

Centennial Elementary SIP 2026-2027

Centennial Elementary School
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Streator, IL 61364
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Streator Elementary District 44
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SCHOOL DISTRICT MISSION STATEMENT

We're Building a Better World, One Student at a Time.

SCHOOL DISTRICT VISION STATEMENT

We at Streator Elementary School District 44, in cooperation with the community, using a wide variety of opportunities and experiences, will provide a comprehensive curriculum designed to help all students reach their full potential, become life-long learners and productive members of society.

DEMOGRAPHIC INFORMATION

District: Streator Elementary School District consists of three attendance centers. Kimes Elementary School houses the District's Preschool program, Kindergarten, and First Grade. Centennial houses Second, Third, and Fourth Grades, and Northlawn houses Fifth, Sixth, Seventh, and Eighth Grades. District enrollment is 1515. District demographics are as follows: 60.4% white, 6% black, 7.9% racially mixed, 25% Hispanic, 0.05% Asian and 0.1% American Indian and Pacific Islander 0.05%. ML students represent 10.6% and IEP students 17.9% of the population respectively.

School: Centennial Elementary houses Second, Third, and Fourth Grade. The population as of July 2026 is 463 students. The racial/ethnic background was 58.4% white, 7% black, 23.6% Hispanic, 9.9% mixed race and 0.4% Asian. ML students represent 9.7%, and IEP students represent 18% of the school population.

Centennial Elementary houses the district's cognitively Impaired program for Kindergarten through Third Grade. There are also two other self-contained special education classes.

Employees include 1 Principal, 1 Assistant Principal, 20 FT regular education teachers, 3 FT special education resource teachers, 4 FT self-contained special education teachers, 2 FT speech teachers, 1 FT ML teacher and 1 shared FT ML teacher. 1 FT shared art, 1 FT music, and 1 FT PE. 1 FT nurse, 13 classroom aides, 4 full time reading aides, 1 FT reading interventionist, 1 FT math interventionist, 3 behavior interventionists, and 1 FT social worker.

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Curriculum and Programs:

Curriculum is aligned to the state standards. Professional development has recently focused on aligning curriculum to the English Language Arts and Mathematics Common Core Standards. Daily instruction is given in the core subjects of language arts, math, science, and social studies. Students also receive weekly instruction in art, music, and physical education. Students also have access to computers and library services

New ELA materials and Social Studies materials were purchased for use Districtwide beginning with the 2020-2021 school year. At Centennial, ELA Wonders and Impact Social Studies materials are used. Both platforms are supported by McGraw Hill. All grade levels use the Go Math curriculum.

All students have chromebooks assigned to them by the District. Use is monitored through iBoss and our Learning Management System Google Classroom.

The **MTSS process** is coordinated through the district's school psychologist and involves the principal, Title I teacher-leader, special education teacher, and regular education teachers. All students are benchmarked using AIMSweb Plus math and reading probes in the fall, winter, and spring. Grade level teachers meet with the MTSS team every six weeks to discuss student progress. At these meetings, with the use of AIMSweb Plus data along with other data (IAR, STAR, math fact timings, and/or teacher developed assessments and observations), the team makes decisions on student intervention needs. Students who receive interventions, along with all special education students, are progress monitored every two weeks using AIMSweb Plus probes.

The **Title I** program is supported by one full time reading teacher, and four part time aides. This group provides differentiated instruction to 100-150 Second, Third, and Fourth Grade students each year. Some of the interventions used by the Title I teachers include the WonderWorks McGraw Hill component, Great Leaps, Lexia, UFLI, Learning Ally, and 6-minute Solutions. Individualized skill practice is enhanced by computer technologies.

Centennial School has worked diligently in an effort to meet the **social-emotional** needs of its students. BIST (Behavior Intervention Support Team) continues to be implemented by all staff. We fully implemented Suite 360, which is an online program that teaches social emotional skills through lessons and class discussion. Alternative recess options have been developed to promote student choice, and Behavior Interventionists are available to work with students through emotional difficulties that present themselves throughout the day. Teachers work together to support each other with challenging situations. Our school community feels a shared responsibility to mentor students and works to motivate all students to make good choices.

