



Comprehensive System of Learning Supports



Improving the quality of school life for each Illinois youth, building a better and brighter future for all!

What is a Comprehensive System of Learning Supports?

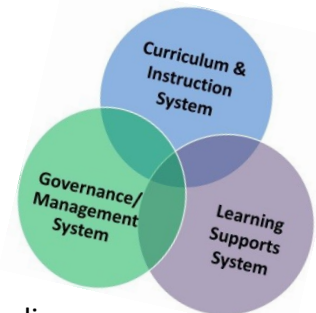
A Comprehensive System of Learning Supports, as an integral part of the Illinois Statewide System of Support, is designed to promote conditions for learning and teaching, such as:

- academic, physical, social, emotional, and behavioral competencies;
- positive school climate;
- engagement and re-engagement of students; and
- reduction of barriers (e.g. poverty, intolerance, and behavioral health concerns).

How does this Comprehensive System of Learning Supports work?

Most districts and schools currently operate two systems (both have components which are mandated either by state or federal regulations):

- Curriculum and Instruction System
 - what is taught
 - how it is taught to address the standards
- Governance/Management System
 - policies and procedures in place to manage the school or district including those related to data, communication, funding, and professional development



A Comprehensive Learning Support System is fully integrated with the Curriculum and Instruction System and the Governance/Management System, as part of the district/school improvement policy and practice. Through team-based administrative support, this comprehensive system maximizes school districts’ resources, promotes home-school-community partnerships and enhances communication for success in learning and teaching.

The Illinois State Board of Education is committed to an aligned continuous improvement process inclusive of universal professional development. This professional development will build the capacity of Illinois educators to successfully implement a three-tiered research-based approach. This model includes promotion and prevention practices along with a continuum of early and intensive interventions.

Why is this Comprehensive System of Learning Supports needed?

Most schools have attempted to address students’ social, emotional, behavioral, and physical concerns. However, too often it is done in a piecemeal way. The Comprehensive System of Learning Supports holistically unifies all resources currently expended for learning support programming; weaving together services and supports for home, school and community.



Indicators of Effective Practice related to Conditions for Learning

A Comprehensive System of Learning Supports*, as an integral part of the Illinois Statewide System of Support (SSOS), is designed to promote conditions for learning and teaching, such as:

- academic, physical, social, emotional, and behavioral competencies;
- positive school climate;
- engagement and re-engagement of students; and
- reduction of barriers (e.g. poverty, intolerance, and behavioral health concerns).

Research-based indicators of best practice describe the structural systems necessary to promote optimal conditions for learning. These indicators are integrated within the Illinois State Board of Education’s system for Continuous School Improvement, *Rising Star found on the Illinois Interactive Report Card*.

Within this online system, school/district leadership teams may fully assess development of these indicators utilizing the Rising Star research summaries (Wise Ways) and the indicator assessment process. School/district leadership teams are encouraged to plan for indicators related to conditions for learning as objectives in the Continuous Improvement Planning cycle.

ISBE strives to support all schools and districts as each develops a Comprehensive System of Learning Supports that addresses the following indicators related to conditions for learning:

<i>School-Level Indicators of Effective Practice – Essential Element: <u>Conditions for Learning</u></i>	
CL1	The school’s Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs.
CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports’ implementation.
CL3	School Leadership monitors and evaluates the implementation of Learning Supports’ programming through an on-going data collection system.
CL4	All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively.
CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally.
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.
CL8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs.

CL9	All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation.
CL10	The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.
CL11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel.
CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.
<i>School-Level Indicators of Effective Practice – Essential Element: <u>Community and Family Engagement</u></i>	
CL6	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.
CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies.
<i>School-Level Indicators of Effective Practice – Essential Element: <u>Professional Development</u></i>	
CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate preparation for and application of Learning Supports.
CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers’ attention to academic, social, emotional, and behavioral expectations and standards.
<i>School-Level Indicators of Effective Practice – Essential Element: <u>Instruction</u></i>	
CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies.
CL22	All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors.
<i>District-Level Indicators of Effective Practice</i>	
CI1	The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning.
CI5	The district celebrates its and its schools’ successes in improving student academic, physical, social, emotional, and behavioral development.

A Comprehensive System of Learning Supports holistically unifies all resources currently expended for learning support programming; weaving together services and supports* for home, school, and community.*For more information, please refer to the Web pages at www.isbe.net/learningsupports.