
F.C. Reed Middle School 2026 - 2027 Board of Education Report

September 2026

Academics:

Each year, RMS establishes two school improvement goals connected to our universal benchmark assessment, Aimsweb Plus. For the 2026–2027 school year, those goals are:

- **Goal #1 – Math:** Per the Aimsweb Plus benchmark assessment, the percentage of students identified as Tier 1 (Low Risk) in Math will increase by at least 10 percentage points or surpass 90% of the student population, on average across Grades 5–8, by June 4, 2027.
- **Goal #2 – ELA:** Per the Aimsweb Plus benchmark assessment, the percentage of students identified as Tier 1 (Low Risk) in ELA will increase by at least 10 percentage points or surpass 90% of the student population, on average across Grades 5–8, by June 4, 2027.

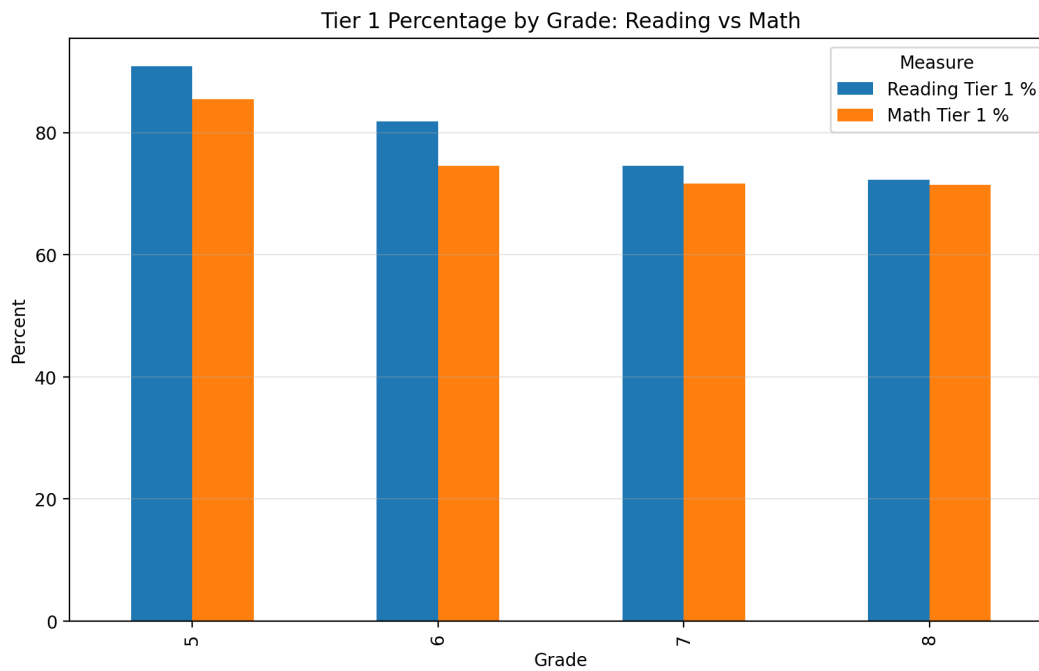
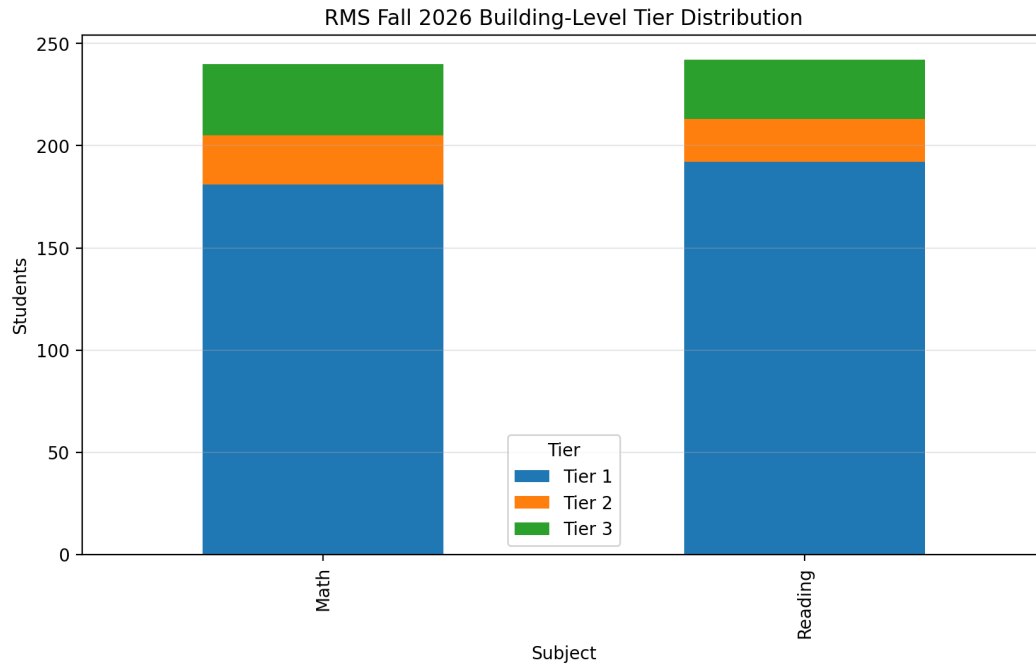
When we achieve or approach these end of year standards, F.C. Reed Middle School has consistently performed at the top of the county in M-STEP and PSAT 8/9 spring assessments.

