
F.C. Reed Middle School 2025 - 2026 Board of Education Report

September 2025

Academics:

At F.C. Reed Middle School, our mission is to ensure every student develops the social, emotional, and academic skills they need to thrive in high school and beyond. This year, our dedicated staff is energized and committed to fostering a safe, supportive, and inclusive school culture that inspires students to learn through engaging and innovative experiences.

The guiding theme for our middle school community this year is: **BEE Safe. BEE Adaptive. BEE Connected.** These three principles will serve as a foundation for everything we do:

Safety and Preparedness:

In alignment with our districtwide updates, staff will focus on mastering the new Standard Response Protocol (SRP) and CrisisGo safety systems over the course of the year. These tools are essential for protecting our students and ensuring consistent, effective responses in the event of emergencies. By prioritizing training and practice, we will not only increase safety readiness but also build confidence and trust among students, staff, and families.

Adapting to Change:

As our district begins the superintendent search and navigates schedule changes resulting from the Tax Tribunal settlement process, we will be intentional about how we approach change in 2025-2026. Change, though often difficult, is an opportunity for growth. We will emphasize to staff that change can bring expansion, innovation, and resilience rather than contraction or loss. Our goal is to equip faculty and students alike with the growth mindset and skills needed to adapt and thrive in a continually evolving educational landscape.

Belonging and Connection:

Everything we do academically begins with one central priority: student belonging. Research and experience make it clear that when students feel connected, supported, and valued, they achieve more. By focusing on building strong relationships and curating joy in the classroom, we are setting the stage for a fantastic year of learning. During the first month of school, RMS has placed a particular emphasis on teambuilding and classbuilding activities, teaching learners about our Positive Behavioral Interventions and Supports (PBIS) system, and establishing high expectations alongside effective routines. Together, these efforts create a school environment where students are not only held accountable but also celebrated as part of a caring community.

M-STEP Summary:

Earlier in September, Berrien RESA released its [comprehensive comparative report](#) for Spring 2025 state standardized testing. I am proud to share that our F.C. Reed Middle School students achieved outstanding results on the M-STEP and PSAT 8/9, outperforming both the state and Berrien County averages in every tested subject and grade level. Overall, these were some of our best test results in at least a decade.

Two special highlights: RMS posted the top scores in the county in Grade 7 Math and Grade 8 Science. RMS students also scored their highest PSAT 8/9 score since we began taking the test (940 average). This is a powerful testament to our collective commitment, teamwork, and collaboration as educators.

Here is a summary of key findings:

- Sweeping Outperformance: F.C. Reed Middle School exceeded both the Michigan and Berrien ISD averages in all 12 categories (M-STEP & PSAT 8/9).
- County Leaders: #1 scores in Berrien County in Grade 7 Math and Grade 8 Science. Consistently in the Top 4 countywide in nearly every subject.
- Biggest Margins: Largest gaps over the state in Grade 8 Social Studies (+34.3 pp) and Grade 8 Science (+32.3 pp).
- PSAT 8/9 Strength: Grade 8 R&W (88.9% proficient) and Math (63.5% proficient) were 21–33 percentage points above county/state benchmarks.

These results are more than numbers. They further validate our mission to ensure every middle school student is socially, emotionally, and academically prepared for Bridgman High School and beyond. They also affirm the priorities we've worked so hard to establish together: rigorous academics, mental health supports, student engagement, school safety, effective intervention systems, and a strong sense of community and belonging. When we stay focused on these principles, test results take care of themselves.

Spring 2025 – F.C. Reed Middle School Test Results:

