

Kimes Elementary SIP 2025-2026

Myrtle Kimes Elementary School
1207 Reading Street
Streator, IL 61364
Phone: 815-672-2496
Principal: Heather Ketcham
Assistant Principal: Chris Kirkpatrick

Streator Elementary District 44
1520 N. Bloomington Street
Streator, IL 61364
Phone: 815-672-2926
Superintendent: Dr. Jeffrey Alstadt

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 of experiences, will provide a comprehensive curriculum designed to help all students reach their full potential, become life-long learners and productive members of society.

KIMES ELEMENTARY SCHOOL VISION STATEMENT

At Kimes School, we are driven to create a positive and accepting environment, inviting individual exploration and school wide success.

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 October 1, 2022 is 1549. Current District demographics are as follows: 60.8% white, 6.1% black, 8.2% racially mixed, 24% Hispanic, 0.6% Asian, 0.2% American Indian or Alaska Native and 0.1% Other Pacific Islander. LEP students represent 9% and IEP students 21% of the population respectively.

School: In 2017-2018 year, Kimes School became an Early Childhood Center (PK, K and First Grade). The population as of October 1, 2022 is 458 students. The racial/ethnic background is 62.7% white, 6.1% black, 22.7% Hispanic, 7.6% mixed race, and 0.9% Asian. LEP students represent 9%, and IEP students 25% of the school population.

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Kimes houses the district Pre K program. Students attend morning or afternoon sessions five days each week. Kindergarten and First Grade students receive blended learning instruction five days a week. Overall, Kimes has 5 Pre - K classes, 7 Kindergarten classes and 7 First Grade classes.

There is one self-contained program for cross categorical students.

Full time employees include: 1 Principal, 1 Assistant Principal, 5 Preschool For All teachers, 7 Kindergarten teachers, 7 First Grade teachers, 2 Special Education Resource teachers, 1 Self-Contained Special Education teacher, 1 Title Reading teacher, 1 School Social Worker, 1 ML teacher, 2 secretaries, and 3 custodians.

Part Time employees include: 18 classroom aides, 6 individual aides, 5 Title aides, 1 nurse, 3 behavior interventionists, 1 librarian, 2 lunch servers, 8 lunch/recess supervisors.

District shared employees include: Director of Special Services, EL specialist, art teacher, music teacher, and PE teacher.

CURRICULUM AND PROGRAMS:

Curriculum is aligned to 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, and social studies. Students also receive weekly instruction in art, music, and physical education. Students have access to computers and library services.

New ELA materials and Social Studies material were purchased for use Districtwide beginning with the 2020-2021 school year. At Kimes, Kindergarten and First Grade use Wonders ELA material and Impact Social Studies material. Both platforms are supported by McGraw Hill. Math and Science curricula were reviewed during the 2021-2022 school year. Mystery Science curricula will continue to be used for Science. Accompanying science packs were purchased for hands-on exploration. Go Math will continue to be used for Math during 2022-2023. In 2023-2024, Go Math will transition to the updated learning platform and updated print/online materials. Waggle, the personalized learning program (math) will be introduced in January 2023.

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

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The **Rtl process** is coordinated through the district's school psychologist and involves the principal, Title I teacher-leader, special education teacher, social worker, EL teacher, and regular education teachers. All students are benchmarked using AIMSweb Plus reading probes in the fall, winter, and spring. Grade level teachers meet with the Rtl team every six weeks to discuss student progress. At these meetings, the team makes decisions on student intervention needs by using AIMSweb Plus data along with other data (Early STAR, STAR, ESGI, and teacher developed assessments and observations). 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 five part time aides. This group provides differentiated instruction to 100-150 students each year. Some of the interventions used by the Title I teachers include WonderWorks (companion to Wonders ELA), Jolly Phonics, Great Leaps, Lexia, 6-minute Solutions, and IXL for math. Individualized skill practice is enhanced by computer technologies.

Kimes School has worked diligently in an effort to meet the **social-emotional** needs of its students. To stabilize student behavior and expectations, the school has implemented a school-wide BIST philosophy. All stakeholders are involved including the lunch/recess supervisors to attend and provide insight as it affects all areas of the school. Our social worker and two RTI behavioral interventionists are available to work with students through emotional difficulties that present themselves throughout the day. Teachers have also worked together to support each other through challenging situations. Implementing buddy rooms, creating plans of success, acting as mentors/coaches to specific students, using think seats, and otherwise attempting to motivate all students into making good choices is common among faculty and staff.

