

February 20th, 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 Valleywood Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Principal, Ms. Jenin Shamali for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3YZ5E9q>, 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.

Valleywood Middle School has implemented key literacy and math interventions to support deeper, more rigorous instruction. To meet our goal of academic growth, we have transitioned to a targeted intervention model where students are identified for additional support based on i-Ready Standards Mastery and skills quizzes. During designated Falcon Flex time, identified students receive small group instruction from certified teachers and peer tutors to remediate essential standards.

To increase student ownership and engagement, teachers are ensuring that learning targets and success criteria are written in student-friendly language and are immediately accessible to students during every lesson. Each grade-level team continues to collaborate with English Learner Intervention Specialists to assist students with reteaching, parent communication, and academic support.

Furthermore, our Professional Learning Communities (PLCs) and Instructional Coaching model remain central to our "Culture of Excellence," focusing on data-driven dialogues and the implementation of fair, accurate, and student-centered grading practices.

We deeply appreciate the continued support of our parents and community. This year, we are strengthening this partnership through individual student goal-setting check-ins; teachers will maintain a running document of these goals and results to share with families at the start of the year and during marking periods. Valleywood also continues to expand its MTSS structure to include a unified school culture and climate model. By integrating PBIS, Restorative Practices, and Social-Emotional Learning, we aim to reduce major referrals and chronic absenteeism. On "Wellness Wednesdays," students use Flex time for dedicated SEL instruction to ensure we are supporting the Whole Child, addressing social, emotional, and mental wellness alongside academic success.

State law requires that we also report additional information.

### **ASSIGNING PUPILS TO THE SCHOOL**

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

### **SCHOOL IMPROVEMENT PLAN**

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

### **CORE CURRICULUM**

Process: Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>. Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is regularly monitored 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.

"Excellence and Equity in Education" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics and common curriculum materials 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.

**AGGREGATE STUDENT ACHIEVEMENT RESULTS**

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

Year	Grade	ELA	Math	Science	Social Studies
2023-24	6	17%	14.5%	n/a	n/a
	7	23.4%	14.4%	n/a	n/a
	8	n/a	n/a	26.7%	20.5%
2024-25	6	17.1%	13.6%	n/a	n/a
	7	20.6%	13.9%	n/a	n/a
	8	n/a	n/a	22.5%	31.6%

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

Year	EBRW (English)	Math
2023-24	49.7%	23.9%
2024-25	50.3%	13.9%

**Parent-Teacher Conference Attendance**

Year	Fall parent attendance (n)	Fall parent attendance (%)	Spring parent attendance (n)	Spring parent attendance (%)
2023-24	247	49%	157	33%
2024-25	264	49%	146	27%

It is with great pride that I share Valleywood Middle School's continued growth and progress. Valleywood remains committed to providing students with a high quality, research-based, 21st-century education. Through the intentional use of effective

instructional practices and high-impact resources, we continue to strengthen teaching and learning across all classrooms. I am confident that these efforts will support even greater success in the upcoming school year. Should you have any questions or concerns regarding your student's educational experience at Valleywood Middle School, please do not hesitate to contact me.

Sincerely,

**Jenin Shamali**  
**Principal, Valleywood Middle School**  
Kentwood Public Schools