

Extra Curricular / Clubs

Band
Choir
Glee Club
Builders Club
Early Act
Student Council
Scholastic Bowl
Royal Review
Yearbook
Middle School Musical
Young Authors
Reagan Heroes Anti-Bullying Club



Athletics

5th through 8th Grade Girls Cross Country
5th through 8th Grade Boys Cross Country
7th and 8th Grade Volleyball
5th and 6th Grade Intramural Volleyball
7th and 8th Grade Cheerleading
7th and 8th Grade Boys Basketball
5th and 6th Grade Boys Intramural Basketball
6th through 8th Grade Wrestling
7th and 8th Grade Girls Basketball
5th and 6th Grade Girls Intramural Basketball
6th through 8th Grade Girls Track
6th through 8th Grade Boys Track



PBIS—RMS PRIDE

Our goal is to help each child develop self-discipline. Together the home and school share the responsibility for developing good citizens. Parents, teachers, and students must work together to maintain a safe learning environment. The PBIS program is based upon our philosophy of recognizing positive contributions of students.

PBIS means that teachers, administrators, counselors, and support staff are going to take responsibility to TEACH positive behavior expectations to students.

RESPECT*RESPONSIBILITY*READINESS

PBIS means that students will know exactly what is expected of them. Students who take responsibility to behave positively will be recognized and rewarded in a variety of ways such as:

PRIDE Cards
Guest Teacher Cards
Classroom Drawings
Semester Celebrations



Principal
Andrew Bullock
Assistant Principal
Matthew Magnafici

Reagan Middle School
620 Division Street
Dixon, IL 61021
Phone (815) 284-7725



Reagan Middle School

Respect
Responsibility
Readiness

Reagan Middle School Vision:

By the end of the 2017 –18 school year, Reagan Middle School students and staff will use data-driven decisions to ensure that every student achieves academic and social-emotional growth in an environment of mutual respect and collaboration.

Student / School Demographics

Student Characteristics

White - 83%
Black - 2%
Asian - 5%
American Indian - 0%
Two or more races - 7%
Pacific Islander - 0%
Low Income - 46%
IEP - 18%
Homeless - 1%

Student Attendance and Mobility

	School	District	State
Chronic Truancy Rate	1%	3%	9%
Attendance Rate	94%	93%	95%
Mobility Rate	10%	14%	12%
Total Enrollment	640		

Instructional Setting

Parental Contact	100.0	98.8	95.3
Average Teaching Exp.		15.2	12.9
% Teachers w/ Bachelors		22.6	37.8
% Teacher w/ Masters +		77.4	61.7

Assessment

Aims Web Testing -

The purpose of Aims Web testing is similar to that of MAP testing, students have targeted benchmark tests that are given in September, January, and May. The results show if students are above average, average, below average, or well below average in reading, writing, and math. Students who score below or well below average will receive additional instruction to close the achievement gap and move closer to reaching the benchmark. These students will receive additional test probes in between the 3 benchmarks to monitor progress. If student struggles still persist, students will receive specific skill-based instruction to improve achievement.

PARCC Testing -

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a modern assessment that replaces previous state standardized tests. It not only evaluates a student's progress but also provides better information for teachers and parents to identify where a student needs help, or is excelling, so they are able to enhance instruction to meet individual student needs.

PARCC helps ensure that all students, regardless of income, family background or geography, have equal access to a world-class education that will prepare them for success after high school in college and/or careers. New state standards set consistent expectations in English and Mathematics for every student, and PARCC provides a valid and reliable evaluation of each student's progress toward them.

Response to Intervention

Response to Intervention (RtI) provides early help to students with academic needs to enhance their achievement in reading, math, and behavior. When students are behind in early grades, the gap between their ability and that of their peers will continue to widen without this kind of intervention. These interventions allow teachers to help early in the learning process. The goal is to help struggling students catch up to the level of the other students in their class. All learners are different. Most children learn well in the regular classroom environment. However, we know that some children require more individualized and targeted instruction to achieve the same learning goals. Under RtI, these services are provided as a supplement (in addition to) learning in the regular classroom. Reagan Middle School (RMS) uses an RtI system to improve outcomes for all students.

Curriculum

6th, 7th, 8th Grade

Core Academics

Math, Language Arts, Science, Social Studies

* Accelerated Program

*Enrichment Program

Physical Education

Physical Education— 4 quarters

Specials— 1 quarter each

Technology, Art, Health, Music

Electives

Band

Choir

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Professional Learning Communities

Professional Learning Communities (PLC) -

Time is set aside for staff to work collaboratively to engage students in learning and raise student achievement. Staff meet weekly by grade level or department level teams to answer the following questions.

Question

Plan for answering the question

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> What do we want all students to know and be able to do? | ➡ | <ul style="list-style-type: none"> Essential Outcomes at each grade level for all subjects. |
| <ul style="list-style-type: none"> How will we know if students have learned it? | ➡ | <ul style="list-style-type: none"> Common Assessments <ul style="list-style-type: none"> - Formative = local & common (common local assessments can be pulled from existing assessments - chapter tests, unit tests, etc.) - Summative = State |
| <ul style="list-style-type: none"> How will we respond when a student <u>has not</u> learned it? | ➡ | <ul style="list-style-type: none"> Response to Intervention <ul style="list-style-type: none"> - Building specific interventions |
| <ul style="list-style-type: none"> How will we respond when a student <u>has</u> learned it? | ➡ | <ul style="list-style-type: none"> Building specific enrichment and extension |

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