



Illinois Empower-1003a

Flossie Wiley Elementary

SIP Goals:

1. Restorative Practice and Equity in Discipline-Utilize self regulation as a mechanism to reduce discipline
2. Student Literacy Excellence in Achievement-All students will improve their oral reading and comprehension
3. Positive Student, Family, and Community Engagement-All students, family, and staff will feel accepted, respected, and safe

Focus:

1. Extended day learning and additional literacy and math support
2. Zones of Regulation implemented daily along with Second Step as SEL curriculum
3. Increase opportunities for family engagement through academic evening events

FY20 Allocation: \$100,000

Dr. Preston L. Williams Jr. Elementary

SIP Goals:

1. Students Writing Across Different Genres-Students will use Writer's Workshop to evaluate and critique their work.
2. Maximize Student Class Time and Restorative Behavioral Approaches

Focus:

1. Weekly writing coaching provided through IARSS
2. Extended day opportunities for math
3. Trauma Informed Practices (TIPs PD) through IARSS

FY20 Allocation: \$114,633

Yankee Ridge Elementary

SIP Goals:

1. Students Self-Management Skills and Community Connections
2. Maximize Reading Improvement through Guided Reading

Focus:

1. Conscious Discipline Training provided to staff in August 2019
2. Professional development through IARSS to strengthen literacy/writing and promote cultural relevance topics

FY20 Allocation: \$30,000

Urbana Middle School

SIP Goals:

1. Improve math skills by increasing student engagement, improving consistency of curriculum and instruction, and assessment outcomes.
2. Improve all students' sense of belonging, safety, engagement, and ability to self regulate and manage their emotions and behaviors effectively, in order to increase their opportunity for school and life success.

Focus:

1. Create a college/career readiness environment designed to help students develop the skills they need to be successful. Special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.
2. Behavior Flip to track and restore student behaviors and provide social-emotional data to create student snapshots

FY20 Allocation: \$48,546

decoding

SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER

REPORT CARD 2019



Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the schools overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary	<ul style="list-style-type: none"> Performance in the top 10% of all schools High schools with graduation rate higher than 67% No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
Commendable	<ul style="list-style-type: none"> Performance not in the top 10% of all schools High schools with graduation rate higher than 67% No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
Underperforming	<ul style="list-style-type: none"> One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least four indicators <table border="0"> <tr> <td data-bbox="597 1226 873 1432"> STUDENT GROUPS <ul style="list-style-type: none"> Economically disadvantaged students Students with disabilities Students formerly with a disability (coming soon) English Learners Former English Learners </td> <td data-bbox="915 1226 1312 1432"> RACIAL AND ETHNIC GROUPS <ul style="list-style-type: none"> Hispanic or Latino American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White Two or More Races </td> </tr> </table> <p> Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has access to School Support Managers as part of targeted IL-EMPOWER supports</p>	STUDENT GROUPS <ul style="list-style-type: none"> Economically disadvantaged students Students with disabilities Students formerly with a disability (coming soon) English Learners Former English Learners 	RACIAL AND ETHNIC GROUPS <ul style="list-style-type: none"> Hispanic or Latino American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White Two or More Races
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Lowest-Performing	<ul style="list-style-type: none"> In the lowest-performing 5% of Title I eligible schools statewide High schools with graduation rate at or below 67% <p> Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has a School Support Manager as part of comprehensive IL-EMPOWER supports</p>		



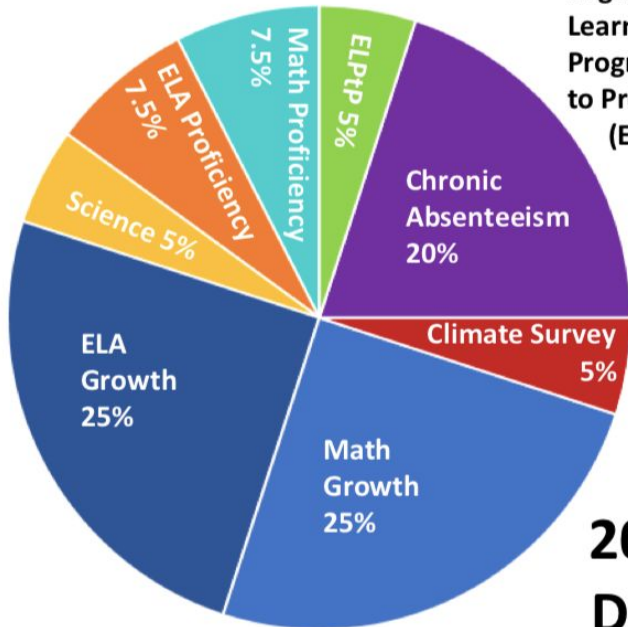
Illinois State Board of Education

Visit

isbe.net/support

K-8 Band

9-12 Band



**2019
Data**

