

Reagan Middle School SIP Update – Winter 2025/2026

RMS Intervention Plan

For Math and ELA interventions, our core teachers will use both STAR and Freckle to support students who demonstrate weaknesses in specific standards. Administration reviewed assessment data and identified all standards where 70% or more students scored below the 70th percentile. Teachers then compare this list with the state's priority standards. Based on the selected standards, a diagnostic is created in STAR Custom Assessments by the ELA or Math teacher. The entire class takes the diagnostic (10-15 minutes), and students who score below 70% are placed in an intervention group targeting the specific standard where they need improvement. A Freckle assignment is used to teach the specific standard in a small group setting. Students will take a post-diagnostic and if they score above 70% on that specific standard, they will graduate from that intervention group. All data is recorded on a spreadsheet, and administration/counselors will input data into EduClimber.

RMS Guides Studies/Intervention Schedule (Team Plan)

Monday: Team meeting with administration and grade level counselor.

Tuesday: ELA/Math Intervention (Pull students from P.E or Guided Studies) Science supervise Guided Studies.

Wednesday: ELA/Math Intervention (Pull students from P.E or Guided Studies) Social Studies supervise Guided Studies.

Thursday: ELA/Math Intervention (Pull students from P.E or Guided Studies) Science supervise Guided Studies.

Friday: ELA/Math Intervention planning/other. Social Studies supervise Guided Studies

RMS SIP Data - Winter 2025-2026

Goal #1	ELA Achievement	70% of students at or above 70th percentile on STAR ELA			
Cohort	2023-2024	Fall 2024	Winter 2024	Fall 2025	Winter 2025
8th Grade (2026)	36%	31%	36%	33%	34%
7th Grade (2027)	20% (<i>Madison</i>)	25%	26%	21%	26%
6th Grade (2028)	(<i>Madison</i>)	(<i>Madison</i>)	(<i>Madison</i>)	23%	31%

Goal #2	Math Achievement	70% of students at or above 70th percentile on STAR Math			
Cohort	2023-2024	Fall 2024	Winter 2024	Fall 2025	Winter 2025
8th Grade (2026)	30%	31%	32%	28%	37%
7th Grade (2027)	24% (<i>Madison</i>)	27%	32%	27%	31%
6th Grade (2028)	(<i>Madison</i>)	(<i>Madison</i>)	(<i>Madison</i>)	31%	36%

Goal #3	Science Achievement	70% of 8th graders at or above 70th percentile on ISA			
2023-2024	2024-2025	2025-2026			
46.6% proficient +	47.0% proficient +	TBD - Spring 2026			

Goal #4	Social/Emotional Learning		10% decrease in absenteeism		
Subgroup	2023-2024	Q1: 2024-2025	Q2: 2024-2025	Q1: 2025-2026	Q2: 2025-2025
Chronically Absent <10%	27%	19.93% (120)	22.24% (129)	25.7% (142)	28.5% (160)
Chronically Absent <20%	NA	NA	NA	8.0% (45)	7.5% (42)
IEP <10%	35.85%	22.52%	24.55%	5.7% (32)	5.8% (33)
Low Income <10%	34.45%	28.53%	32.48%	NA	NA
ESL <10%	26.09%	21.05%	21.05%	NA	NA
Reg Ed <10%	21.52%	19.33%	21.70%	19.7% (110)	22.7% (127)

Goal #5	Culture & Climate		
MTSS	Staff Culture	Student Engagement	Community Engagement
EduClimber	Social Committee	Club and Activity Task Force *Book Club (Fall '25) *Fishing Club (Spring '26)	Spelling Bee & Book Fair Committee
Student Achievement Task Force	Staff Luncheons	Positive Office Referral	Public Relations Committee
Student Attendance Task Force	Staff Spirit Days	Student Incentives	Family & Community Engagement Committee
Student Discipline Task Force	Monthly New Teacher Support Program	CPI – Reframing Behavior	Safety Committee & STAT Team
SAEGRS/ Second Step	Facilitators/BLT	Curriculum Committee	Wellness Committee

Discipline Data						
	1 st Quarter Students with Referrals	1 st Semester Students with Referrals	1 st Quarter Total Number of Referrals	1 st Semester Total Number of Referrals	Year End	
					#Students	#Referrals
2022-2023	97	260	329	760	361	1,685
2023-2024	92	185	261	641	256	1,130
2024-2025	90	137	248	531	214	1,110
2025-2026	72	125	239	482	TBD	TBD

1 st Semester Trends – Top 3 in each category (Total # of Referrals)						
Hour	9:00am (80)	12:00pm (74)	2:00pm (59)	Day	Tuesday (113)	Thursday (99)
Month	September (148)	November (135)	October (102)	Offense	Disrespect/Insubordination (117)	Class Disruption (104)
Grade	7 th (222)	6 th (163)	8 th (97)			

CPI Reframing Behavior Initiative

RMS has begun implementing a CPI Reframing Behavior training plan in collaboration with our CPI Reframing Behavior Education Consultant. Staff members completed the online introductory course over the summer, and administration will now lead five follow-up sessions to review and deepen understanding of the material. The purpose of Reframing Behavior is to shift our perspective, awareness, actions, and relationships when addressing student behavior. Session 1 took place during the January 5th SIP Day and focused on understanding the neuroscience behind behavior and how the brain functions. By exploring each component of Reframing Behavior, staff will be better equipped to support and interact with students in a positive and effective manner. We look forward to seeing this approach in action as we continue to support both our staff and students.