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January 21, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021 - 2022 educational progress for the F.C. Reed Middle School (RMS). 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 John Truesdell, RMS Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3pK10cj> or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

F.C. Reed Middle School has not been given one of these labels.

At RMS, our school improvement process utilizes Aimsweb Plus formative assessment data and PLC RTI systems to identify and reduce the number of students that are identified as "at risk" in the Math and Reading skills that prepare learners for high school. Further, the middle school's improvement plan places an emphasis on eighth grade high school readiness, utilizing the B.E.E. Ready program. Focus on these formative assessments has been critical since traditional standardized assessments continued to be disrupted due to the COVID-19 pandemic. The RMS school improvement process places a specific focus on serving relevant at-risk subpopulations such as Homeless Students and Economically Disadvantaged families. Working together with all stakeholders, F.C. Reed Middle School will continue to strive to educate all learners at a rigorous level, increase student engagement through the implementation of cooperative learning structures and a growth mindset culture, improve communication between school and home, and offer robust whole child opportunities for learners in grades 5 – 8.

Parents/guardians should also be aware of the following information regarding F.C. Reed Middle School:

- F.C. Reed Middle School is the only middle school in Bridgman Public Schools. The middle school serves all BPS students in grades 5 – 8. Pupils are assigned to the school based on their grade level. The middle school does offer a limited number of School of Choice applications each spring to allow families outside the district to have an opportunity to join our school community.
- RMS is in the first year of the district's Michigan Integrated Continuous Improvement (MICIP) plan. This district wide plan focuses on literacy and, specifically at the middle school, reading skill development using Aimsweb Plus formative assessment data and a PLC model for RTI. The middle school is also a participant in the BPS Strategic Plan, which is in its second full year of implementation.
- F.C. Reed Middle School is not a specialized school (ie: Magnet, STEM Academy, etc.). Rather, it is a center of learning organized around the middle school concept and the whole child model of learning. Instructional time is divided among core academic classes, intervention/extension time, and elective classes. A priority focus for the building has been STEM education since the opening of the STEM Lab in 2017 and student engagement through the use of cooperative learning structures.
- All RMS courses are aligned to state curriculum standards, when available. The implementation of curriculum is overseen in partnership between the RMS Principal and the BPS Assistant

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Superintendent. Curriculum is updated and re-aligned on a regular rotation schedule that is determined by the BPS Superintendent. In the last three school years, Science (2018 - 2019) and PE/Health (2019 - 2020) have had new curriculum adoption cycles. Currently, Visual Performing Arts (VPA) curriculum is scheduled to be reviewed and updated during the 2021 - 2022 school year. No curriculum review occurred during the 2020 - 2021 school year due to the challenges of the COVID-19 pandemic. To gain access to specific curriculum items, parents/guardians may contact the RMS office via phone call to request specific materials.

- In 2019 - 2020, 2020 - 2021, and 2021 - 2022 RMS Aimsweb Plus progress monitoring data indicates that RMS students consistently perform above the national mean in Reading (Oral Reading Fluency, Silent Reading Fluency, and Reading Comprehension). In addition, students also outperformed national averages in Math (Concepts & Applications, Number Sense Fluency, and Mental Computation). In most assessments, RMS students not only scored higher on average than their peers from around the country, their data also indicates that most students are developing skills at a faster pace than a national composite of their grade level peers. This trend illustrates the middle school's successful record of accomplishment of implementing engaging and rigorous lessons that are aligned with state learning standards and supported with RTI programs/opportunities.
- Parent/Guardian participation also continues to be a strong point at the middle school. Out of 235 students, 171 parents attended a conference during the 2021 - 2022 school year. This represents 73% of student enrollment in the building.

F.C. Reed Middle School is a vibrant and innovative center of learning for grades 5 – 8. Moreover, our core academic curriculum is complemented by an array of electives that prioritize the whole child model of student progression. In addition, the middle school continues to implement a full RAMP certified school counseling program (that coordinates with our new school social worker); one of less than ten schools in the state of Michigan that can make such a claim.

As we strive to educate our community's children during the COVID-19 pandemic, the RMS staff will continue to prioritize the social, emotional, and academic growth of all learners that walk through our doors.

GO BEES!

Sincerely,



John Truesdell, RMS Principal