



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

BOARD OF EDUCATION

LAURA EDGHILL
President

JIM BIRKO
Vice President

LINDA CORBAT
Secretary

SCOTT WALLACE
Treasurer

RON DELVILLANO
Trustee

TODD KOCH
Trustee

DANIEL STAWINSKI
Trustee

ADMINISTRATION

CARRIE WOZNAK
Superintendent

DONNA ANDERSON, Ed.D.
Assistant Superintendent

KERRY TERMAN
Human Resources Director

LAURIE VIDETTA, CPA
Business Manager

DENIS METTY
Special Education Director

DAN WATERS
*Operations, Maintenance &
Transportation Director*

TROY LINDNER
Technology Director

KRISTIN LEDFORD
Director of Communications

January 10, 2020

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Richards Middle School. 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 Mr. Huston Julian for assistance. The AER is available for you to review electronically by visiting the following web site: <https://fraser.k12.mi.us/Page/341> or you may review a copy in the main office at your child's school.

Richards Middle School district-level results can be found at <http://bit.ly/2VMvPxq>. Our student assessment information, on track attendance rate and accountability can be found at <https://goo.gl/8rW9WY#Accountability>.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Enrollment

Richards Middle School is at secondary level of schools in the Fraser Public Schools district. With a total enrollment of 790 students at the Middle School as of Jan 2020, 295 students selected RMS as their School of Choice.

THE SCHOOL IMPROVEMENT PROCESS

Richards Middle School remains committed to our continuous improvement process. With the development of our PLC departments and our school leadership teams, staff representatives have committed to explore strategies to improve student and colleagues' learning and experiences at Richards Middle School. Every staff member is part of one of our building wide committees. The committees are as followed: School Improvement (SIP), Positive Behavior Intervention Support (PBIS), Culture/Climate committee,

"A caring district — working together"



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

Policy and Procedure committee, and Mentoring/Advisory committee to meet the needs of our building.

RMS has developed School Improvement goals in the areas of Reading, Writing and Math for the 2019-2020 school years. The School Improvement Team reviews data quarterly in these areas to ensure that student growth is occurring. If data reveals that there is a lack of growth, PLC teams and teaching teams review the instructional practices to determine possible core interventions, and the MTSS team is consulted to discuss the students that are not progressing. Teachers are actively involved in professional development that directly impacts student and their learning.

During the 2019-2020 school year, Richards Middle School continues to implement our school-wide Multi-Tiered System of Support, MTSS, for our students. The MTSS model assists our teachers in meeting the needs of every learner through benchmark, formative, and summative assessments and targeted intervention for all learners not meeting the Annual Measurable Objectives. Our building also implements UDL (universal design for learning) guiding principles that is a framework to improve and optimize teaching and learning for all students based on scientific insights into how we learn best.

SIP goals for 2019-2020

Goal 1: All students at Richards Middle School will increase their reading proficiency.

Measurable Objective 1: 50% of All Students will demonstrate a proficiency in all strands in Reading by 06/12/2020 as measured by the Spring State Assessment.

Strategy 1: Tier II - Reading Intervention Program – Our teachers will focus on improving reading proficiency using a Tier II Program. **Activities** - Progress Monitoring, Initial Benchmark and Screening

Strategy 2: Tier III - Corrective Reading – Our teachers will focus on reading comprehension to improve overall reading. **Activities** - Comprehension/Vocabulary and Thinking Operations, Progress Monitoring, Writing and Sentence Skills, Phonemic Awareness/Fluency/Skills Learned by Students, Comprehension/checking or understanding

Strategy 3: Tier 1 - Close and Critical Reading – Our students learn how to identify, summarize, and comprehend the text's main ideas, analyze how the information is presented, determine the purpose and perspective of the author,

“A caring district — working together”



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

establish what the text means, and apply it to their lives.

Activities - Summary and Restatement Instruction and Author's Craft and Text Structure

Measurable Objective 2: 100% of Seventh and Eighth grade Bottom 30% students will demonstrate a proficiency on their curriculum-based measurement assessment in English Language Arts by 06/12/2020 as measured by at least one grade level during a targeted Tier III intervention.

Strategy 1: Tier III - Corrective Reading – Our teachers will focus on reading comprehension to improve overall reading Category: English/Language Arts. **Activities-** Comprehension/Vocabulary and Thinking Operations, Progress Monitoring, Writing and Sentence Skills Phonemic Awareness/Fluency/Skills Learned by Students and Comprehension / Checking for Understanding

Goal 2: All students at Richards Middle School will increase their math proficiency.

Measurable Objective 1: 38% of All Students will demonstrate a proficiency in all standards in Mathematics by 06/12/2020 as measured by the Spring state assessment.

Strategy 1: Tier I Instruction - Eureka Math - Created by the nonprofit Great Minds, Eureka Math helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math. **Activities:** problem sets, lessons , lesson opener, math data days, concept reinforcement, identify key components, PLC calendar, PLC time, assessments, Khan Academy designated time, khan academy review of time, evaluate impact, staff development, and scheduling 25 minutes of khan academy

Strategy 2: Tier II Instruction - Spring Math - Students are identified by our MTSS team and will receive that students will work with 5x per week during 25-minute period.

