



FY 2023 IL-EMPOWER

Orientation Meeting for Approved Learning Partners

January 25 and 26, 2023



Dr. Christine Paxson
Director
ESSA & IL-EMPOWER

Casey Wills
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Merle Siefken
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Dr. Nikki Combs
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Camilla Stewart
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Dr. Kathy Moesch
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Nick Heckel
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER

Dr. Trevor Chapman
IL-EMPOWER Coordinator
ESSA & IL-EMPOWER



Introductions



Dr. Dana Kinley

Executive Director, Center for Systems of Support



Amy Hyde

Executive Support, Center for Systems of Support



Dr. Christine Paxson

Director, ESSA and IL-EMPOWER



Pam Krushall

Program Support Specialist, IL-EMPOWER



Introductions



Nick Heckel

IL-EMPOWER Coordinator



Dr. Kathy Moesch

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Dr. Nikki Combs

IL-EMPOWER Coordinator



Dr. Trevor Chapman

IL-EMPOWER Coordinator



GOALS

Explain IL-EMPOWER and relate how it can help school leaders implement effective school improvement practices.

Explain the expectations for Approved Learning Partners in supporting the goal of building the capacity of school leaders to implement and sustain effective school improvement practices.

2015: ESSA (Every Students Succeeds Act) reauthorized Elementary Secondary Education Act (ESEA)

Focus on, and balance of, both accountability and effective supports

Underperforming and Lowest Performing schools to ensure continuous improvement in student learning

ESSA advances help and support to effectuate school improvement gains

Mission behind the fiscal resources

IL-EMPOWER is the Statewide System of Support

Authorized by Title 1, Part A, Section 1003 for School Improvement

IL-EMPOWER: Federal Grant Program

Build capacity of school leaders to implement effective school improvement practices

Goal is to enable the State's lowest performing and underperforming schools

Improve student achievement and student outcomes

What is School Improvement?



What is IL-EMPOWER?

Vision Statement: School leaders are equipped with research-based information, skills, and practices to lead districts, schools, and classrooms where each and every child receives significant opportunity for a fair, equitable, and high-quality education.

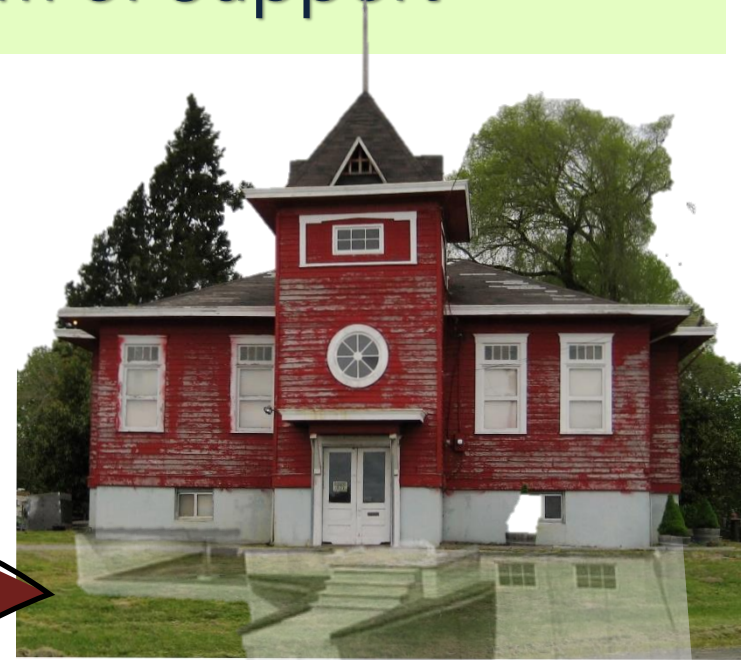
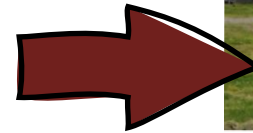
Mission Statement: The mission of IL-EMPOWER, the Statewide System of Support, is to build the capacity of school leaders to implement and sustain effective school improvement practices that improve student achievement and performance outcomes, especially in Illinois' lowest and underperforming schools.

Equity Statement: IL-EMPOWER delivers comprehensive and targeted support to the State's lowest and underperforming schools in response to Illinois' urgent and collective responsibility to achieve educational equity. Program policies support evidence-based practices that include the diverse backgrounds and life experiences of all students and families to ensure fair, equitable, and high-quality educational opportunities for each and every child.