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SCHOOL IMPROVEMENT GOALS:

PRE-KINDERGARTEN READING GOAL:

80% of all students will show 75% growth on IEP objectives or 20% growth on Early Learning Scale

Data: Students will show growth in the domain area of Language and Literacy by moving at least one numerical level up, on a 0-7 point scale. Data can be found on myelsonline.com per teacher classroom.

Activity/Strategy: Daily reading activities, book browse, daily writing activities, letter matching games/puzzles, letter rhyming words/songs/videos, language/writing modeling, and visual support.

Needs: Full time Paras to help with environment/set-up/toy sanitization/rotation/anecdotal note taking/visual supports.

Factors: Identified delays in IEP's.

PRE-KINDERGARTEN MATH GOAL:

80% of all students will show 75% growth on IEP objectives or 20% growth on Early Learning Scale

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Data: Students will show growth in the domain area of Math by moving at least one numerical level up, on a 0-7 point scale. Data can be found on myelsonline.com per teacher classroom.

Activity/Strategy: Daily counting activities in whole/small groups, number/quantity exposure in all centers, number/counting games in centers, number matching/puzzles, modeling counting and writing numbers, and visual support.

Needs: Full time Paras to help with environment/set-up/toy sanitation/rotation/anecdotal note taking/visual support.

Factors: Identified delays in IEP's.

PRE-KINDERGARTEN SOCIAL EMOTIONAL GOAL:

80% of all students will show 75% growth on IEP objectives or 20% growth on Early Learning Scale

Data: Students will show growth in the domain area of Social Emotional by moving at least one numerical level up, on a 0-7 point scale. Data can be found on myelsonline.com per teacher classroom.

Activity/Strategy: Purposeful People Social Emotional Curriculum, social stories, visuals, modeling, routines, consistency, and BIST

Needs: Full time Paras to help with environment/set-up/toy sanitization/rotation/anecdotal note taking/visual supports/and high needs of socially emotionally delayed students.

Factors

Home Environment, Lack of Exposure, Family Support, Lack of Self-regulation, Number of students with high needs, and identified delays in IEP's.

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KINDERGARTEN READING GOAL:

75% of all students will identify 21 out of 26 letter sounds or meet at least 75% growth on the IEP objectives by the end of the school year.

Data: Early Star, STAR, AIMSweb Plus, CBM, Dolch Sight Words, ESGI

Activity/Strategy: Wonders, Title 1 Support, IXL Grammar, Lexia, Heggerty, Websites (Starfall, ABCya, Story Online, Waltke's Web), Small Groups, Peer Support, AR, Decodable Readers, Weekly Readers

Needs: Small class sizes, paraprofessionals, one more section, space, sensory hallway, separate room for specials.

KINDERGARTEN MATH GOAL:

85% of all students will average 75% growth or better when identifying numbers 0 to 20 correctly or meet at least 75% growth on the IEP objectives by the end of the school year.

Data: ESGI, Report Card, Chapter Test

Activity/Strategy: Go Math Curriculum, Centers, Moby Max, SumDog, manipulatives, teacher-created resources, and differentiated activities

Needs: Same as reading.

FIRST GRADE READING GOAL:

75% of in person First grade students will earn 799 points or increase their Early STAR score by 100 points by the end of the year.

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Data: Early Star, STAR, AIMSweb Plus, CBM, Dolch Sight Words, ESGI

Activity/Strategy: Wonders, Title 1 Support, IXL Grammar, Lexia, Heggerty, Websites (Starfall, ABCya), Small Groups, Peer Support, AR, Decodable Readers, Weekly Readers

Needs: Small class sizes, paraprofessionals, space, sensory hallway

FIRST GRADE MATH GOAL:

80% or better of all first grade students will correctly write their numbers up to 120 on a number chart.

Data: Report Card, 120 number chart

Activity/Strategy: Go Math, Math Centers, Manipulatives, Small Groups, Peer Support

Needs: Go Math Workbooks, Manipulatives, Resource Support, Parapro Support

KINDERGARTEN AND FIRST GRADE SOCIAL EMOTIONAL GOAL:

80% of all students will achieve M or E in all Social/Emotional categories.