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SCHOOL IMPROVEMENT GOALS

Goal 1

By Spring 2027, 68% of Centennial Elementary School students will meet or exceed grade-level reading benchmarks as measured by AIMSweb Plus.

For Reading, students will be benchmarked each trimester.

Students will receive targeted reading instruction and interventions based on individual needs, including:

- STAR Reading
- Accelerated Reader (AR)
- UFLI Foundations
- Lexia Core5
- Heggerty Phonemic Awareness
- Teacher-led small group instruction

Strategies for Goal 1

- Provide ongoing, data-driven professional learning for teachers to strengthen evidence-based reading instruction and intervention practices.
- Administer AIMSweb Plus benchmark assessments each trimester and use results to identify students needing additional support or enrichment.
- Monitor student progress consistently throughout each trimester using progress-monitoring tools to ensure interventions are effective.
- Review student data through the RTI process to make timely instructional and intervention decisions.

Goal 2

By Spring 2027, 68% of Centennial Elementary School students will meet or exceed grade-level math benchmarks as measured by AIMSweb Plus.

For Math, students will be benchmarked each trimester.

Students will receive targeted reading instruction and interventions based on individual needs, including:

- Happy Numbers
- Rocket Math
- Xtra Math

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- Small Groups
- Touch Math

Strategies for Goal 2

- Provide ongoing, data-driven professional learning for teachers to strengthen evidence-based reading instruction and intervention practices.
- Administer AIMSweb Plus benchmark assessments each trimester and use results to identify students needing additional support or enrichment.
- Monitor student progress consistently throughout each trimester using progress-monitoring tools to ensure interventions are effective.
- Review student data through the RTI process to make timely instructional and intervention decisions.

Goal 3

By the end of the 2026–2027 school year, Centennial Elementary School will provide three engagement opportunities that promote student engagement. 70% of students will report that the program increased their engagement and interest in learning as measured by student surveys.

Strategies for Goal 3

- Identify and recruit staff members to develop and facilitate enrichment opportunities.
- Survey students during the first trimester to identify interests and desired enrichment areas.
- Develop and launch at least three enrichment opportunities (examples: STEM, art, coding, leadership, robotics, book club, service learning, drama, chess, or music).

Other Information

Highly Qualified: One hundred percent of Centennial School's teachers are considered Highly Qualified based on the qualifications put forth by the Every Student Succeeds Act (ESSA) and the ISBE. The district administrators screen and audit all certified staff and paraprofessional applicants and personnel files to ensure teacher candidates are highly qualified with proper credentials. The internal screening/audit occurs prior to offering an employment contract, and on an ongoing basis to update employee status with statute. As an external application to this practice, the Regional Office of Education conducts compliance visits on a regular rotation schedule to verify credentials and highly qualified status.

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Professional Development: Streator Elementary District makes the following provisions for staff development opportunities: Planned in-service programs, release time, consultants, courses, seminars and workshops (inside and outside the district), visitations to other classrooms/attendance centers, and grade level strategic planning meetings. The inservice/training is provided throughout the school year and focuses on district initiatives including, but not limited to, social/emotional needs, reading and math best practices, brain based research, technology, data analysis, Common Core Standards, IAR, and ELL services and SEL services.

Strategies to Increase Parental Involvement: Centennial School offers traditional activities, when possible, such as Family Reading and Math Nights, Parent/Teacher conferences, Scholastic Book Fairs, Classroom Parties, Field Trip Chaperoning, and Backpack Night. At the family Reading Nights and BPAC meetings, the materials are more extensive and include opportunities for children to do activities on the computer, iPad or crafts with their families.

School programs such as BIST are associated with a behavioral support program that teaches students missing skills they need to succeed. Classroom DoJo is used in daily parent communication with teachers, assistant principal, and principal. Parent-teacher conferences are scheduled at the end of the first trimester. Parents are contacted as needed by teachers throughout the year. Data sheets that include AIMSweb Plus benchmarking data are sent home three times each year. This all increases communication and parent knowledge, and allows parents to be more informed regarding school processes. Further communication attempts include newsletters, websites, notices, message alerts and Facebook.

