. Teachers and teacher leaders work to backmap units of study to support the instructional staff in their efforts to customize their lessons to meet student needs. Teachers often initiate their own learning through coursework or other experiences. Their expertise is shared through presentations to the entire faculty or small groups. This year teacher-led presentations have covered from Problem Solving Strategies in Math to Mindfulness Techniques for Relaxation, and analyzing DIBELS Next data.

4. School Leadership:

School leadership and effectiveness is measured by how the students, parents, and teachers feel about their school and their community. At Pinewood they take their role and responsibilities very seriously but they make sure they have fun in the process. They understand the importance of creating a safe and secure learning environment for the students and staff. By overseeing a carefully prepared safety plan, scheduling regular practice drills to ensure familiarity with the protocols, and monitoring visitor procedures, they provide a sense of security throughout the building. They believe that positive relationships form the foundation of a school. Therefore, they serve as advocates for the students, teachers, and families. They know the students and they meet with them to deliver additional instruction, to comfort and support, and to monitor growth and achievement. They make sure that they are accessible to families and staff members. They value and support the important role that each member of the staff plays in the school, reaching out to each to develop trusting relationships. The most important, impactful, and rewarding role of this administration is that of instructional leader. Their passion for teaching and learning is clearly visible to the staff, students, and families. They model high expectations, optimism, risk taking, challenging the status quo, and persistence in meeting the needs of all students.

Shared leadership is an important part of the culture at Pinewood. Teachers demonstrating positive leadership skills serve as grade or team chairs, members of the Literacy Leaders and Math Cadre, and committee chairs. Input and suggestions for decision making are actively sought and valued. Over the years, teachers and staff have led efforts to become a Maryland Green School and a professional development school. They have also reached out to partner with the Maryland Fairgrounds from which we have built a solid relationship that benefits our students through agricultural experiences at the Fairgrounds and at our school. Staff members accepting or initiating leadership roles or greater responsibility are recognized and celebrated.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The key to Pinewood's academic success is the investment that the entire school community and all stakeholders have made in supporting our students academically, socially, emotionally, and physically. It is also essential that we know our children as students and as learners and therefore have their academic achievement and growth at the forefront. Just as importantly, we recognize the significance of nurturing our students' social and emotional well-being by knowing them on a personal level by learning about and celebrating their individual interests, passions, and talents. This has helped us as a faculty and staff to create an environment that feels safe and supportive and where every student feels a strong sense of belonging.

At Pinewood, the goal of customized instruction is to plan for and provide lessons which meet the specific needs of each child in a student centered learning environment. Teachers use a variety of assessments to determine their students' learning profiles. In reading, they use the Guided Reading benchmark assessments to monitor student progress while identifying areas of strength and need. Formative assessment tools are used during the learning process to guide and adjust instruction. Implementing Writers' Workshop allows us to target and differentiate instruction based on data gathered from individual student writing conferences. In math and other content areas, we focus on brief shared learning activities followed by flexible small group learning experiences. When teachers identify the need to provide additional support or challenge activities, they are doing so based on the strengths and needs of each individual student.

Recognizing the magnitude of student engagement, teachers go above and beyond academics to ensure that every student has a personal connection to their work and our school. They incorporate opportunities for students to self-select activities that encourage them to be more active participants in the teaching and learning process. They also promote and conduct morning meetings and lunch bunch discussions to discover their students' interests, passions, and challenges. Furthermore, teachers and staff serve as encouragers to inspire students to take on leadership roles and participate in one or more of the many clubs and volunteer opportunities that we sponsor.

At Pinewood Elementary we cherish and accept our responsibility for educating the whole child and for preparing our students for their present and future challenges and successes. Every staff member promotes our vision and mission to extend beyond our students' academic goals and success by providing a safe and supportive environment where students feel a strong sense of belonging and are motivated to strive and persevere to reach their fullest potential, while demonstrating kindness and respect for themselves and others.