

F.C. Reed Middle School 2024 - 2025 Board of Education Report

February 2025

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.

Based on the Aimsweb Plus assessment, 85.0% (224/263) of RMS students are considered Low Risk in the area of Reading skill development. This is an increase of 4.1% compared to our fall benchmark data (80.9%) and illustrates the efficacy of our current ELA curriculum, Bonus intervention programs, and PBIS structures. 85.0% also matches our winter percentage when compared to 2023 - 2024 (85.0%), which is impressive considering we have experienced several at-risk enrollments this semester and increases in special education needs across the building.

Based on the Aimsweb Plus assessment, 77.0% (203/263) of RMS students are considered Low Risk in the area of Math skill development. This represents an increase of 0.7% compared to our fall benchmark data (76.3%). This figure (77.0%) is 3.1% lower than our building level winter benchmark scores for math in 2023 - 2024 (80.4%). When reviewed by the administration, this slower growth can be attributed to the new math curriculum adoption (teachers are still learning how to use their new tools), increased special education populations, and a significant increase in mid-year enrollments that have been observed to have large gaps in their math skill level when transitioning to the rigor of BPS. Keep in mind this is only mid-year data, so we anticipate these numbers should continue to improve as we continue to tweak our primary instruction models and secondary intervention programs.

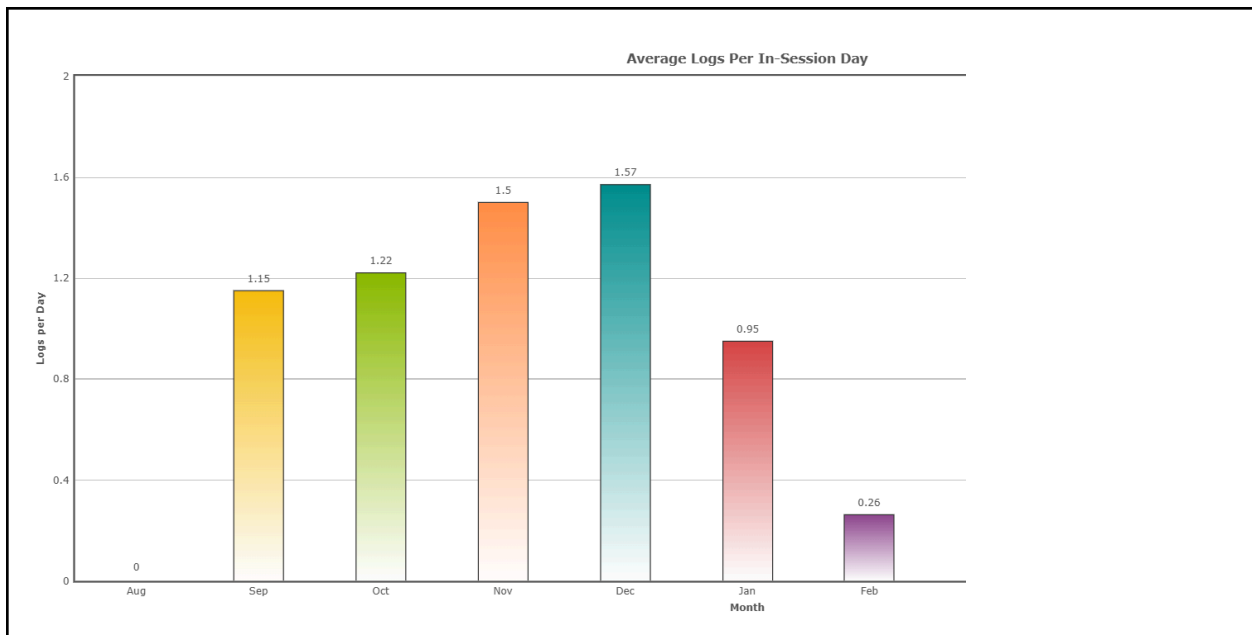
The administration also spent a large portion of January and early February meeting with current eighth grade students and families that do not currently meet the Board of Education's standards for high school readiness. The RMS Student Handbook prescribes that eighth grade general education students should have an individualized education plan (IEP) or demonstrate that they are capable of passing all core academic classes at the same time to be considered high school ready. 5/64 students did not meet this criteria based on first semester results. After meeting with all relevant families; additional interventions, special education evaluations, parent/teacher communication, schedules, and accommodations were facilitated. We have also assigned these eighth graders with a staff mentor who meets with them daily to review academic progress with their learner. We will continue to monitor students' growth and performance during Q3 and then will meet with families again after Spring Break if students continue to struggle to pass their core academic classes.