Activities: Intervention support, progress monitoring, teacher training on intervention programs, DI coach, Program data meeting, assessing the impact of program, program evaluation,

“A caring district — working together”



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

Strategy 3: Tier III - Essentials for Algebra – Our teachers will use the Essentials for Algebra program to instruct students. This program combines facts, procedures, conceptual understanding, applications, and problem-solving skills provide a comprehensive curriculum for students. Students learn to understand math by making connections among related math topics, procedures, and knowledge **Activities:** Initial benchmark screening and intervention support, progress monitoring, teacher training on direct instruction programs, DI coach, program data meeting, program evaluation.

Goal 3: All students at Richards Middle School will increase their writing proficiency.

Measurable Objective 1: 50% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/12/2020 as measured by the Spring State Assessment.

Strategy 1: Essay Writing - ELA teaching staff, including both general education and special education, will teach and evaluate the concept of argument and expository writing in their classrooms. **Activities:** Evidence-based formal essay, common essay rubric, explicit teaching, PLC time, research projects, MLA format, domain specific

Strategy 2: Tier III - Essentials for Writing - Students are survey leveled to find areas of need in both stamina and word fluency. The course is implemented as a Tier III class for an additional 54 minutes per day. Students are identified with the help of the Tier I English teachers. Content addresses grammar, mechanics, syntax, structure, etc. in order to bridge the gap between core content and specific student writing needs. Focus is on total words written, correct writing sequence, and words spelled correctly.

Activities: Quick writes and writer's workshop

CURRICULUM

The state of Michigan defines the comprehensive core curriculum as the essential curriculum content that all students must learn in order to progress through the various educational levels. In the last year, departments and K-12 District Committees have been engaged in reassessing and revamping the core curriculum to better align with the Common Core State Standards, NGSS, C3, and Michigan Content Expectations to design a Competency Based

“A caring district — working together”



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

Learning Model. Time and effort has been spent to ensure that Richards Middle School curriculum will prepare students appropriately.

The results of this process are assessed through individual classroom and teacher assessment procedures as well as M-STEP and P-SAT test results. Departments and Curriculum Leaders have developed common assessments that evaluate student learning and growth. This type of data will allow teachers to analyze and improve any area of weakness discovered in student learning. Our continued goal for 2019-20 is the continued implementation and expansion of targeted tiered interventions that will support our students in the area of reading and mathematics. For example, during the 2011-12 school year the Math Committee recommended a change in the core curriculum at Richards Middle School. The committee worked with consultants at the district and county level to ensure that the new math series is aligned with the common core state standards. During the 2012-13 school year the math classes implemented the Connected Math Series. During the 2013-14 school year, our math department adopted a flexible learning program accelerating qualifying students through grade core curriculum, which provides these students with the opportunity to take ALG I for high school credit. This path and pace model continued during the 2015-2016 school year for our current RMS students and qualifying 6th grade students.

During the 2018-2019 school year, we adopted Eureka Math as part of our 7th Grade Math curriculum. Our 8th grade has continued the implementation process of Eureka Math for the 2019-2020 School Year.

A copy of the comprehensive core curriculum can be obtained by contacting, Dr. Anderson, Assistant Superintendent.

“A caring district — working together”



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

STANDARDIZED TESTING for 18-19 school year

Grade	Subject	Richards Proficient	County Proficient	State Proficient	County Rank
7	Mathematics	47.3	36.2	35.7	2 nd
7	English	55.8	43.0	42.7	2 nd
7	Science	N/A	N/A	N/A	*No scores reported for the 18-19 school year due to new assessment model
8	Mathematics (PSAT)	43.8	40.8	41.4	8 th
8	English (PSAT)	66.40	63.2	61.9	7 th
8	Social Studies	27	27.2	28	

PARENT-TEACHER CONFERENCES

The annual fall and spring parent/teacher conferences provide an opportunity for all parents to visit the school and meet the administration and professional staff, to gain information about the school’s programs and to form home/school partnerships. It should be noted that our teachers have 25 minutes every morning to conduct student/parent meetings. Parents also have 24/7 access to their child’s academic progress via PowerSchool. The following information shows the percentage of students whose parents attended for Fall and Spring conferences. Our spring format has changed over the past year to schedule appointments which has improved our attendance percentage.

Month-season	7th	8th
November 2011- Winter conferences	72%	61%
November 2012- Winter conferences	73%	59%
November 2013- Winter conferences	49%	51%
November 2014- Winter conferences	33%	27%
November 2015- Winter conferences	36%	49%
November 2016- Winter conferences	59%	46%
November 2017- Winter conferences	63%	51%
October 2018- Winter conferences	71%	57%
October 2019- Winter Conferences	52%	47%

“A caring district — working together”



p 586.439.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

Month-season	7th	8th
April 2011- Spring conferences	55%	52%
March 2012- Spring conferences	25%	30%
March 2013- Spring conferences	58%	49%
March 2014- Spring conferences	57%	51%
March 2015- Spring conferences	42%	23%
March 2016-Spring conferences	52%	46%
March 2017- Spring conferences (Invitation only by team request)	58%	41%
March 2018-Spring conferences (Invitation only by team request)	52%	43%
March 2019-Spring Conferences (Invitation only by team request)	18%	19%

I am extremely proud of the achievement efforts and accomplishments made by our RMS families, students and staff. Our dedication to personalizing instruction for every student in a 21st century environment is impacting student learning and engagement. Student engagement in learning goes hand and hand with our extra-curricular opportunities for our students. We continue to thrive in offering our students opportunities in their interest and as a result, our students feel connected to our building and district.

Sincerely,
Huston Julian
Richards Middle School Principal

“A caring district — working together”