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

February 2026

Academics:

Over the last month, RMS teachers have been busy collecting winter benchmark assessment data. This information provides formative data that teachers use to adjust second semester instruction and interventions at the middle school. F.C. Reed Middle School's Winter Benchmark data for Grades 5–8 reflects continued academic stability and meaningful growth across both Reading and Mathematics.

Based on AimswebPlus Reading data (N=254), 78% of students are performing at Tier 1 (Low Risk), with 11% in Tier 2 (Moderate Risk) and 11% in Tier 3 (High Risk). All grade levels demonstrated typical to above-typical growth, with median Student Growth Percentiles ranging from 51 to 61. While the total number of Tier 1 students remained steady from fall to winter at approximately 200 students, the overall Tier 3 population decreased by two students, signaling positive movement among our most at-risk readers and positioning additional students to potentially move into Tier 1 by spring.

In Mathematics (N=255), 77% of students are currently performing at Tier 1, 8% at Tier 2, and 14% at Tier 3. Grade 7 demonstrated exceptional first-semester growth with a Student Growth Percentile of 63, while the remaining grade levels demonstrated typical growth in the 49–50 SGP range. Importantly, no grade levels are experiencing declines in math performance. From fall to winter, the number of Tier 1 math students increased from 185 to 197 students—an overall gain of 4.8 percentage points building-wide, representing significant progress in strengthening core math proficiency

Please click here to view a full summary report.

The administration dedicated much of January and early February to meeting with eighth grade students and families whose first semester performance did not yet meet the Board of Education's standards for high school readiness. Per the RMS Student Handbook, general education students must either have an IEP or demonstrate the ability to pass all core academic classes simultaneously to be considered ready for high school. Based on first semester results, 5 of 61 students did not meet this criteria.

Following family meetings, we implemented targeted supports including additional interventions, special education evaluations where appropriate, strengthened parent communication, schedule adjustments, accommodations, and the assignment of staff mentors to regularly monitor academic progress. We will continue to track growth closely throughout the third quarter and reconvene with families after Spring Break if concerns remain. Our goal is clear: ensure every eighth grader exits RMS prepared, supported, and confident for a successful transition to high school.

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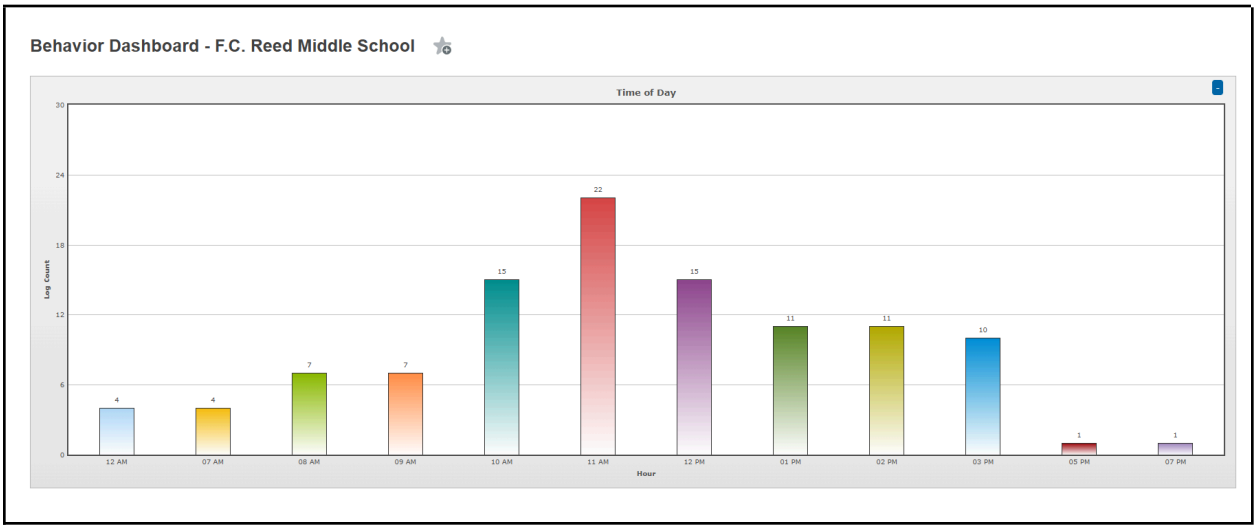
Behavior:

January is officially in the books, and February has arrived at RMS in full force. Thanks in part to several snow days, the start of the new semester produced record-low student behavior incidents. In January, RMS averaged just 0.68 formal discipline incidents per school day, the lowest monthly average of the 2025 - 2026 school year. While schedule interruptions certainly contributed, this trend also reflects the strong sense of belonging and clear behavioral expectations our staff reinforced as students transitioned back to school.

As we move further into February and begin stringing together more consecutive instructional days, discipline incidents and counseling referrals are beginning to trend upward. This pattern is typical for this time of year. RMS is currently averaging 1.0 formal discipline incident per day, which remains a very manageable rate for our staff. For context, we begin to see strain on systems when incidents exceed 2.0 per day.