RMS recently completed the Fall 2026 Aimsweb Plus benchmark window in Reading and Math for students in Grades 5–8. These assessments provide an early-year universal screening measure used to identify students who are currently performing at Low, Moderate, or High Risk and to guide instructional and intervention planning throughout the school year.

In Reading, 242 students completed the fall benchmark. Of those students, 192, or 79.3%, were identified as Tier 1/Low Risk. An additional 21 students, or 8.7%, were identified as Tier 2/Moderate Risk, while 29 students, or 12.0%, were identified as Tier 3/High Risk. Grade 5 demonstrated the strongest initial Reading profile, with 90.9% of students classified as Tier 1. By grade level, Tier 1 percentages were 81.8% in Grade 6, 74.6% in Grade 7, and 72.3% in Grade 8.

In Math, 240 students completed the fall benchmark. Of those students, 181, or 75.4%, were identified as Tier 1/Low Risk, while 24 students, or 10.0%, were identified as Tier 2/Moderate Risk and 35 students, or 14.6%, were identified as Tier 3/High Risk. Grade 5 again demonstrated the strongest initial profile, with 85.5% of students identified as Tier 1. Tier 1 percentages were 74.5% in Grade 6, 71.6% in Grade 7, and 71.4% in Grade 8.

Please see below for a breakdown of our fall benchmark baseline results:



One key instructional finding is the concentration of higher-risk students in the upper grades. Grades 7 and 8 account for 22 of the building's 29 Tier 3 Reading students and 23 of the building's 35 Tier 3 Math students. This need was forecasted by our team and was one of the factors behind the creation of separate Grade 7 Academic Success and Grade 8 Academic Success elective courses in the RMS 2026 - 2027 Master Schedule. These courses, which are offered in lieu of Band, Choir, or Exploratory Learning, provide identified at-risk students with targeted, small group academic support in addition to their regular Bonus RTI period, giving RMS teachers up to 90 minutes of focused intervention time with these students each day.

It is important to emphasize that these fall results represent our fall baseline for the middle school, not a measure of student growth. Because each grade level represents a different cohort of students, differences between grades should not be interpreted as evidence that student performance declines as students progress through RMS. The more meaningful measure will be how individual students grow and move between risk levels from Fall to Winter and from Winter to Spring.

Moving forward, RMS staff will use these results to review intervention placements, identify students who may require additional diagnostic assessment or support, and examine instructional needs within both core and intervention settings. Winter benchmarking in January 2027 will provide our first opportunity to evaluate student growth, tier movement, and the initial effectiveness of our instructional and intervention efforts. The fall benchmark establishes a clear starting point for our two 2026–2027 school improvement goals. In Reading/ELA, our Tier 1 baseline is 79.3%, meaning RMS will seek to increase the Tier 1 population to at least 89.3%, with our stretch target remaining above 90% by June. In Math, our Tier 1 baseline is 75.4%, establishing a year-end target of at least 85.4%, with the same stretch target of surpassing 90%.

