



**ROCHESTER**  
**COMMUNITY SCHOOLS**

PRIDE IN EXCELLENCE

## **Reuther Middle School**

# **2020-2021 Annual Education Report**

February 26, 2021

**Wendy L. Darga, Principal**

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 Reuther 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 Wendy Darga (wdarga@rochester.k12.mi.us) for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/378dJhG> or you may review a copy in the main office at Reuther Middle 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.

Based upon the data, Reuther Middle School outperformed schools of similar demographics and the state of Michigan average in all areas. Although Reuther has experienced great success as a school based on multiple measures, there are still some key challenges. A key challenge that we have faced is the global pandemic, in which the district had to close and then reopen in a virtual setting over the last quarter of the school year. The global pandemic has led to challenges in meeting the needs of students who come to school with many complex issues, keeping up

with changes in curriculum alignment, adjusting to new resources, rapidly evolving technologies and best practices, and difficulties in finding adequate time for collaboration. These areas are being addressed through such initiatives as co-taught courses and a pilot initiative Leaders course. These are available through the general education curriculum. Additionally, weekly social-emotional wellness check-ins and Homework Help have offered supplemental student supports. The school improvement process (SIP) addresses these areas as well through initiatives such as MI Class Reading Comprehension strategies, Visible Thinking routines, New Pedagogies for Deep Learning (NPDL) and Writing Across the Curriculum.

### **Process for Assigning Pupils to the School**

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Struggling high school students are identified and support is provided the District's MTSS model.

### **Status of the 3-5 Year School Improvement Plan**

Our school improvement this past year continues to focus on building a culture of thinking and implementing strategies to address our four goals. Professional development time was used to gather data to ensure learning for all students and for staff to work collaboratively within our building and the district. Common assessments in the four core academic areas along with pacing guides continued to help teachers devise instructional strategies based on best practices. Using data gathered from the common assessments, state assessments, classroom tests and observations, Reuther developed goals that addressed improving constructed writing responses (most notably CERC – Claim, Evidence, Reasoning, Conclusion). Based on data, Reuther has also partnered with the other three middle schools and local districts in developing a Culture of Thinking under guidance of Harvard educator, Ron Ritchhart. For the 2020-21 school year, Reuther has updated its goals in the three areas of reading, writing, and mathematics:

#### **All students will be proficient in math:**

Students will be on track for college readiness in math as assessed by state and local assessments. Math teachers will use comprehensive, and engaging instructional strategies in addition to participating in ongoing PD, viewing student work, and effective formative assessments.

#### **All students will be proficient writers:**

Students will demonstrate that they are proficient in writing. Students use the CERC model to develop well-written responses in all curricular areas. Students will have ample opportunities to write within every class including opportunities for consistent feedback and revision.

**All stakeholders will contribute to creating an environment that is conducive to building self-esteem in all students:**

Staff and students will work collaboratively to build the self-esteem of all students. Staff members continue to build lesson plans that build self-esteem. Additionally, students are presented with opportunities such as: Kindness Club, Peer Mentoring, Mindfulness Club, and many others that contribute to building self-esteem.

**Core Curriculum**

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education’s Michigan Curriculum Framework. The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day. Additional information about the District’s Core Curriculum can be found at the following website: <https://www.rochester.k12.mi.us/academics/curriculum>

**Parent-Teacher Conferences**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>	<b>Percent of Parents</b>
Fall Conferences	141	30%
Spring Conferences	188	28%

Congratulations Reuther Crusader Nation for all of your hard work and dedication in the 2019-20 school year. You continue to amaze us all with your efforts in and out of the classroom. We look forward to seeing our school’s continued growth. Go Crusaders!

Sincerely,

Wendy Darga  
Principal