

Richards Middle School

School Annual Education Report (AER) 2015-2016

January 23, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 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 website: <https://goo.gl/iGjklU>, or you may review a copy in the main office at Richards Middle School.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given.

Richards Middle School has not been given one of these labels.

During the 2015-2016 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

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and targeted intervention for all learners not meeting the Annual Measurable Objectives. Our building also implements the Professional Learning Communities (PLC) model of school improvement. Through the PLC model, our teachers work collaboratively, by grade levels on: defining curriculum essentials, setting SMART goals, analyzing common assessment results, and monitoring student progress. All of our students are setting individual goals in reading and math.

SCHOOL OF CHOICE

Richards Middle School is a participant in the Fraser Public Schools' School of Choice program. With a total enrollment of 872 students at the Middle School, 301 students selected RMS through Schools 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 team, staff representatives have committed to explore strategies to improve student learning at Richards. Every staff member is part of one of our building-wide committees. The committees are as follows: School Improvement (SIP), Positive Behavior Intervention Support (PBIS), Multi-Tiered Support Services (MTSS) and Culture & Policy. RMS has developed School Improvement goals in the areas of reading, writing, math, professional development and behavior. 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 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 learning.

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

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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. Department and curriculum leaders have developed common tests that assess student learning. This type of data will allow teachers to analyze and improve any area of weakness discovered in student learning. Our continued goal for 2016-17 is the 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, 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-level core curriculum, which provides these students with the opportunity to take Algebra 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.

A copy of the comprehensive core curriculum can be obtained by contacting Ms. Carrie Wozniak, Assistant Superintendent.

STANDARDIZED TESTING

Grade	Subject	Richards Proficient	County Proficient	State Proficient	Macomb County Rank
7	Mathematics	35.9	32.6	35.3	8
7	English	50.8	46.6	47.1	7
7	Science	18.7	21.9	18.7	12
8	Mathematics	27.3	32.8	32.7	10
8	English	47.4	47.8	48.9	10
8	Social Studies	21.8	26.6	29.3	12

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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 also have 25 minutes each 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 the November and March/April conferences.

Month-season	7 th Grade	8 th Grade
November 2009- Winter conferences	76%	74%
November 2010- Winter conferences	67%	68%
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%

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Month-season	7th	8th
April 2010- Spring conferences	54%	58%
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%

I am extremely proud of the achievement efforts and accomplishments made by our 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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