Behavior:

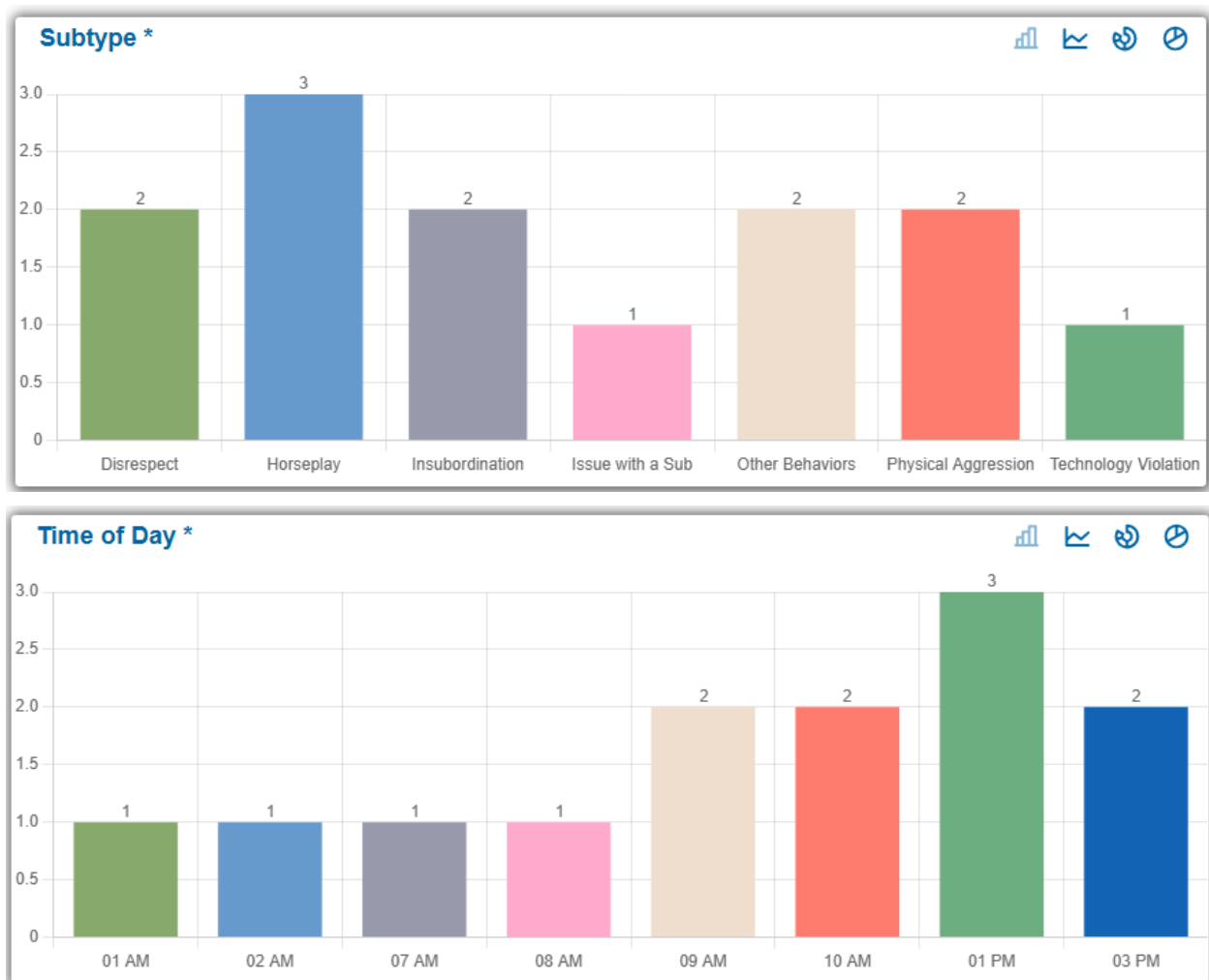
RMS has experienced a very positive start to the 2026–2027 school year from a student behavior perspective. Through September 22, the building has recorded just 13 behavior logs among 244 students. RMS averaged 0.40 logs per in-session day in August and 0.55 in September, both well below our benchmark of 2.00 logs per day, which we consider a positive and sustainable rate. No single behavior type is driving the data: horseplay is currently the most common subtype with three incidents, while disrespect, insubordination, other behaviors, and physical aggression each account for two.