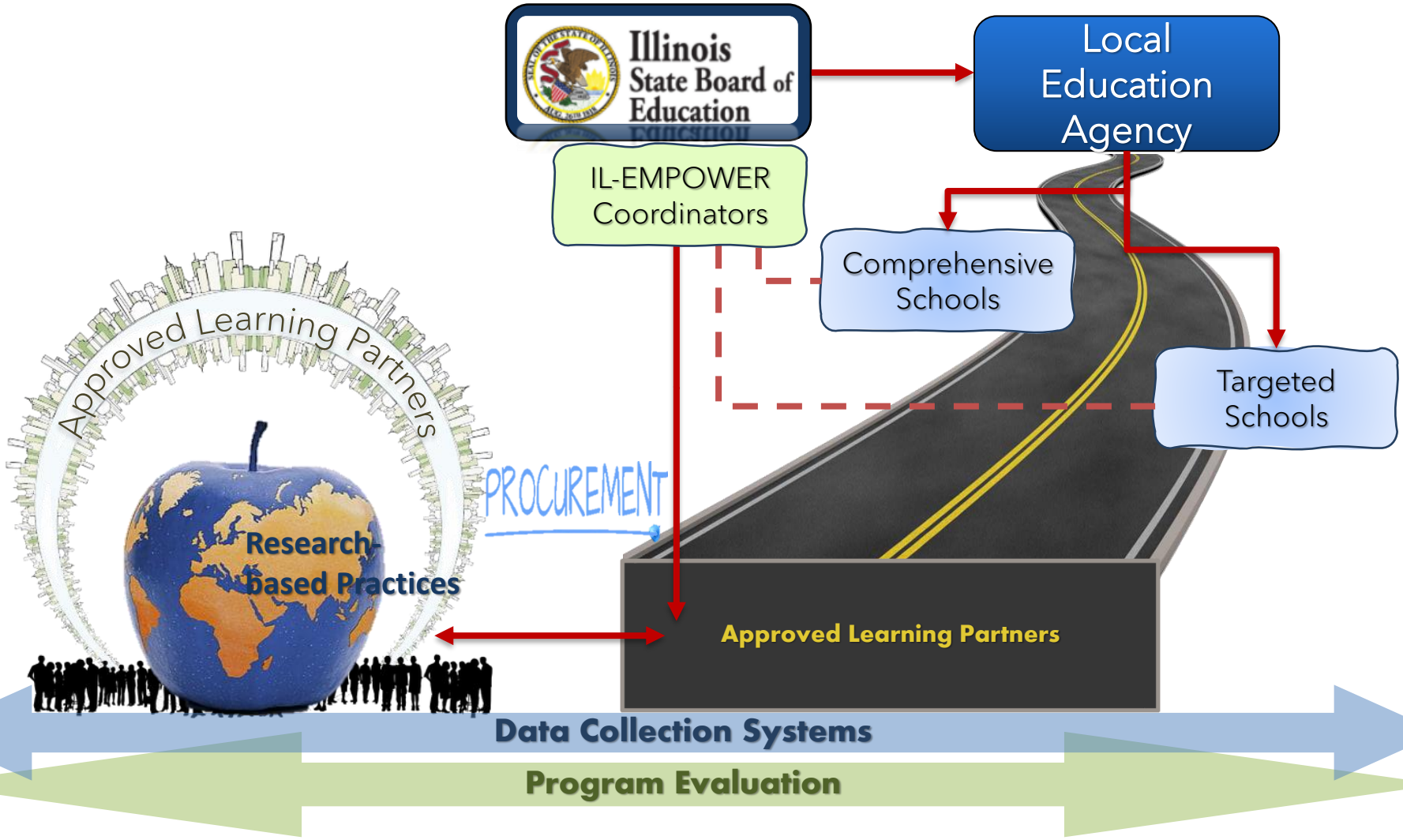
IL-EMPOWER, the Statewide System of Support

IL-EMPOWER seeks to build a strong and stable foundation of schoolwide systems by developing effective continuous improvement practices, also known as school improvement planning.





IL-EMPOWER Program Org Chart





Targeted Support and Improvement

Targeted

- Title I, Part A, Section 1003 School Improvement Grant Funds
- Topical Learning Series
- School Improvement Guidance on the IL-EMPOWER Website
- Technical Assistance from IL-EMPOWER Helpline
- Approved Learning Partner



Comprehensive Support and Improvement

Comprehensive

- Title I, Part A, Section 1003 School Improvement Grant Funds
- Topical Learning Series
- School Improvement Guidance on the IL-EMPOWER Website
- Technical Assistance from IL-EMPOWER Helpline
- Assigned IL-EMPOWER Coordinator
- Approved Learning Partner(s)



Continuous School Improvement & IL-EMPOWER website

Home > School Improvement & Accountability > Continuous School Improvement & IL-EMPOWER

SCHOOL IMPROVEMENT & ACCOUNTABILITY

Continuous School Improvement & IL-EMPOWER

- Targeted and Comprehensive Schools
- Continuous School Improvement Process
- Learning Partners
- School Improvement Topical Learning Series

RESOURCES

- FY 2023 Title I, Part A, Section 1003 School Improvement Allocations
- School Improvement Common Language
- School Improvement Fact Sheet
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SCHOOL IMPROVEMENT & ACCOUNTABILITY

CONTINUOUS SCHOOL IMPROVEMENT & IL-EMPOWER



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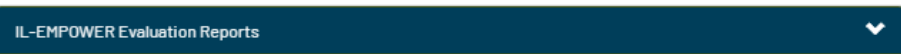
School Improvement is a continuous, collaborative process through which staff/ stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.



Newly Designated Targeted or Comprehensive Schools Start Here!