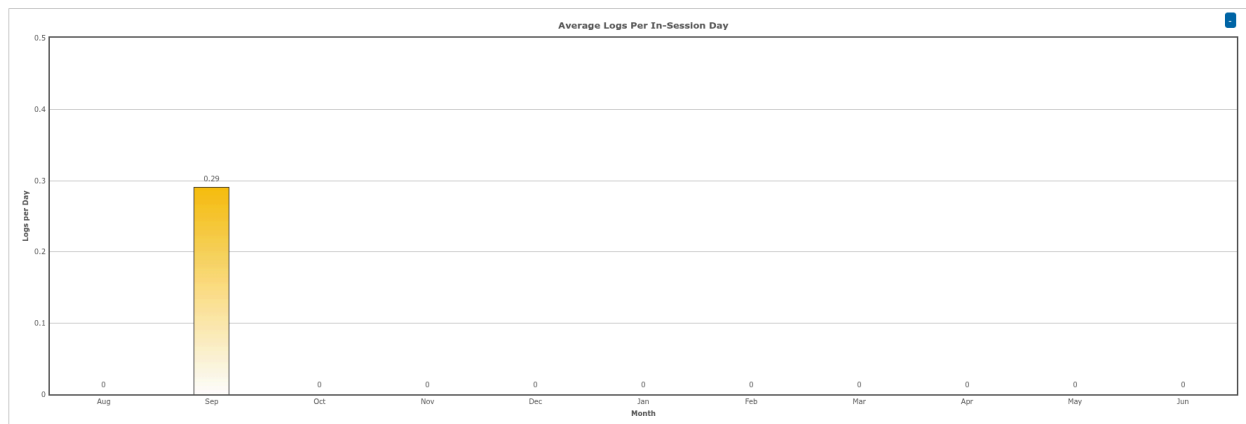
Category	F.C. Reed	Michigan	Berrien ISD	Δ vs MI (pp)	Δ vs ISD (pp)
Grade 5 ELA	57.6%	44.4%	44.8%	+13.2	+12.8
Grade 5 Math	53.0%	32.9%	32.5%	+20.1	+20.5
Grade 5 Science	47.7%	40.3%	40.8%	+7.4	+6.9
Grade 5 Social Studies	47.7%	29.8%	28.6%	+17.9	+19.1
Grade 6 ELA	53.5%	38.6%	38.7%	+14.9	+14.8
Grade 6 Math	40.8%	31.6%	31.5%	+9.2	+9.3
Grade 7 ELA	64.5%	39.2%	40.9%	+25.3	+23.6
Grade 7 Math	59.7%	33.3%	32.0%	+26.4	+27.7

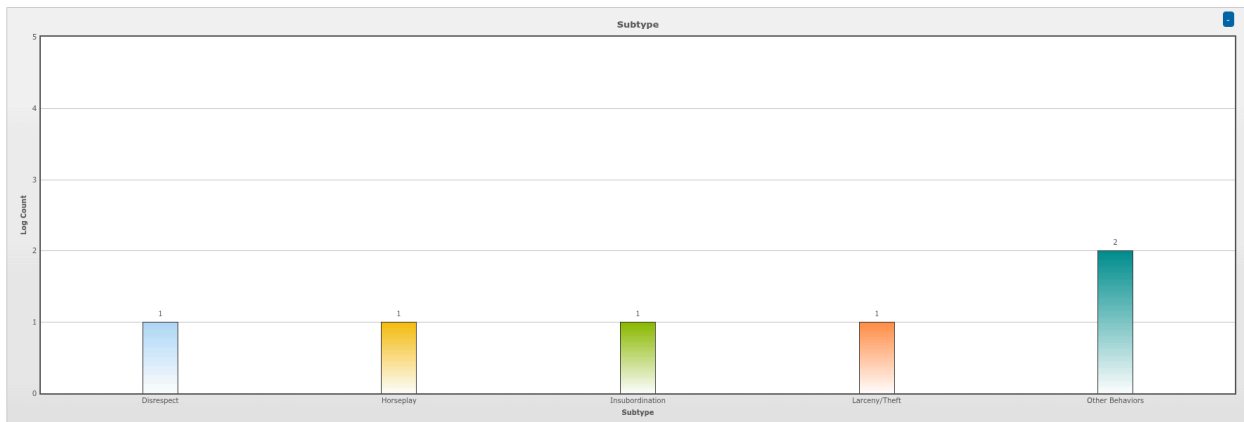
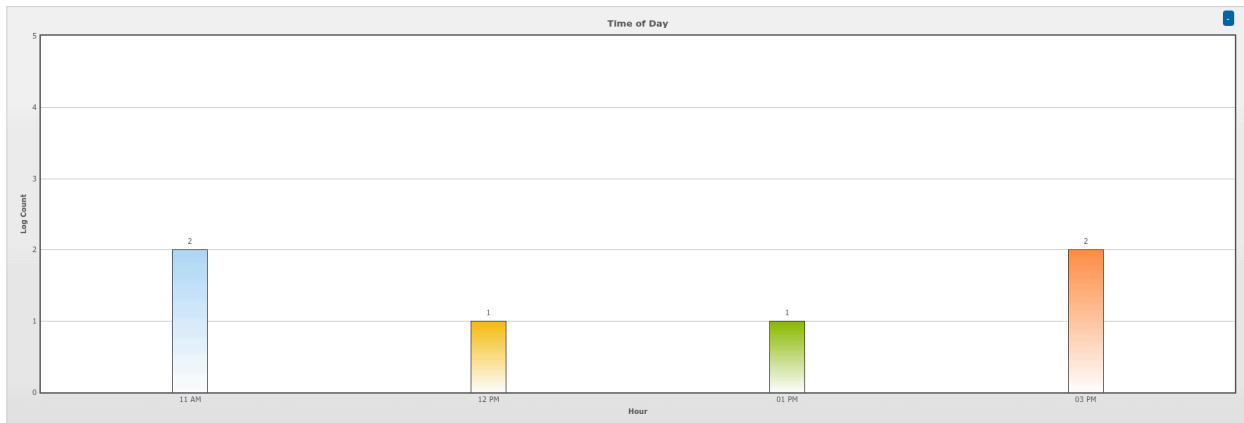
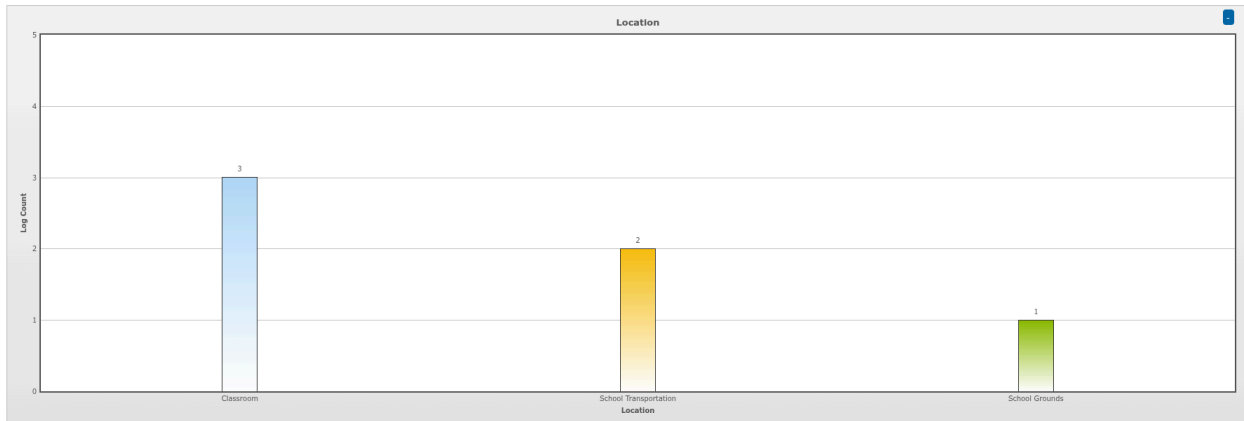
Grade 8 PSAT 8/9 R&W	88.9%	65.3%	67.3%	+23.6	+21.6
Grade 8 PSAT 8/9 Math	63.5%	30.4%	35.2%	+33.1	+28.3
Grade 8 Science	73.4%	41.1%	41.2%	+32.3	+32.2
Grade 8 Social Studies	81.3%	47.0%	47.4%	+34.3	+33.9