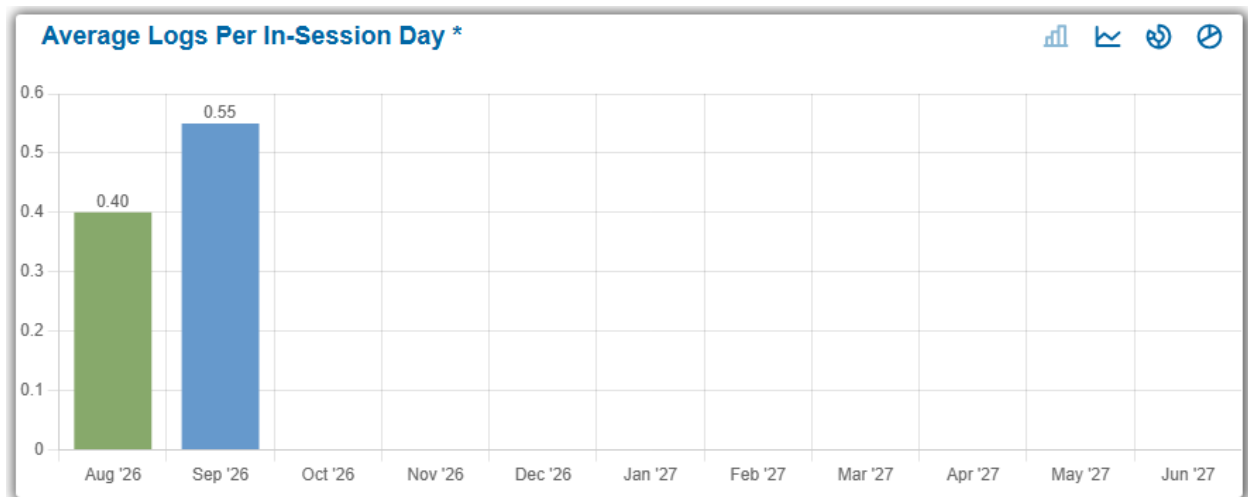
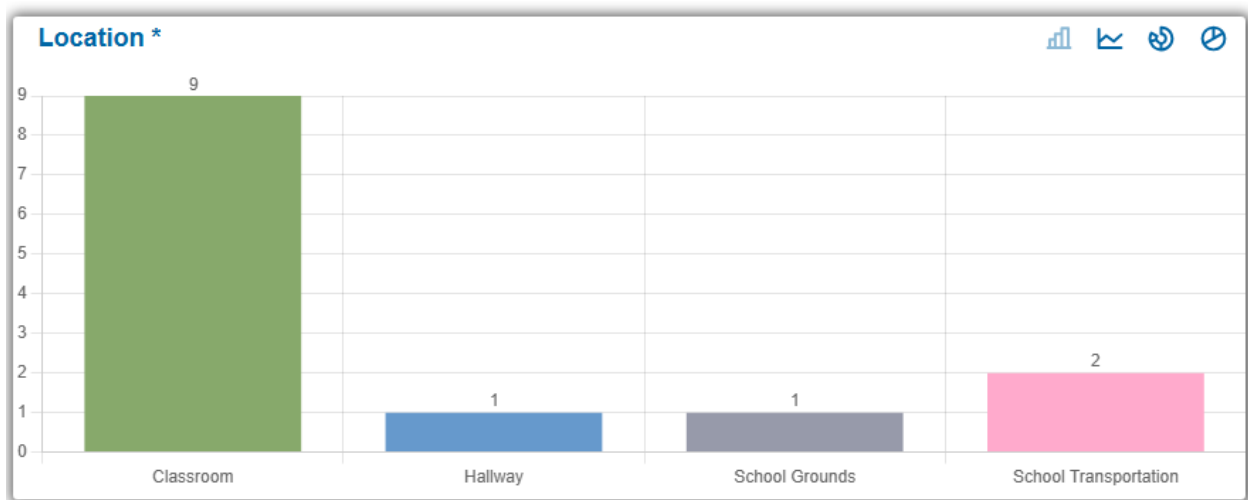
Of the 13 incidents, nine occurred in classrooms, two on school transportation, and one each in the hallway and on school grounds. Incidents are also distributed fairly evenly throughout the school day, with only a slight concentration around 1:00 PM. Given the small number of total incidents, there is not yet enough evidence to identify a significant location or time-based

pattern. The administration will continue monitoring these trends as additional data become available.

Overall, this represents a promising beginning for RMS. While the data cannot establish causation, the low rate of documented behavior concerns is consistent with our continued investment in PBIS systems, clear and consistently reinforced expectations, proactive supervision during less structured times (arrival, lunch/recess, and dismissal), and an intentional focus on student belonging and connection. Our goal moving forward is to sustain these key systems while using behavior data to identify and respond to emerging concerns before they become larger patterns.