Spring state assessment dates have been established and shared with families. Please [click here](#) to review.

Behavior:

When students returned from winter break, the RMS faculty strategically invested time and energy into reviewing behavior expectations and re-establishing relationships with learners. The RMS office also implemented new PBIS motivators, including the instant win Bee Bucks system. Ms. Hughes and Mrs. Cooper scheduled counseling lessons and targeted intervention groups based on data trends and relevant behaviors that historically arise after an extended break from school. These strategies were effective, with the middle school experiencing only 0.95 formal student discipline incidents per day during the month of January. Previously, we had failed to experience a month below the 1.00 threshold in 2024 - 2025, so this end result was encouraging.

The RMS staff continued to proactively plan and learn about student behavior needs in anticipation for the month of February. Last year, February was one of our most challenging months for student behavior with over 2.25 formal log entry incidents per day at F.C. Reed. Recognizing this and building awareness, our team collaboratively brainstormed proactive strategies for promoting positive staff morale and wellness. In addition, the staff reviewed data trends, identified students who were in need of staff connections, and prioritized proactive restorative practices and structures to promote early intervention and positive decision making. So far this has been effective during the month of February, with the middle school only experiencing 0.26 formal student behavior incidents per school day in February 2025.



During the 2024 - 2025 school year, top five student behavior incidents are Insubordination (19), School Bus Misconduct (18), Technology Violations (15), Horseplay (13), and Issues with a Substitute Teacher (11).

The RMS Multidisciplinary Threat Assessment Team has conducted seven (7) threat assessments during the 2024 - 2025 school year. Two additional assessments occurred since my last report in December 2024.

Mental Health:

Ms. Hughes continues to deliver Tier 1 counseling lessons to students using the Character Strong curriculum. During the months of January and February Emma taught fifth and sixth graders how to process strong emotions. Students developed coping skills to help them manage strong feelings in a healthy and productive manner. Students in seventh and eighth grade will participate in some career cruising with Ms. Hughes when guest speaker Spencer Buschauer, a pilot for Delta airlines, will come to speak to learners on 2/26.

During the months of January and February, SRO Wyman also visited all students in Grades 5 - 8 during learners' Bonus period. Students completed an internet safety lesson with the school resource officer, reinforcing concepts and ideas outlined by the CAC during the first semester. These lessons were organized by Ms. Hughes as part of our comprehensive school counseling program (Tier 1 outreach).

Mrs. Fast also visited the middle school during the month of February. Kelley visited all Grade 8 students on 2/3 to begin the orientation process for Bridgman High School. Mrs. Fast then shared this information with all relevant parents/guardians as well. Then on 2/14 all Grade 8 students traveled to BHS to tour the building, meet with staff and students, and schedule for the 2025 - 2026 school year. Ms. Hughes, Mrs. Cooper, and Mrs. Fast will continue to work together to coordinate high school readiness efforts as students prepare for the transition to high school.

RMS also welcomed the Children's Advocacy Center (CAC) of Southwest Michigan on February 2/18 - 2/21. The preventative education team from the CAC led students through personal safety lessons, meeting the requirements of Erin's Law in the state of Michigan. Zero families opted out of these lessons, which reflects the trust our stakeholders have in this programming partnership.

I wanted to also share that Roy Wirtz from MASSW has contacted the administration to notify us that Angie Cooper has been nominated for the Region B School Social Worker of the Year award. This nomination is a great honor and Angie has elected to accept the nomination. I will keep you posted if Angie wins the award as the process progresses. Here is a quick rundown of

the Tier 3 services Mrs. Cooper is currently facilitating at RMS in the second semester: McKinney Vento Homeless Liaison Services, Mindful Mondays (Study Skills - Grade 5), Mindful Mondays (Study Skills - Grade 6), 1:1 Services (18 students), Lory's Place, Well of Grace Counseling Services, Banana Splits (Parental Divorce) Student Support Group, H20 (Boys Group & Girls Group), and (4) Coping/Self Regulation Small Groups.