Behavior:

In the absence of a dedicated School Resource Officer (SRO) program at Bridgman Public Schools, F.C. Reed Middle School will continue its safety partnership with the Baroda Lake Township Police Department for the 2025–2026 school year. Over the summer months, I met with Chief Koza to coordinate services and strengthen communication between our school and the department. On August 12, 2025, Officers Soper and Daugherty spent an afternoon training with me and reviewing our middle school’s safety policies and procedures. Their willingness to familiarize themselves with our campus and operations reinforces the importance of this partnership. We look forward to continuing our collaboration with the Baroda Lake Township Police Department as we work together to maintain a safe and supportive learning environment for all students.

After four weeks of school, I am proud to report we have had minimal behavior issues thanks to the proactive efforts of our staff and positive impact of our PBIS systems:





Current discipline data shows that all six incidents occurred in September, averaging 0.29 logs per in-session day (lower than the 0.63 log rate at the same time in 2024 - 2025). Most incidents took place in the classroom (3), followed by school transportation (2), and school grounds (1). Behavior events were concentrated around midday, with peaks at 11:00 AM and 3:00 PM (2 each), and single

incidents at 12:00 PM and 1:00 PM. The types of behaviors logged were varied but low in frequency: disrespect (1), horseplay (1), insubordination (1), larceny/theft (1), and other behaviors - bus misconduct (2). Overall, the data suggests a relatively small number of incidents, mostly during instructional time in classrooms or while traveling, with no recurring subtype dominating the pattern.

