

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Brookwood Elementary. 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 Lorenzo Bradshaw for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/46b3p6V>, or you may review a copy in the main office at your student'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 subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, 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. The staff at Brookwood will continue to hone in on best practice strategies ie. vertical collaboration, depth of knowledge of the Common Core Standards, data analysis, learning walks and academic vocabulary, to improve the fidelity of lesson delivery.

State law requires that we also report additional information.

Brookwood Elementary has much to celebrate as our students consistently demonstrate high growth, showing that with one year of instruction they make one year of progress—a testament to the dedication of our staff and the resilience of our learners. Yet growth alone is not the finish line, because for students who begin behind, one year of growth still means they advance while remaining below grade level. Our work moving forward is to intentionally couple high growth with high proficiency, ensuring students are not only making progress, but reaching and exceeding grade-level expectations. By aligning these two outcomes, we strengthen opportunity, close gaps, and move every Brookwood student closer to the success they deserve.

ASSIGNING PUPILS TO THE SCHOOL

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

SCHOOL IMPROVEMENT PLAN

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

CORE CURRICULUM

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>

Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building principals and academic support personnel.

Alignment:

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

Equity:

"Excellence and Equity for All" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

STUDENT ACHIEVEMENT RESULTS

Year	Grade	ELA	Math	Science	Social Studies
2023-24	3	34%	27.7%	n/a	n/a
	4	41.4%	41.4%	n/a	n/a
	5	40%	34.5%	30.9%	16.4%
2024-25	3	39%	43%	n/a	n/a
	4	42%	39%	n/a	n/a
	5	44%	44%	40%	30%

Parent-Teacher Conference Attendance

School Year	Fall Number of Parents Attended	Fall Percentage of Parents Attended	Spring Number of Parents Attended	Spring Percentage of Parents Attended
2023-2024	359	94%	145	40%
2024-2025	375	97%	86	23%

Brookwood Elementary is on a forward-moving journey, guided by a shared belief in the promise of every child. Within our vibrant and diverse learning community, student growth is evident and worthy of celebration—each year reflecting the care, effort, and intentional teaching that moves learners forward. Yet our vision reaches beyond growth alone. True success is realized when progress carries students to proficiency in both reading and mathematics, opening doors to grade-level learning and future opportunity. With optimism and purpose, Brookwood continues this work, committed to nurturing growth, achieving proficiency, and ensuring every student is equipped to thrive.

Sincerely,

Lorenzo Bradshaw
Principal, Brookwood Elementary
Kentwood Public Schools