Statewide Framework for Success

CONTINUOUS SCHOOL IMPROVEMENT

Culture

Systems

Identify & Plan

GOVERNANCE

LEADERSHIP

STUDENT FOCUS

Examine & Reflect

Implement & Monitor

INSTRUCTION

Learning

THROUGH COLLABORATIVE LEADERSHIP TEAMS

IPA — ILLINOIS PRINCIPALS ASSOCIATION

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IASA — ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

IASB — Illinois Association of School Boards

isbe.net/Pages/School-Improvement-Plan.aspx
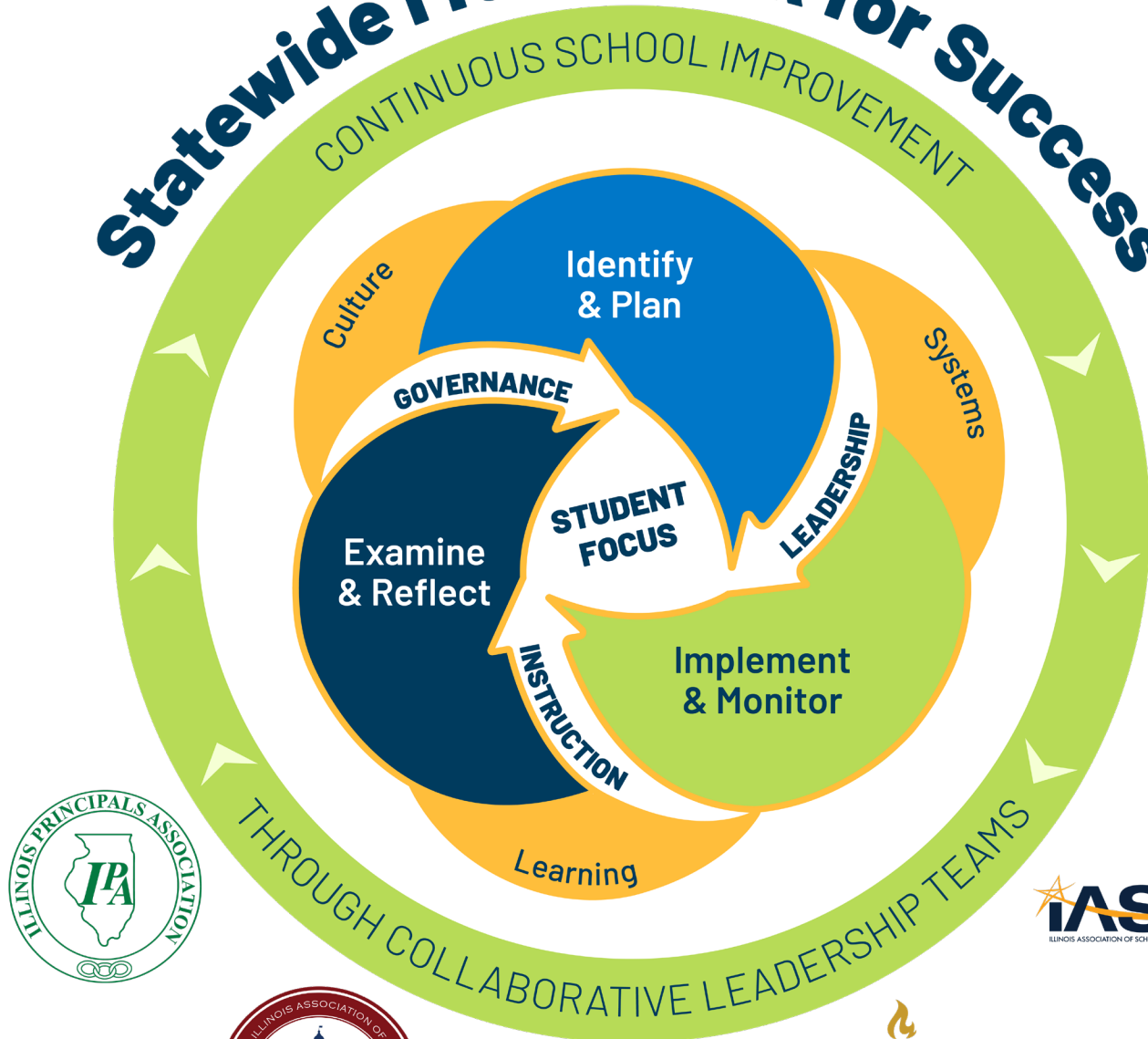schoolimprovement@isbe.net

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Common Language for Continuous School Improvement

CORE PRINCIPLES

Student Focus
Student focus ensures that improvement efforts are centered on the diverse needs of all learners, supporting meaningful and lasting growth. The continuous improvement process aims to recognize and nurture the unique talents, gifts, and needs of every child.

Collaborative Leadership Teams
Collaborative leadership teams – whether at the district, school, or grade level – develop, implement, and monitor the improvement plan. These teams analyze data, coordinate efforts, and foster collaboration, while ensuring alignment and accountability for improvement goals.

DOMAINS

Culture
"Culture" results from the effort of a district/school to create, foster, and sustain a student-centered climate where all adults strive to build positive and unconditional relationships with all stakeholders, while ensuring equitable access and opportunities to engaging, relevant, timely, and culturally responsive programs.

Systems
A "systems" approach acknowledges the complexity of district/school operations, necessitating attention to multiple interdependent parts and their impact at all levels to ensure student success remains the focus of all improvement efforts.

Learning
"Learning" results from the continuous efforts of a district/school to create and sustain a data-driven environment focused on evidence-based, culturally responsive, and inclusive learning for all to drive sustainable progress toward an embedded culture of reflective adaptation.

CYCLE OF INQUIRY

To "Identify and Plan" means to:
- Identify data sources as part of a needs assessment.
- Analyze data to reveal strengths and challenges.
- Determine root causes using tools for a deeper understanding.
- Set SMART goals that align with district and state priorities.
- Create detailed action plans with timelines.

To "Implement and Monitor" means to:
- Implement action plans with clear responsibilities for each key activity.
- Collect data and use intentional measures to monitor the progress toward achieving goals and outcomes.
- Share progress across collaborative teams.

To "Examine and Reflect" means to:
- Examine data to evaluate the effectiveness of each key activity.
- Reflect on challenges during implementation and explore root causes.
- Use reflections on successes and challenges to adapt a School Improvement Plan or District Improvement Plan.
- Communicate progress to stakeholders and gather feedback for continuous improvement.

LEVERS

Governance
Governance by the local board of education plays a critical role in the continuous improvement process by reviewing/adopting the district's vision/mission and aligning resources to foster a culture of ongoing learning and growth that enhance student outcomes.

Leadership
Leadership drives the continuous improvement process by building collective capacity; fostering a culture of collaboration, learning, and accountability; and ensuring the effective implementation of key activities that enhance student outcomes.

Instruction
Instruction plays a central role in a school district's continuous improvement process by directly impacting student learning through the use of evidence-based, data-informed teaching practices aligned to district goals and responsive to student needs.