

Northlawn Junior High SIP 2026-2027

Northlawn Jr High School
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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, to become lifelong 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 as of May 2026 was 1439. District demographics are as follows: 60.4% White, 6% Black, 7.9% two or more races, and 25% Hispanic. ML students represent 10.6% and IEP students 21.9% of the population, respectively.

School: Northlawn houses fifth, sixth, seventh, and eighth grades. Building demographics are as follows: 61.1% White, 4.7% Black, 8.4% two or more races, 25% Hispanic, ML students represent 9.5% and IEP students 19.9% of the population, respectively.

Fifth grade students were moved to the Northlawn building at the end of the 2012–2013 school year. Beginning in the 2026–2027 school year, fifth grade will transition to a traditional bell schedule aligned with the existing 6th–8th grade structure. Northlawn currently serves approximately seven fifth grade classrooms and offers six sections of each core subject area across grades 6–8. Northlawn also houses the district's Fourth through Eighth Grade Cognitively Impaired programs as well as four other self-contained special education classes.

Employees include 1 Principal, 1 Assistant Principal, 43 full-time teachers, 1 full-time speech teacher, 1 full-time reading and math interventionist, along with part-time ML, art, nurse, 13 teaching assistants, 3 full-time school counselors, 1 Learning Adjustment Supervisor, 3 office staff, 6 custodians, 15 cafeteria & supervisory staff, and 3 behavior interventionists.

CURRICULUM AND PROGRAMS

The curriculum is aligned with the state standards. Professional development has 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, social studies and physical education. At the fifth-grade level, students also receive weekly instruction in art and music. Grades six through eight participate in Exploratory Classes. Exploratory classes Family & Consumer Sciences, and Art were reinstated for 2020-21. World Cultures class joined the exploratory rotation for 2021-2022. Students also have access to computers, library services, and band.

New ELA materials and Social Studies materials were purchased for use Districtwide beginning with the 2020-21 school year. Currently Northlawn, fifth-grade students use Wonders ELA and Impact Social Studies materials. Sixth, Seventh, and Eighth Grades use StudySync ELA and Networks Social Studies materials. Both platforms are supported by McGraw-Hill. We will be continuing our previous ELA platforms for the upcoming school year and are currently in the process of choosing new materials that will be piloted during the second trimester.

Math and Science curricula were reviewed during the 2021-2022 school year. McGraw-Hill's Inspire Science will be used in Grades 5 - 8. For math, Fifth Grade began the revised GoMath! programming beginning in Fall 2023. Grades 6 - 8 use McGraw-Hill's Reveal Math program beginning in Fall 2022.

The district has a plan to evaluate and update curriculum on a yearly rotation.

All students have Chromebooks assigned to them by the District. Use is monitored through Securely, Securely E-pass, and our Learning Management System, Google Classroom.

The **MTSS process** is coordinated through the district's school psychologist and involves the principal, assistant principal, interventionist, school counselors, special education teachers, and regular education teachers and addresses SEL and academic needs. Our district strives to use a whole child approach to this process. All students are benchmarked using AIMSweb Plus math and reading probes in the fall, winter, and spring. STAR reading data is collected to be used for the Accelerated Reader Program and to provide long-term data as students transition to high school.

Grade-level teachers and the interventionist meet in an Academic Success data team every six weeks to discuss student's academic progress. At these meetings, with the use of AIMSweb Plus data, STAR data, along with other data (IAR, 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 AIMSwebPlus probes or STAR reading. Parents are notified via letter regarding the specific student intervention needs. The Student Success team does a deep dive into SEL needs and offers general education classroom interventions appropriate for students' needs.

The **Title 1** program is supported by one full-time interventionist and three part-time aides. The resources primarily focus on Mathematics as well as the use of SRA Pre-Algebra and SRA Basic Math, and continued math intervention (including Corrective Math). Reading interventions include Read Live, Lexia, and Sopris Rewards. Aides assist directly with all grade-level students. In 2022-2023, new math materials for Grades 6 - 8, including personalized learning programs, will complement the math curriculum. Grade 5 will utilize a personalized learning program in conjunction with existing materials. In 2023-2024, existing Grade 5 math (GoMath) materials were replaced by updated, enhanced GoMath revisions.

Northlawn Junior High School (NJHS) is committed to supporting the social-emotional needs of all students through a comprehensive system of support. All students participate in the Tier 1 social-emotional learning program, usually during Advisory, and benefit from assemblies and activities that promote positive social-emotional development. Students needing additional support are identified through the MTSS process and may receive targeted interventions from school counselors through individual or small-group counseling. A Behavioral Interventionist is also available to assist students experiencing social-emotional or behavioral challenges throughout the school day. Through collaboration among counselors, teachers, and support staff, NJHS utilizes evidence-based behavioral practices and interventions to create a safe, supportive, and inclusive learning environment where all students can succeed academically, socially, and emotionally.

SCHOOL IMPROVEMENT GOALS

Background Information:

The special education subgroup was "underperforming" in Spring 2024.. "Underperforming groups identified in 2024 were Black and English Learners. Examination of data and student needs has led to the following plans to increase student achievement.

- Professional development will assist in overall knowledge of how to use differentiation effectively. The effort is to expose all students to grade-level materials/skills while

meeting individual needs with a rigorous curriculum.

