

Extra Curricular / Clubs

Patriot Band
Choir
Builders Club
Patriot PRIDE Club
Patriot Post
Scholastic Bowl
Student Council
Recycling Club
Yearbook
Middle School Musical
Young Authors
Club Bowling



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—Patriot 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:

- Patriot Pride Cards**
- Guest Teacher Cards**
- Patriot Pride Store**
- Weekly Drawings**
- Quarterly Celebrations**



Principal

Andrew Bullock

Assistant Principal

Matthew Magnafici

Reagan Middle School

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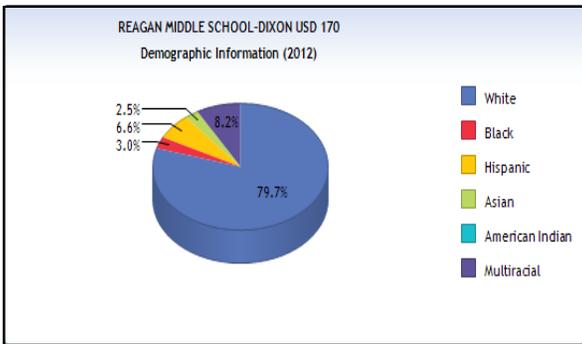
Reagan Middle School

Respect
Responsibility
Readiness

Reagan Middle School Vision:

By the end of the 2014 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



	School	District	State
Students			
Percent Low Income	47.1	45.0	49.0
% Limited Eng. Proficient	0.5	1.3	9.4
% IEP	19.5	15.6	13.6
Chronic Truancy Rate	3.8	4.1	8.6
Attendance Rate	94.6	93.9	94.4
Mobility Rate	15.1	15.5	13.1
Total Enrollment	730	2,767	2,066,692
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

MAP (Measure of Academic Progress) Testing -

The purpose of MAP tests is to determine your child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of reading and math. Students will take these tests on a computer. MAP tests are unique in that they adapt to be appropriate for your child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing.

Each school year, students will take the tests in September, January, and May. Following each testing period, parents will receive a report showing your child's growth. This report will also give recommendations for improvement that you can help with at home.

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.

ISAT—Illinois Standards Achievement Test

The ISAT is a state achievement test given annually in the spring of each year. It assesses student proficiency in the areas of reading and math for all RMS students and additionally assesses proficiency in science during the 7th grade year. Content of the ISAT is based upon the Illinois Learning Standards and currently, approximately 80% of RMS students meet or exceed these standards.

Staff uses this assessment data to drive instruction for individual students and program to meet specific enrichment or remediation needs.

Response to Intervention

The purpose of Response to Intervention (RtI) is to provide 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

* Gifted and Talented Program

Physical Education / Health

Physical Education— 4 quarters

Specials—1 quarter each

Technology, Art, Music, Health

Electives

Band

Choir



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 every Tuesday and Thursday from 2:20 - 2:50 by grade level or department level teams to answer the following questions.

Question

Plan for answering

the question

- What do we want all students to know and be able to do?
 ➡
■ Essential Outcomes at each grade level for all subjects.
- How will we know if students have learned it?
 ➡
■ Common Assessments
 - Formative = local & common (common local assessments can be pulled from existing assessments - chapter tests, unit tests, etc.)
 - Summative = State
- How will we respond when a student has not learned it?
 ➡
■ Response to Intervention
 - Building specific interventions
- How will we respond when a student has learned it?
 ➡
■ Building specific enrichment and extension