Our most frequent areas of concern continue to be Disrespect (19), Classroom Disruptions (14), Horseplay (13), Issues with a Substitute (12), and Technology Violations (11).

One notable trend is the emergence of a clear bell curve pattern across the school day. Incidents are most likely to occur prior to lunch periods, suggesting students may struggle most when they are in need of movement breaks and nutrition. This insight has been shared with staff to support instructional planning, supervision adjustments, and proactive interventions for at-risk learners. The graph below provides additional detail.



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The RMS Multidisciplinary Threat Assessment Team has conducted five threat assessments during the 2025 to 2026 school year, including two since my December 2025 report. Each case was addressed promptly using established protocols to ensure student safety and appropriate follow-up.

Moving forward, our focus remains on prevention, early intervention, and maintaining consistent expectations. By continuing to analyze patterns, strengthen supervision, and support students proactively, we are well positioned to sustain a safe, structured, and supportive learning environment through the remainder of the school year.

Mental Health:

F.C. Reed Middle School continues to prioritize student mental health and social-emotional development as essential components of academic success and a positive school culture. Ms. Emma Hughes, School Counselor, and Mrs. Angie Cooper, School Social Worker, remain deeply engaged in both proactive and responsive student support efforts across the building.

This winter, Ms. Hughes and Mrs. Cooper secured a Berrien Community Foundation Mini Acorn Grant to expand the Bee Boutique within the RMS Counseling Center. The grant increases access to clothing, food items, hygiene products, and other essential resources for students and families in need. The Bee Boutique serves as a discreet and compassionate support system, helping ensure that students' basic needs are met so they are prepared to learn and fully participate in the school day.

In February, Ms. Hughes implemented a building-wide social-emotional learning series titled "Words Matter." These multi-day lessons helped students understand the difference between teasing and bullying while reinforcing how negative language can harm individuals and damage overall school culture. In response to an observed uptick in the use of racial slurs during the 2025 - 2026 school year, specific attention was given to addressing the serious harm caused by racist language and reinforcing behavioral expectations aligned with the RMS Code of Conduct. Students concluded the unit by creating anti-bullying awareness posters, which will be displayed throughout the building as visible reminders of our shared commitment to being respectful, responsible, safe, and honest.

Mrs. Cooper has used student data to reorganize and prioritize small group interventions for Semester 2 to better align services with Tier 3 areas of need. She is currently facilitating six structured small group programs while also providing ongoing one-to-one services for 18 students. This data-driven approach ensures timely, focused, and individualized support for our most vulnerable learners.

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In addition, Mrs. Cooper has dedicated her Thursdays to Bridgman Elementary School to assist staff in supporting at-risk students during the absence of a School Social Worker. This support is expected to continue through the spring, and we are grateful for her leadership and willingness to serve students across the district.

Student Voice Report:

F.C. Reed Middle School continues to prioritize authentic student voice as an important part of our school improvement efforts. This winter, we acted on several pieces of student feedback that reflect both academic interests and day to day school experience.

First, after gathering input from students regarding reading interests and library gaps, we approved and ordered over $1,000 in new, age appropriate library books. Students shared specific genres, authors, and series they were hoping to see on our shelves. By responding directly to those requests, we are reinforcing that reading engagement increases when students see their interests reflected in our collection.

Second, our food service team responded to a frequently requested menu item by adding grilled cheese as an option for students. While simple, this adjustment demonstrates that student preferences matter and that we are listening when they share feedback about their daily school experience.

Finally, students raised concerns that restroom sinks were creating excessive overspray, leading to wet counters and, at times, damp clothing. After reviewing the concern, our maintenance department inspected multiple restrooms and adjusted water pressure and faucet aerators where needed. These repairs have significantly reduced overspray and improved the overall restroom experience for learners.

These examples may seem small in isolation, but collectively they send a powerful message: At RMS, student voice leads to action. When students see that their feedback results in tangible improvements, it strengthens belonging, ownership, and trust in our school community.

Extracurricular Activities:

Congratulations to Mr. Reppart and Ms. Ammerman on a successful Mid-Winter Band & Choir Concert on 2/11. The RMS Band will travel to Lake Michigan College on 3/11 to compete in the regional band festival event. Good luck!

The following Appendix C clubs/activities have been approved for the 2025 - 2026 school year and will be up and running during the month of February: BPS Musical (Ammerman), RMS

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Yearbook Club (Korson), RMS Student Council (Milligan), RMS Garden Club (Smiertelny), and RMS Chess Club (Smiertelny).

Athletics:

Girls basketball is wrapping up their season and the program finished with 94.7% (18/19) of their student athletes academically eligible to participate at RMS. Congratulations to the coaches and students on a successful season!

RMS Weekly Bulletin:

- February 17, 2026 Edition
- February 9, 2026 Edition
- February 2, 2026 Edition
- January 27, 2026 Edition
- January 21, 2026 Edition
- January 12, 2026 Edition
- January 5, 2026 Edition