School Improvement Topical Learning Series



CONTACT INFORMATION

IL-EMPOWER Helpline
(217) 524-1817
il_empower@isbe.net

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IL-EMPOWER Helpline



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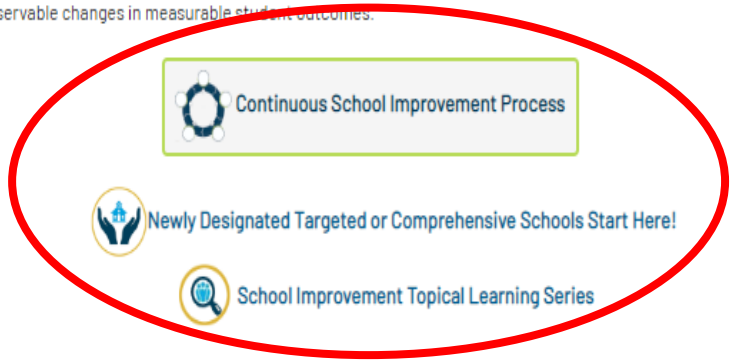
SCHOOL IMPROVEMENT & ACCOUNTABILITY

CONTINUOUS SCHOOL IMPROVEMENT & IL-EMPOWER

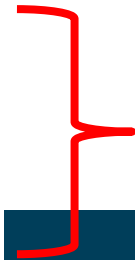


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- News and Updates
- Mission, Vision and Equity Statement
- IL-EMPOWER Evaluation Reports





School Improvement Common Language

Common language



Accountability

The process by which educators are held responsible for performance or outcomes. These expectations can be set at the classroom, school, district, state, and/or federal level.

Achievement Data

These data tell us what students have learned. These include classroom-level, benchmark, interim, and formative assessment data, as well as summative data, such as standardized test scores from annual district and state testing.

Action Plan

A formalized plan for achieving an objective that includes strategies, activities, timelines, resources, roles, and responsibilities.

Annual Meaningful Differentiation

ESSA requires all states to implement a system of Annual Meaningful Differentiation (AMD) to differentiate overall

specific feedback to teachers and students for the purpose of adjusting instruction.

- Interim Assessments – given periodically throughout the school year which provide information to educators about student learning (e.g., grade-level/course assessments).
- Summative Assessments – measure learning that summarizes what students have learned at the conclusion of an instructional segment (e.g., unit tests, final exams, and culminating projects). State assessments are considered summative assessments.

Behavioral Expectations

Expectations for appropriate behavior that have been defined, taught, and modeled.

Benchmark

As a noun, it means “a standard by which something can be measured or judged.” As a verb, it means “to measure according to a specified standard to compare and improve student outcomes.”



What is Continuous School Improvement?