Data: Report Card

Activity/Strategy: Tom and Tabby daily mini lessons, BIST, Individual Behavior Plans, Behavior Interventionist, Calm Down area in classroom, Sensory Manipulatives, Classroom Behavior Management Systems, SEL curriculum in Wonders

Needs: Continued BIST training, Sensory Area outside of the Classroom, Smaller Class Sizes, Continue to work on transitions from PreK to K

Factors

Attendance, Class Sizes, Family Support, High Needs, Home Environment, Internet, Absence of Parenting, Lack of Self-Regulation, Number of Students with High Needs, Physically Aggressive Behaviors, Poverty, Previous School Experience, Social/Emotional

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| Needs, Special Needs, Student Behavior/Lack of Skills needed to function in a school setting |
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OTHER INFORMATION

Highly Qualified: One hundred percent of Kimes School'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 on an ongoing basis to update status with statutes and prior to offering an employment contract. As an external application to this practice, the Regional Office of Education conducts regular compliance visits to verify credentials and highly qualified status.

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, SEL, reading and math best practices, brain based research, technology, data analysis, Common Core Standards, and ELL services. Most professional development to date has been virtual.

Strategies to Increase Parental Involvement: Kimes School offers traditional activities such as Backpack Night for First Grade and Meet the Teacher Sessions for Pre-K and Kindergarten families. Parent Involvement Events, Blessings in a Backpack, Safe Journeys Program, Musical Programs, Parent/Teacher Organization meetings and Parent/Teacher Conferences. During many of these activities, parents are presented with materials (literature, websites, activities, etc.) that assist parents in helping their child. At the Parent Involvement Day, the materials are more extensive that focus on specific reading or math skills. Backpack Night includes parents and students so that teachers are able to present parents with information and resources before the first day of school. At Parent/Teacher Fall Conferences, the Title team is available with specific reading data on all of the children so that parents can stop and chat about their child's strengths and weaknesses.

Parent-teacher conferences are scheduled at the end of the first trimester. Attendance is high. Parents are routinely contacted as needed by teachers. Teachers are available to parents through social media, email, phone calls, a direct phone number, and time dedicated

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specifically to parent/teacher meetings. Data sheets that include AIMSweb Plus benchmarking data along with alternative school benchmark data are sent home three times each year. This increases communication and parent knowledge, and allows parents to be more informed regarding school processes. Further communication attempts include school and classroom newsletters, websites, notices, radio announcements, and Facebook Page.

To increase reading involvement at home, many Kimes students received a folder containing reading tools, games, and strategies to teach parents how to help their children.

Kimes School has good PTO participation and they meet monthly. Parents are asked to volunteer for specific activities such as: room parent, volunteer at home to prepare projects, come to school to read to children, attend field trips, and help with the book fair, etc. This along with attendance of music concerts and the traditional activities listed above have helped to develop positive parent/school relationships.

The **Bilingual Parent Advisory Committee (BPAC)** consists of English as a Second Language (ESL) 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. Parents, other educators, and community members are also encouraged to participate in the committee. All parents are welcome to attend these meetings. The committee plans school and district activities to increase cultural involvement and cultural understanding. In an effort to meet the needs of our English Language Learner population, attempts are made to translate forms/letters into native languages

Participation in BPAC includes:

- Helping to evaluate and develop District 44's English Language Learner
- (ELL) 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. Kimes School houses the "Preschool for All" preschool program and we communicate regularly with the Streator Head Start program, the other local private preschool programs, and the local daycare. This has assisted in the transition of students. We hold transition meetings with parents whose children receive Early Intervention services.

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Teacher Participation in Making Assessment Decisions: 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 AIMSweb Plus benchmark 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 Kimes K-1 students are benchmarked at least three times a year using AIMSweb Plus reading probes. Kimes School uses other measures such as STAR, Early Star, math fact timings, CBMs, ESGI, 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 are WonderWorks, Jolly Phonics, Great Leaps, 6-Minute Solution, SRA, 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 teacher, Title I teachers, EL teacher and principal meet every 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. Students with speech and language deficits receive support from the speech and language paths.

DATA

Summative Designations were released in late October 2022. Kimes received a Targeted Designation and will now be included in the School Improvement Grant – year 1 planning. Data will be reviewed to determine a plan to best assist the student population.