See below for full data reports:





Mental Health:

September has been a month of connection, organization, and relationship-building for Ms. Altieri and Mrs. Cooper. During the first five weeks of school, our school counselor and school social worker have focused on introducing themselves to students, connecting with families, and strengthening the systems RMS uses to support student wellness and mental health. Just as importantly, they have worked with our teaching staff to reinforce an important message: student wellness and mental health belong to all of us.

At our September staff meeting, RMS teachers were introduced to the concept of Tier 0 within the RMS Mental Health Program's tiered model of support. Tier 0 focuses on the universal practices, relationships, routines, and schoolwide culture that help all students feel safe, connected, and supported before more intensive interventions are needed. Teachers

brainstormed strategies for strengthening belonging and wellness in their classrooms, many incorporating Kagan structures, while also reviewing the systems and procedures available to activate additional support from Ms. Altieri and Mrs. Cooper when concerns arise.

Our next phase of implementation begins the week of September 28, when Tier 1 counseling lessons using the CharacterStrong curriculum will begin for students in Grades 5–8. Ms. Altieri has completed her curriculum onboarding and training, developed a lesson calendar for the first semester, and is prepared to provide social-emotional learning lessons across all grade levels throughout the remainder of the semester. These grade-level lessons will focus on important skills and topics such as academic habits, communication, friendships, leadership, and healthy decision-making.

Mrs. Cooper will also begin facilitating Tier 2 small-group interventions for students who may benefit from additional targeted support. During the first semester, we currently plan to offer nine small-group opportunities, including groups facilitated directly by Mrs. Cooper as well as groups provided in partnership with community mental health organizations such as H2O and Lory's Place. These partnerships allow RMS to expand the range of targeted supports available to students while connecting families with valuable community resources.

At Tier 3, Mrs. Cooper continues to provide individualized support for students with more intensive needs. She is currently serving 15 students through this level of support, providing individualized intervention and coordination based on each student's needs.

Together, these efforts are helping RMS build a more coordinated, proactive, and sustainable approach to student wellness, one that emphasizes prevention, connection, and early intervention, while ensuring students can access increasingly individualized support when needed. By strengthening each level of our tiered model, our goal is to create a school environment where students know they belong, know how to access help, and have trusted adults ready to support them. [Click here](#) to review the full RMS Mental Health Program model and an FAQ explaining how we organize and deliver student support services.

Finally, mark your calendars! Our annual Trunk or Treat is scheduled for Thursday, October 29, 2026! We are looking forward to another fun opportunity to bring students, families, staff, and community members together. Anyone interested in sponsoring and decorating a trunk is encouraged to reach out, and I would be happy to provide a registration form.

Student Voice Report:

The RMS Student Voice Survey is back for the 2026–2027 school year! Throughout September, Mrs. Yauchstetter visited classrooms and connected with teachers and students to ensure all students have access to the survey through Google Forms. Student feedback will be reviewed

and considered monthly through our Building Leadership Team, helping ensure student voice remains an important part of our ongoing school improvement efforts. Stay tuned for new ideas and initiatives inspired by our students as the year progresses!

Mrs. Yauchstetter and Mrs. Cooper have also been selected to participate in the prestigious Belonging Ambassador program through Berrien RESA. Over the next nine months, they will participate in specialized training and gain access to grant funding to develop new initiatives focused on strengthening belonging and connections among students, staff, and the broader school community. As their work develops, we look forward to sharing updates and highlighting the new opportunities they bring to RMS!

Extracurricular Activities:

The RMS Grade 7/8 spring trip to Boston is sold out! Mr. Milligan and Mrs. Smiertelny are busy finalizing trip details and working with parents and students on the soft skills that will be important to represent the district respectfully and responsibly when out of state.

In addition, several Appendix C clubs and activities are active during the month of September for the 2026–2027 school year. These include the BPS Drama Club (Ammerman), RMS Yearbook Club (Korson), RMS Student Council (Milligan), RMS Garden Club (Smiertelny), RMS Chess Club (Smiertelny), RMS Kagan Coaches (M. Foxworthy & K. Yauchstetter) and RMS Choir Club (Ammerman). These extracurricular opportunities provide students with meaningful ways to stay engaged, build relationships, and explore interests beyond the classroom.

Athletics:

F.C. Reed Middle School currently has 69 student athletes participating in fall sports. This represents 28% of our total student population. As of this week, 100% of students are academically eligible for athletics!

RMS Weekly Bulletin:

[September 21, 2026 Edition](#)

[September 14, 2026 Edition](#)

[September 8, 2026 Edition](#)

[August 31, 2026 Edition](#)