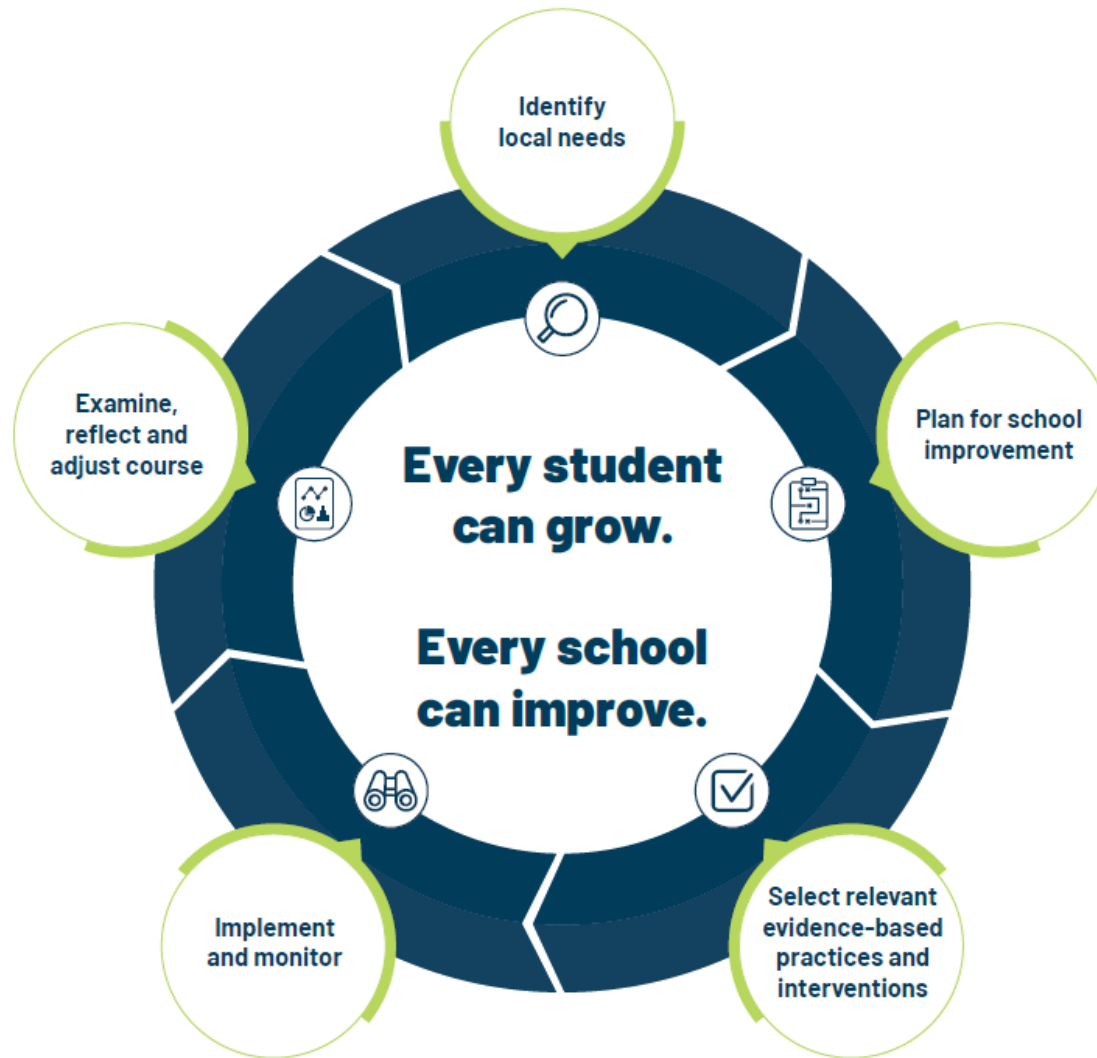


Collaborative process through which staff and stakeholders identify strengths and weaknesses of the entire school program.



Use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.

