

School Annual Education Report (AER) Cover Letter

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for White Pines Intermediate School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

White Pines Intermediate School continuously strives to provide challenges for all of our students, pushing their individual achievement levels to the highest point. Our school has placed a high level of importance on the usage of data from the M-STEP test, common assessments, reading and math screeners, and diagnostics to inform our decision-making. It is our desire to continue to develop our curriculum and pedagogy to increase our proficiency in all content areas on the M-STEP assessments. Critical to the success of this program is our ability to work collaboratively with staff, parents and the community.

One of the keys to this success is how we have worked to meet the various needs of all of the students in the building. We have added additional resources to our support staff to meet this challenge. We have been extremely fortunate to have 2 Instructional Coaches and a Math Consultant that have provided the necessary tools to our staff to continue to grow their skill set, and help to identify what needs are present. This helps us prescribe a solid plan of attack moving forward. Focus has been placed on "progress monitoring", and individualizing help to meet the needs of our students. We also have both a Math and an ELA interventionist in the building to assist.

We have also invested a great deal of our professional development time towards understanding kids in Trauma, and how we can best maximize our efforts in meeting their socio-emotional needs and academic needs.

Our staff meets weekly in Professional Learning Communities (PLCs) to analyze data, and match the individual needs of each student to the best resources that we have available. We have established a partnership with a nationally recognized group (Solution Tree) to refine how our PLCs are run, and how we interpret the data. Our staff utilizes formative and summative data to look at data at the student level, department level, and as a building.

State law requires that we also report additional information.

Pupil Assignment

White Pines Intermediate School's students are assigned to our building by geographic boundaries as well as school of choice requests.

3-5 Year School Improvement

- **All students will be successful in the area of mathematics as measured by the M-STEP.** All students will increase math skills as measured by M-STEP as well as local assessments. Staff will align curriculum to Common Core State Standards, increase the use of research-based strategies and increase collaboration. Our Math Department will work in grade level Professional Learning Communities (PLCs), to analyze the needs of the Core Curriculum, assessments and intervention needs. We have developed "data trackers" to chart the academic progress of our students on identified essential standards. When students fall below the mark, we have developed new interventions and an intervention tracker to monitor progress and effectiveness.
- **All students will be proficient in the area of reading as measured by the M-STEP.** Focus will be placed in the area of reading informational text and understanding vocabulary. Staff will teach informational text strategies across all curriculums, utilize the Reader's Workshop approach and use all resources and strategies from the MTSS project. Staff will implement the Lucy Calkins reading units, and will work on blending the requirements of the writing and reading units into one coherent curriculum. Our ELA Department will work in grade level Professional Learning Communities (PLCs), to analyze the needs of the Core Curriculum, assessments and intervention needs. We have developed "data trackers" to chart the academic progress of our students on identified essential standards. When students fall below the mark, we have developed new interventions and an intervention tracker to monitor progress and effectiveness.
- **All students will be proficient in the area of writing as assessed by the M-STEP test.** Specific focus will be placed on being proficient in narrative, informational and opinion/ argument writing. Our staff will continue to develop the techniques required of a successful Writer's Workshop program.

We have also added goals in the areas of Science, Utilizing Data and Climate. In the area of Science, we have sent all of our staff to the NGSS training at the OAISD, and have been participating in the initial rollout of the Next Generation Standards. Our climate team will continue to evaluate the culture at WPI to make sure that it is all inclusive. We will implement programs for: Resilience Training, Growth Mindset, mentoring, anti-bullying, Power of Peer Support, and MTSS efforts. The data team will focus on making sure that we are using hard data to effectively monitor the progress of all of our students. We are in the process of re-evaluating the roles of each of the following committees to make sure that this is getting done: behavior team, MTSS leadership team, PLC (Data Team) meetings, school improvement and team leader. The entire staff will engage in training with Jennifer Deinhart (Solution Tree), to strengthen our efforts in developing true PLCs. This will help us receive detailed information that is tailored to our immediate needs.

We have also started the process of bringing in intensive training for all staff in the area of socio-emotional issues. We will have all staff trained in two different programs during the past couple of school years (Trauma Informed Classrooms and Resiliency Training). Our staff completed the training for the Resilience Program in Spring 2021, and we are receiving training in Trauma Informed Classrooms this school year.

Core Curriculum

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

Student Achievement

Students take the Michigan Student Test of Educational Progress (M-STEP) in English Language Arts (ELA) and Mathematics.

School Year	ELA Proficiency	Math Proficiency
2024-25	65%	54%
2023-24	62%	58%
2022-23	61%	58%
2021-22	64%	53%
2020-21	64%	50%

The students at White Pines Intermediate continue to outpace the State and County Averages in all subjects on the M-STEP test. In addition, we continue to utilize screeners (i-Ready) in the areas of Reading and Mathematics (3 times a year) to track the progress of our students throughout the school year. Students in the 5th grade are also given a diagnostic screener for reading to make sure that we have an accurate Independent Reading Level and Instructional Level at the start of the school year.

Parent-Teacher Conferences

Our school program is effective because of the consistent support from our parents. In 2024-2025, we had 98% of 5th grade parents and 93% of 6th grade parents attend fall parent-teacher conferences. In the spring of 2025 we had 96% of 5th grade parents and 90% of 6th grade parents attend parent-teacher conferences.

In closing, the White Pines Intermediate staff is very proud of our efforts to increase the rigor of our curriculum, make learning visible, learn and teach about growth mindsets, use data to drive instruction, and meet the individualized needs of our students. The positive results of these efforts is a direct result of collaboration between staff, parents and students.

Sincerely,



Jennifer Shaughnessy, Interim Principal
White Pines Intermediate School