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January 18, 2021

Dear Parents and Community Members

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 at Huston.Julian@fraserk12.org.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3jhMaas> or you may review a copy in the main office at your child's school.

For the 2019-20 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.

Richards Middle School was not identified with any of these labels.

Enrollment

Richards Middle School is at secondary level of schools in the Fraser Public Schools district. With a total enrollment of 749 students at the Middle School as of January 2021, 288 students selected RMS as their School of Choice.

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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, 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 2020-2021 school year. 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 2020-2021 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 2020-2021

In the 2020-2021 school year, Richards Middle School will continue to work on the following school improvement goals:

- All students will show growth in their proficiency in English language arts.
- All students will show growth in their proficiency in writing.
- All students will show growth in their proficiency in math.
- All students will show growth in their proficiency in science.
- All students will show growth in their proficiency in social studies.

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- All students will demonstrate social, emotional, and behavioral growth.

As a result of these goals, we have seen progress in students' scores on our building assessments. Teachers administer common assessments three times per year in reading and math and then analyze student data to determine what interventions are needed. We also utilize our school-wide Multi-Tiered System of Support to assist our teachers in meeting the needs of every learner.

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 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.

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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. For the 20-21 school year, our RMS Algebra started the implementation of the Envision curriculum.

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

STANDARDIZED TESTING for 18-19 school year

Grade	Subject	Richards Proficient	County Proficient	State Proficient	Macomb 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	

*2019-2020 Data not available due to Covid-19 school closure.

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.

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Our spring format has changed over the past year to schedule appointments which has improved our attendance percentage.

Winter Conferences	7th Grade	8th Grade
November 2017- Winter conferences	63%	51%
October 2018-Winter conferences	71%	57%
October 2019- Winter Conferences	52%	47%
October 2020- Winter Conferences	74%	62%

Month-season	7th Grade	8th Grade
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%
March 2020-Spring Conferences (Invitation only by team request)	51%	42%

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

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