Continuous Improvement Process





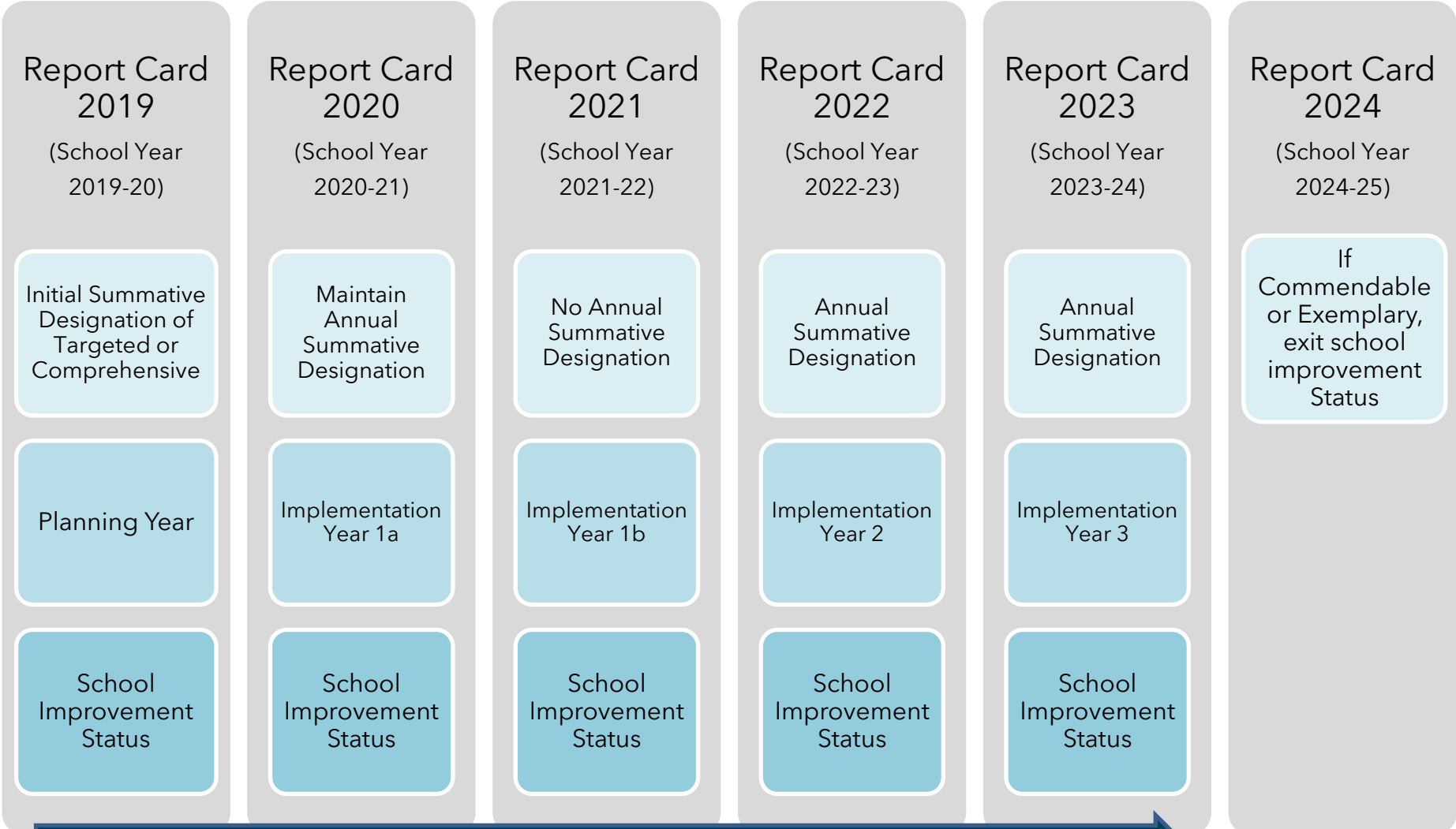
School Improvement Fact Sheet

<p>What is Annual Meaningful Differentiation?</p>	<p>ESSA requires all states to implement a system of Annual Meaningful Differentiation (AMD) to differentiate overall performance and quality of all public elementary and secondary schools. The purpose is to identify the state’s lowest and underperforming schools and prioritize funding accordingly.</p>
<p>What is the Annual Summative Designation?</p>	<p>A school’s annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support. IL has four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. https://www.isbe.net/Documents/Report-Card-2022-Support-Accountability-Fact-Sheet.pdf</p>
<p>What is School Improvement?</p>	<p>A continuous, collaborative process through which staff/ stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.</p>
<p>What is School Improvement Status?</p>	<p>Defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status begins with an initial summative designation of Comprehensive or Targeted and continues through the remaining part of the year in the planning phase of the grant and is followed by three consecutive years of implementation. Improvement status and grant funding continue for up to four years regardless of changes in annual summative designations because IL-EMPOWER is structured to support local efforts over a substantial period of time (i.e., four years). Scaffolded support of sufficient size and longevity is a fundamental tenet of Illinois’ Statewide System of Support designed to empower LEAs to effectively implement selected school improvement strategies.</p>

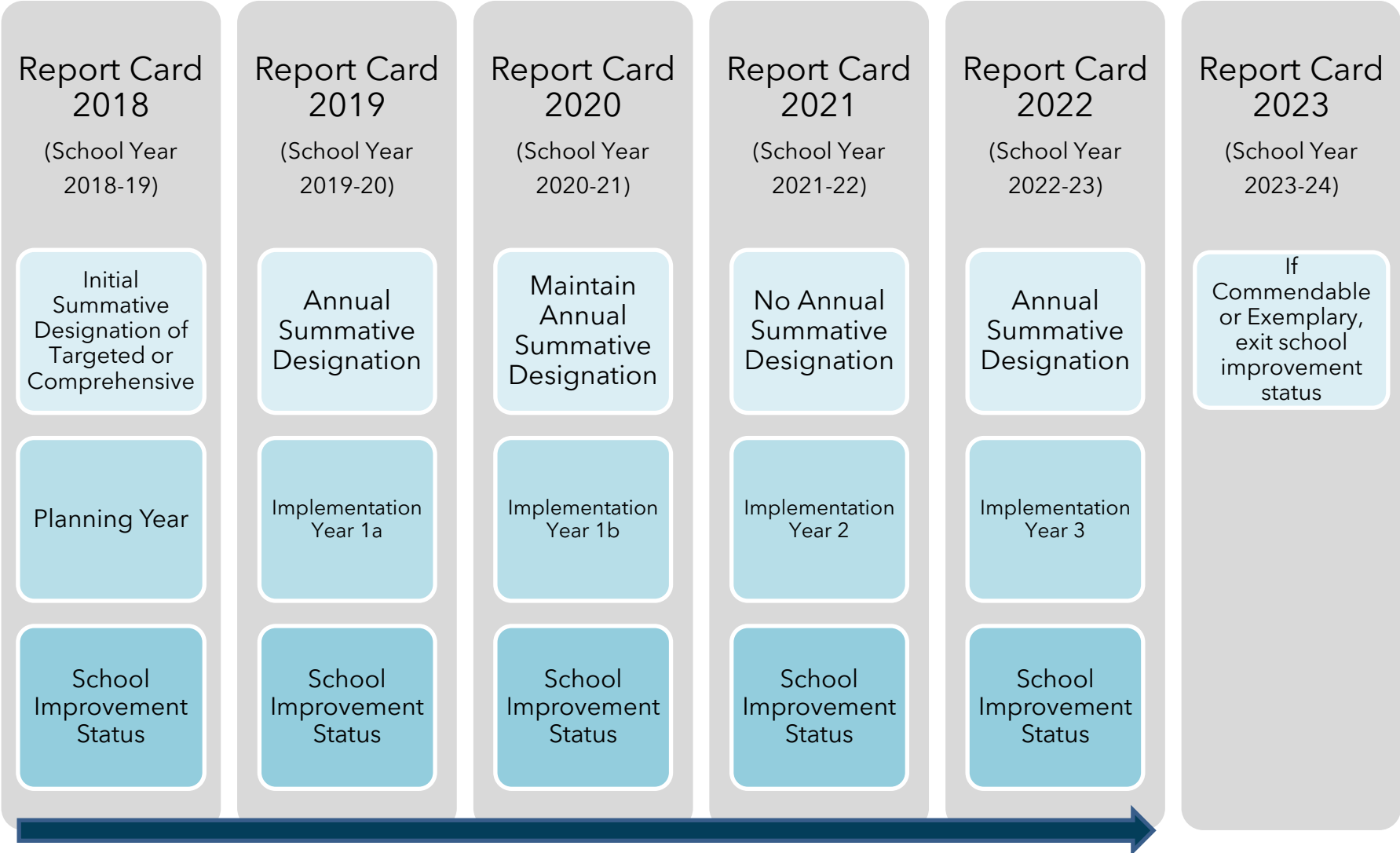
School Improvement Status – Report Card 2022