Student Voice Report:

Mrs. Wells and I reviewed the January student voice feedback and identified that several students are requesting for better access to deodorant and feminine hygiene products at RMS. Mrs. Cooper and I are working with Bridgman Cares to pilot a new program to include free pads and tampons in student restrooms. These items are currently available in the RMS office upon request, which is a significant barrier to student access after reviewing the data. Mrs. Cooper has also created a Care Cubby outside her office where students can pick-up free deodorant and other personal hygiene objects as needed at no cost. This is in addition to the grant funded Care Closet that Mrs. Cooper maintains more significant basic needs (food, clothing, school resources, home hygiene products, etc.). We will continue to monitor student use of these items and make plans for how to sustainable budget for these resources in future years.

Community Collaboration:

We are thrilled about several new and ongoing community collaborations that are strengthening our Whole Child approach. A few key updates include:

- The middle school partnered with Lisa Kreitner to celebrate the Great Kindness Challenge week on 2/3 - 2/7. Members of several BHS service student organizations decorated RMS lockers with positive messages. RMS students then created a paper chain of kindness which was displayed in the high school's student common area.
- Bridgman Aquatic Center: RMS students are busy swimming at the BPS Aquatic Center during the winter months as part of their Physical Education (PE) program. Students are busy completing water safety and swim lessons, which are led by the Aquatic Center staff.
- Downtown Bridgman Banner Project: Community judges met at RMS in the month of February and reviewed 260 student art pieces, ultimately selecting 52 finalists. The theme of this year's project is "Heroes". Each final piece will depict a student's personal hero and a written description will be posted online about that hero on the City of Bridgman's website. Banners are scheduled to go up in early spring when the weather improves. They are currently being printed at the time of this report submission.

- **March Health Lessons:** To meet the district's legal and professional responsibilities to offer students quality health curriculum from a certified instructor, this year Tracey (Bloodworth) Martindale will be joining our faculty as a guest teacher from 3/6 - 3/19. Mrs. Martindale is a certified PE and Health teacher in the state of Michigan and also was the Head Women's Basketball Coach at Ferris State (1998 - 2012) and Valparaiso University (2012 - 2018). Tracey currently resides in St. Joseph, MI where she enjoys working and raising her three children. Mrs. Martindale was also the Health class instructor at Edwardsburg Middle School during the 2023 - 2024 school year. This year, all students will complete their annual RMS Human Growth and Development lessons during their 3/6 - 3/19 Encore PE rotation. During that rotation, students will engage in a one day, 45 minute lesson on a rotating schedule between 3/6 - 3/19. Male and female students will be separated for their lessons. Families may contact the RMS office to learn which specific date their child will visit Mrs. Martindale during the rotation. All learners will also have the opportunity to meet Mrs. Martindale prior to starting their lesson to ensure they feel comfortable with the instructor and are capable of asking questions when needed.

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 St. Joseph High School on 2/27 to compete in the regional band festival event. Good luck!

The following Appendix C clubs/activities have been approved for the 2024 - 2025 school year and will be up and running during the month of February: RMS Broadcast Club (deBest), RMS 5/6 Choir Club (Ammerman), RMS Yearbook Club (Korson), RMS Student Council (Milligan), RMS Garden Club (Smiertelny), RMS Chess Club (Smiertelny), RMS Ski Club (Jones), RMS Science Olympiad Club (Teed), and BPS Musical (Ammerman).

Athletics:

Girls basketball is wrapping up their season and the program finished with 100% (18/18) of their student athletes academically eligible to participate at RMS. Congratulations to the coaches and students on a successful season!

RMS Weekly Bulletin:

- [February 18, 2025 Edition](#)
- [February 10, 2025 Edition](#)

- [February 3, 2025 Edition](#)
- [January 27, 2025 Edition](#)