- Increase the number of co-taught classes to expose more special education students to the regular education curriculum and expectations. Training and time for collaboration will be provided by the consultant, with outside PD also available.
- Develop an SEL program to create and maintain a safe and effective school environment. This involves the expansion of previous SEL activities to include grade-level coordination, whole-school activities, guest speakers, and work with community agencies. Students who feel physically and emotionally safe are more likely to learn.
- Through analysis of the Standards, we determined that our curriculum materials need to be adjusted to be more aligned with the standards. Horizontal and Vertical alignment of curriculum and change in curriculum materials will assist teachers in specifically focusing on prioritized needs.

School Improvement Goals for 2026-27

Goal 1

The number of students who perform at the 26th percentile or higher on Math AIMSweb will increase to 65%.

Students will be benchmarked each trimester with Aimsweb Plus. All students not meeting grade-level expectations progress are monitored every 6 weeks.

Strategies include: Waggle (grade 5), ALEKS (grades 6 - 8), IXL, and interventions provided by GoMath! material and REVEAL. Implementation of caseloads for teachers with weekly data collection of student progress.

2026-27 Strategies for Goal 1

- Provide professional development opportunities as necessary. This includes new material, Waggle (grade 5), ALEKS (6 - 8), and REVEAL math curriculum (6-8).
- Provide some planning time for co-teachers. Continue implementing co-teaching SS, ELA, math, and science classes in the 6th-8th grade and start 5th grade
- Provide professional development opportunities in areas to assist our subgroup populations (ML and special education) and content teachers to enhance curricular experiences.
- Students will practice weekly IAR-type questions to enhance exposure to test content.
- Students will be benchmarked each trimester and progress monitored throughout the trimester.

Goal 2

The number of students who perform at the 26th percentile or higher on ELA AIMSweb will maintain at or above 70%.

- Provide professional development opportunities as necessary. This includes new

material which will be determined after the district pilot during T2.

- Provide some planning time for co-teachers. Continue implementing co-teaching SS, ELA, math, and science classes in the 6th-8th grade and start 5th grade
- Provide professional development opportunities in areas to assist our subgroup populations (ML and special education) and content teachers to enhance curricular experiences.
- Students will practice weekly IAR-type questions to enhance exposure to test content.
- Students will be benchmarked each trimester and progress monitored throughout the trimester.

OTHER INFORMATION

Highly Qualified: One hundred percent of Northlawn Jr High's teachers are considered Highly Qualified based on the qualifications put forth by the No Child Left Behind Act 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 before offering an employment contract, and on an ongoing basis to update employee status with the statute. As an external application to this practice, the Regional Office of Education conducts compliance visits to verify credentials and highly qualified status. The ROE compliance visits are made on a regular rotation schedule.

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 in-service/training is provided throughout the school year and focuses on district initiatives, including, but not limited to, SEL, reading and math best practices, brain-based research, technology, data analysis, differentiation, co-teaching, Common Core Standards, and ML services.

Strategies to Increase Parental Involvement: Northlawn Jr High School offers traditional activities such as Fine Arts Nights, Reading Nights, and Parent/Teacher conferences. During these activities, parents are presented with materials (literature, websites, activities, etc.) that assist parents in helping their children.

Parent-teacher conferences are scheduled at the end of the first trimester. Parents are contacted (other than conferences) as needed by teachers. Data sheets that include AIMSweb Plus benchmark and STAR reading 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 websites, teacher/parent apps, email, and parent access to online grades.

The Bilingual Parent Advisory Committee (BPAC) consists of Multilingual Learner (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. 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. To meet the needs of our ML population, attempts are made to translate forms/letters.

Participation in BPAC includes:

- Helping to evaluate and develop District 44's Multilingual Learner (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

Teacher Participation in Making Assessment Decisions: Streator Elementary School District 44 uses AIMSweb Plus math and reading probes to benchmark all K-8 students three times each year. IAR test data is used for grades 3-8, and the Illinois Science Assessment for grades 5 and 8. The School Improvement Team, with input from all teachers, decides on what additional assessments will be used to determine student growth and need.

Ensuring Students Get Necessary Assistance: All District 44 K-8 students are benchmarked three times a year using AIMSweb Plus reading and math. 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 are the Wonders program (McGraw-Hill), Jolly Phonics, Great Leaps, 6-Minute Solution, Sopris Rewards, Lexia, Rocket Math, and Corrective Math. Computer programs and applications help to target specific skill practices and motivate students. Students receiving interventions, along with students who have an IEP, are progress-monitored every two weeks.

Grade-level teams, along with the school counselors, school psychologist, special education teachers, and principal, meet every four-six weeks to discuss student progress. Teacher input, combined with all data collected, is discussed and used in making decisions regarding student services. Students who are not making sufficient progress may receive a change in the services.

ACADEMIC DATA

2026 Spring IAR Scores:

5th Grade Reading 41% M/E, 5th Grade Math 15% M/E

6th Grade Reading 35% M/E, 6th Grade Math 13% M/E

7th Grade Reading 45% M/E, 7th Grade Math 15% M/E

8th Grade Reading 47% M/E, 8th Grade Math 22% M/E

2026 Spring AIMS Scores

Unavailable

2025 Spring IAR Scores:

Unavailable

2025 Spring AIMS Scores:

5th Grade Reading 65% at grade level, 5th Grade Math 60% at grade level, 6th Grade Reading 77% at grade level, 6th Grade Math 71% at grade level 7th Grade Reading 74% at grade level, 7th Grade Math 59% at grade level 8th Grade Reading 62% at grade level, 8th Grade Math 63% at grade level

Designation: Based on FY24 data, Northlawn was designated a targeted school for 2024-2025.