Report Card 19 (Second to Last Year of School Improvement Status)



Report Card 18 (Last Year of School Improvement Status)





School Improvement Topical Learning Series

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SCHOOL IMPROVEMENT & ACCOUNTABILITY

Continuous School Improvement & IL-EMPOWER

- Targeted and Comprehensive Schools
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Continuous School Improvement Process



Newly Designated Targeted or Comprehensive Schools Start Here!



School Improvement Topical Learning Series

News and Updates

Mission, Vision and Equity Statement

IL-EMPOWER Evaluation Reports



School Improvement Topical Learning Series

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SCHOOL IMPROVEMENT & ACCOUNTABILITY
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School Improvement Topical Learning Series

SCHOOL IMPROVEMENT & ACCOUNTABILITY

SCHOOL IMPROVEMENT TOPICAL LEARNING SERIES

Navigating the Continuous School Improvement & IL-EMPOWER Website

- [Presentation](#)

SERIES 1: GETTING STARTED WITH SCHOOL IMPROVEMENT

- [Introduction to School Improvement](#) - This video is a brief overview of IL-EMPOWER and school improvement
 - [Presentation](#)
- [Mobilizing the Statewide System of Support](#) - This video outlines how the Statewide System of Support is organized to provide guidance, support, and resources to Targeted and Comprehensive schools
 - [Presentation](#)
- [Implementing the Illinois Continuous School Improvement Process](#) - This video introduces The Illinois Continuous Improvement Process and gives an overview of the components and elements that play a critical role in successful school improvement efforts
 - [Presentation](#)
- [A Year in the Life of School Improvement](#) - This video highlights the detailed, month-by-month timeline in the resource titled A Year in the Life of School Improvement
 - [Presentation](#)
- [School Improvement Monthly Topics](#) - This video orients district and school leaders to the essential questions at the center of continuous school improvement
 - [Presentation](#)
- [School Improvement Common Language](#) - This video is an introduction to the common language of continuous school improvement
 - [Presentation](#)

SERIES 2: IDENTIFY LOCAL NEEDS

- [Identifying the School Leadership Team](#) - This video will help schools form a School Leadership Team whose focus is to develop, implement, monitor, and evaluate the School Improvement Plan.
 - [Presentation](#)
- [Understanding the Purpose of the School Level Needs Assessment](#) - This video introduces the school-level needs assessment which is administered during the planning year of newly designated comprehensive and targeted schools to launch school improvement planning processes.
 - [Presentation](#)
- [Conducting a Root Cause Analysis](#) - This video will assist the School Leadership Team in conducting a Root Cause Analysis.
 - [Presentation](#)
- [Building a Stakeholder Advisory Group](#) - This video provides guidance for forming a Stakeholder Advisory Group and explains the role filled by the SAG.
 - [Presentation](#)



Continuous School Improvement Process

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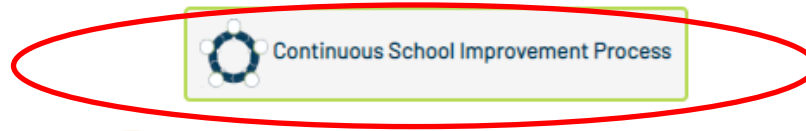
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School Improvement Topical Learning Series

News and Updates

Mission, Vision and Equity Statement

IL-EMPOWER Evaluation Reports



Continuous School Improvement

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SCHOOL IMPROVEMENT & ACCOUNTABILITY

CONTINUOUS SCHOOL IMPROVEMENT PROCESS

School Improvement is a continuous, collaborative process through which staff/ stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.



Work is facilitated by District and School leaders.

- Identify local needs
- Plan for school improvement
- Select relevant evidence-based practices and interventions
- Implement and monitor
- Examine, reflect and adjust course
- School Improvement Grant Application & Budget Guidance



Continuous School Improvement

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Continuous School Improvement Process

SCHOOL IMPROVEMENT & ACCOUNTABILITY CONTINUOUS SCHOOL IMPROVEMENT PROCESS

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This is where a Learning Partner(s) begin to provide support to schools.

- Identify local needs
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Who are the Approved Learning Partners?



50 vendors have been approved to negotiate contracts with ISBE to provide learning partner services on behalf of IL-EMPOWER, the Statewide System of Support



41 contracts have been fully executed and are present on the IL-EMPOWER Learning Partner Website



When can services begin?