To increase reading involvement at home, each Centennial student received a booklet with strategies to use at home with families. Each student is also issued a Chromebook to use at home for learning.

We have parental involvement at all grades. Frequently our teachers and administration make phone calls reaching out to parents to help with activities at school.

The **Bilingual Parent Advisory Committee (BPAC)** consists of English as a Multilingual Learners (ML) teachers and parents who have children in the program. The committee meets a minimum of four times per year to discuss educational matters and concerns with the ML teachers. ML teachers, parents, other educators, and community members are also encouraged to participate in the committee. All parents are welcome to attend these meetings. To best represent the district, two parents from each school are requested to attend. The committee plans school and district activities to increase cultural involvement and cultural understanding. In an effort to meet the needs of our Multilingual Learner population, attempts are made to translate forms/letters.

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Participation in BPAC includes:

- Helping to evaluate and develop District 44's ML Program
- Promoting the program throughout the community
- Serving as liaisons between the community, school, and district
- Participating in local school activities
- Serving as volunteers for building level and district level activities

Preschool Transition Strategies: District 44 continues faculty and staff development to gain skills and knowledge about current research and best practices that improve outcomes for students and families. Preregistration and registration are held in an effort to get information to parents. Screening during registration has increased teacher understanding of student abilities. Communication between Centennial Elementary School and Kimes School, which houses the "at risk" preschool and ECE early learning programs, the Streator Head Start program, and the local daycares, has assisted in the transition of students. Parents are encouraged to attend orientation with their children in an effort to familiarize both parent and student to school processes.

Teacher Participation in Making Assessment Decisions: Streator Elementary School District 44 uses AIMSweb and reading probes to benchmark all K-5 students three times each year. IAR testing is used for grades 3-8. Reading assessments that correlate with the McGraw Hill reading series are completed by each grade level. At Centennial School, the School Improvement Team, with input from all teachers, decides on what additional assessments will be used to determine student growth and need. These assessments are included on a data form and presented to parents three times a year along with the AIMSwebPlus data. All data is brought to a grade level meeting every 6 weeks to determine intervention needs. Individual data is combined into overall classroom data that is analyzed by teachers, grade level partners, and the School Improvement Team to inform and improve instructional decision making.

Ensuring Students get Necessary Assistance: All District 44 K-8 students are benchmarked three times a year using AIMSweb Plus math and reading probes. Centennial uses other measures such as STAR, Early Star, math fact timings, and writing assessments.

Students who do not meet grade level expectations receive intervention outside of Core instruction. These interventions typically include small group targeted instruction and/or individualized instruction according to need. Some materials used include WonderWorks, Jolly Phonics, Great Leaps, 6-Minute Solution, and Lexia. Computer programs and iPad Applications help to target specific skill practice and motivate students. Students receiving intervention along with students who have an IEP are progress monitored every two weeks.

Grade level teams along with the social worker, school psychologist, special education teachers, Title I teacher, math interventionist and principal meet every six weeks to discuss student progress. Teacher input combined with all data collected is discussed and used in

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making decisions regarding student services. Students who are not making sufficient progress may receive a change in the services.

ACADEMIC DATA:

2025 Spring IAR Scores:

3rd Math: 720, state average was 732

3rd ELA: 713, state average was 730

4th math: 722, state average was 732

4th ELA: 721, state average was 736

2026 Spring AIMS Scores:

2nd Grade Reading 74% at grade level. Math 75% at grade level

3rd Grade Reading 76% at grade level. Math 74% at grade level

4th Grade Reading 66% at grade level. Math 61% at grade level

Designation: Centennial was designated a commendable school and is currently on a four year period of school improvement status.

For 2026-2027, metrics will include AIMSweb Plus reading and math, STAR reading, IAR, and 5 Essentials Climate Survey.