Mental Health:

Through her ongoing grant work, Mrs. Cooper continued supporting several at-risk families over the summer to ensure learners had access to critical resources and were prepared for a smooth transition back to school. This outreach included identifying students in need of school supplies and providing families with backpacks stocked with all required learning tools, free of charge. Beyond supporting her individual caseload students (currently 21 students), Mrs. Cooper has also developed plans to launch six small-group intervention programs at the start of the year. Families were invited to sign up their children for these groups through the Back to School packets. To begin the year, groups will focus on: Anxiety & Depression Support, Friendship & Self-Esteem Development, Self-Regulation Strategies, Family Change Support (divorce, death, foster care), Grief Counseling, and Confidence & Coping Skills. These targeted interventions not only provide a space for students to process challenges but also give them strategies to build resilience and maintain focus in the classroom. Groups will begin at the start of October.

This year also brings an important improvement to our counseling program. For the first time since the bond renovation, the RMS Counseling Department office is being relocated from the front office into the school itself, with Room 225 now serving as the new counseling center. Ms. Hughes has worked diligently over the summer to transform this former classroom into a welcoming and more accessible space for students and staff. The larger, dedicated room will allow her to curate a broader range of student resources—including nutrition, clothing, calming space, and school supplies—and to facilitate larger small-group interventions and Social-Emotional Learning (SEL) lessons through our Character Strong curriculum. The new space has also enabled us to start counseling lessons three weeks earlier than in 2024 - 2025, allowing us to be more proactive with our messaging to learners as the year begins.

By prioritizing access, resources, and targeted interventions, our mental health team is poised to play a central role in ensuring that students not only meet academic expectations but also feel supported socially and emotionally. The work of Angie and Emma ensures that students will continue to feel emotionally secure, have the tools and resources to adapt to personal and social challenges, and opportunities to connect to caring adults and peers in spaces that support their growth and development.

Save the Date: BPS Trunk or Treat will be the evening of October 30, 2025, at RMS!

Student Voice Report:

We are continuing our efforts to amplify student voices and listen to learner feedback during the 2025–2026 school year. Every student at F.C. Reed Middle School has access to a Student Voice Feedback Google Form, which they can use at any time to share ideas, concerns, or suggestions for how to improve the school. These submissions are reviewed regularly by the administration and the RMS Building Leadership Team, ensuring that student perspectives directly inform decision-making at both the classroom and building levels.

Evidence of this commitment to student voice is already visible as we begin the year. The RMS Media Center now features a new book request process, allowing students to request titles they are unable to financially purchase on their own (Note: The faculty and administration will continue to review all new books for appropriateness per our BOE policies). This initiative ensures equitable access to diverse reading materials and reflects our belief that all students deserve to see their interests and identities represented in the library.

Finally, over the summer months, we acted on direct student feedback by making tangible improvements to our building environment. These included updating outdoor furniture to create more inviting common spaces and installing new privacy dividers in all fifth and sixth grade urinals. These seemingly small changes reflect the powerful message students have shared with us: when they feel respected, heard, and comfortable in their environment, they are more engaged and ready to learn.

Looking ahead, we will continue to embrace student feedback as a vital driver of growth and innovation, reinforcing our schoolwide commitment to ensuring that every learner feels valued and empowered. This commitment reflects our priority to create a culture where students feel safe to share their ideas, empowered to adapt their school environment in meaningful ways, and deeply connected to the decisions that shape their learning experience.

Extracurricular Activities:

The Grade 7/8 Washington, D.C. Trip began its recruitment process on August 20, 2025, and the trip is now full! Mr. Milligan and Mrs. Smiertelny will continue to prepare families for this momentous experience as spring approaches.

I would also like to recognize the outstanding efforts of our Garden Club advisor, Mrs. Smiertelny, who dedicated time throughout the summer to maintain and enhance the front entrance and courtyard gardens at RMS. Both areas look fantastic, and I am deeply grateful to Eileen for her commitment and “sweat equity” in creating such a welcoming and beautiful environment for our students, staff, and community.

The following Appendix C clubs/activities have been approved for the 2025 - 2026 school year and will be up and running by the start of October: RMS 5/6 Choir Club (Ammerman), RMS/BHS

Drama Club (Ammerman), RMS Yearbook Club (Korson), RMS Student Council (Milligan), RMS Garden Club (Smiertelny), and

RMS Chess Club (Smiertelny). Additional clubs and programs will begin as we get into late fall and early winter.

Athletics:

We are excited to share that 72 student-athletes—representing 28% of all eligible students—are registered in FinalForms for the Fall 2025 season. Currently, 98.6% of students are academically eligible to compete (71/72).

RMS Weekly Bulletin:

[September 15, 2025 Edition](#)

[September 8, 2025 Edition](#)

[September 2, 2025 Edition](#)