After attending the required Learning Partner Orientation Webinar

IL-EMPOWER Coordinators will be assisting schools and districts with the selection of learning partners

School officials are responsible for leading continuous improvement efforts and are thereby charged with contacting learning partners directly

Please refrain from contacting IL-EMPOWER schools and districts directly to solicit business



Build the capacity of school leaders to implement and sustain effective school improvement practices

1. Districts & schools have flexibility in partner selection
 - ✓ Short-term partnerships;
 - ✓ Long-term partnerships;
 - ✓ Multiple partnerships; and/or Concurrent partnerships



IL-EMPOWER Learning Partner Website

Home > School Improvement & Accountability > Continuous School Improvement & IL-EMPOWER

SCHOOL IMPROVEMENT & ACCOUNTABILITY

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- Learning Partners**
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SCHOOL IMPROVEMENT & ACCOUNTABILITY CONTINUOUS SCHOOL IMPROVEMENT & IL-EMPOWER



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Learning Partner website is also located in the selecting Evidence-Based Practices and Interventions.

Select relevant evidence-based practices and interventions

SELECT RELEVANT EVIDENCE-BASED PRACTICES AND INTERVENTIONS

- Confirm evidence-based practices align with ESSA
- Identify approved learning partner(s)
- Learning Partner Information

Supporting Documents

- Finding Evidence-Based Practice - Use this resource to learn more about evidence-based practices aligned to ESSA requirements. Search for new evidence-based practices or verify that your current practices meet ESSA requirements.
- Learning Partner Selection Rubric - The rubric will help schools review and score proposals from Approved Learning Partners in order to select a learning partner matched to school needs.



IL-EMPOWER Learning Partner Website


SCHOOL IMPROVEMENT & ACCOUNTABILITY
Continuous School Improvement & IL-EMPOWER

Learning Partners

SCHOOL IMPROVEMENT & ACCOUNTABILITY LEARNING PARTNERS

Specific vendors have been approved by ISBE to provide learning partner services on behalf of IL-EMPOWER, the Statewide System of Support. Title I, Part A, Section 1003 School Improvement Grant funds may be used only for direct services provided by these approved learning partners. Learning partner services must be aligned to the approved school improvement plan. To assist with this alignment, schools can filter or search for available services by content expertise, topics of support, targeted audience, and student group.

Each vendor's contract outlines the services they are approved to provide. Schools can find specific information outlining vendor services, along with pricing, at the end of each contract in the sections for Appendix A and Appendix B.

The Learning Partner Selection Rubric  is designed to help schools review and score proposals they have requested from prospective learning partners in order to select a learning partner matched to the individual needs of the school.

FILTER

TOPICS OF SUPPORT

Filters are applied as they are selected.

- Leading School Improvement
- Data Analysis
- Safe and Engaging Schools and Classrooms
- Race Equity and Cultural Responsiveness
- Curriculum Audit
- Standards-aligned Curriculum
- Instructional Practices
- Professional Learning - Paraprofessionals
- Professional Learning - Teachers
- Instructional Coaching
- Leadership Coaching
- Family and Community Engagement
- Multi-Tiered Systems of Support
- Social Emotional Learning
- Shared Leadership

Search...



Number of Learning Partners that meet the criteria selected: 37
(All Learning Partners are listed by default)

CARNEGIE LEARNING, INC

Grade Range: K-12

Audience: Teachers, Paraprofessionals, Principals/Other building-level administrators, Superintendents

Student Group(s): N/A

ESSA Indicators: English Language Arts, Math

Region(s) Served: Statewide

Mode of Delivery: Face-to-Face, Virtual, Hybrid

Contact Name and Email: Julie Katruska

Executed Contract: Carnegie Learning, Inc 

CATALYST FOR EDUCATIONAL CHANGE (PREVIOUSLY KNOWN AS CONSORTIUM FOR EDUCATIONAL CHANGE)

Approve Learning Partners, please do the following:

1. Verify that the individual identified for your organization is correct.
2. If you would like to change the name and linked email to something different, please submit a request to the IL-EMPOWER helpline.



Implement and Monitor

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Learning Partner(s) may provide support to schools.

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Program Requirements for IL-EMPOWER Schools

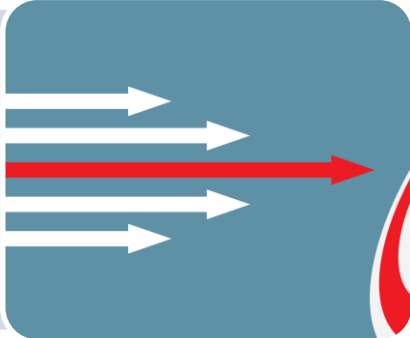
Implementation Years 1 and 2 : IL-EMPOWER schools are required to use a learning partner in implementation years 1 and 2. This means Report Card 2019 Comprehensive schools must use a learning partner in fiscal year 2023. Targeted Schools are not required to use a learning partner.

Implementation Year 3 : IL-EMPOWER schools are not required to use a learning partner in implementation year 3. This means Report Card 2018 Comprehensive schools may, but are not required to, use a learning partner in FY 2023, the final year of the grant. Targeted Schools are not required to use a learning partner.

Planning Year : IL-EMPOWER schools in the planning year cannot use Title I, Part A, Section 1003 funding for approved learning partner services. The focus of the planning year is on school personnel developing approved School Improvement Plans.



A Year in the Life of School Improvement



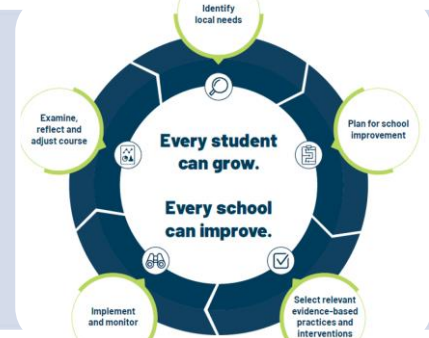
Guide the process and pacing of continuous improvement



Timeline is not absolute, but instead a guide



Planning Year: October-June



Implementation Years: May -April



A Year in the Life of School Improvement Implementation Years

Implementation



	Key activities	IL-EMPOWER coordinators	IL-EMPOWER director	ISBE	District staff	Comprehensive school principal	Targeted school principal	Approved learning partner	External evaluator
IMPLEMENTATION STAGE May	Monthly topics and tasks <ul style="list-style-type: none"> End of year data review. Survey staff on SMART goals (feedback on what staff needs for professional development specific to the SMART goals). 				Support the building principal with the monthly topics and tasks.	Facilitate discussion with school leadership team and staff on monthly topics and tasks. (Refer to Monthly Topics and Tasks with Essential Questions.)	Facilitate discussion with school leadership team and staff on monthly topics and tasks. (Refer to Monthly Topics and Tasks with Essential Questions.)		
	Annual information meeting Communicate to the districts, schools, and learning partners on allocation, allowable expenses, processes, and deliverables.	Attend meeting	Coordinate and lead meeting on requirements for program, fiscal allocations, reporting; and planning grant application writing.	Provide live webinar support.	Attend meeting	Attend meeting	Attend meeting	Attend meeting	
	<ul style="list-style-type: none"> ISBE release of grant application. Participate in annual program survey. 	Provide technical assistance (for comprehensive schools) and will approve finalized grant application and/or amendments.		Release grant application.	<ul style="list-style-type: none"> Collaborate with leadership team to complete grant application. Complete annual program survey. 	<ul style="list-style-type: none"> Collaborate with leadership team to complete grant application. Complete annual program survey. 	<ul style="list-style-type: none"> Collaborate with leadership team to complete grant application. Complete annual program survey. 		Send annual program survey to schools and districts.
	School Improvement Report (SIR) 3 opens in IWAS on May 1. The SIR 3 is due July 20.				Work on SIR in IWAS.	Work on SIR in IWAS.	Work on SIR in IWAS.		



Key Activity Example

Approved Learning Partner

- Participate in the fall data meeting
- Report on progress and impact of the services being provided
- Reflect on the scope and intensity of services

October





Continuous School Improvement

Home > School Improvement & Accountability > Continuous School Improvement & IL-EMPOWER > Continuous School Improvement Process

SCHOOL IMPROVEMENT & ACCOUNTABILITY
Continuous School Improvement & IL-EMPOWER

Continuous School Improvement Process

SCHOOL IMPROVEMENT & ACCOUNTABILITY

CONTINUOUS SCHOOL IMPROVEMENT PROCESS

School Improvement is a continuous, collaborative process through which staff/ stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.



RESOURCES

- School Improvement Common Language
- School Improvement Fact Sheet
- The Continuous School Improvement Process
- Visual School Improvement Status

- Identify local needs
- Plan for school improvement
- Select relevant evidence-based practices and interventions
- Implement and monitor
- Examine, reflect and adjust course
- School Improvement Grant Application & Budget Guidance



Examine, Reflect and Adjust Course

Examine, reflect and adjust course



EXAMINE, REFLECT AND ADJUST COURSE

- Analyze and update the following elements within the school improvement plan:
 - SMART Goals
 - Key activities, milestones, timelines, funding sources, and people responsible for implementation
 - Local assessment(s) to measure academic progress
 - Monitoring plan that includes all SMART goals

Supporting Documents

- [A Year in the Life of School Improvement \(Implementation Years\)](#) - The planning year is followed by three implementation years. Check out this highly detailed month-by-month timeline of activities for all stakeholders.
- [School Improvement Monthly Topics \(Implementation Years\)](#) - School improvement is continuous. These topics, tasks, and essentials questions guide school improvement activities.



How does IL-EMPOWER Support School Improvement in our schools?

IL-EMPOWER Coordinators

- Work Directly with Comprehensive Schools
- Expertise in School Improvement
- Technical Assistance to ALL Schools
- Guide the selection of a Learning Partner

IL-EMPOWER Webinars

IL-EMPOWER Topical Learning Series

School Improvement Resources

- School Improvement Common Language
- Continuous Improvement Process
- School Improvement Plan Template (optional)
- SMART Goals
- A Year in the Life of School Improvement
- Topical Learning Series
- Monthly Topics & Tasks



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Questions & Answers





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