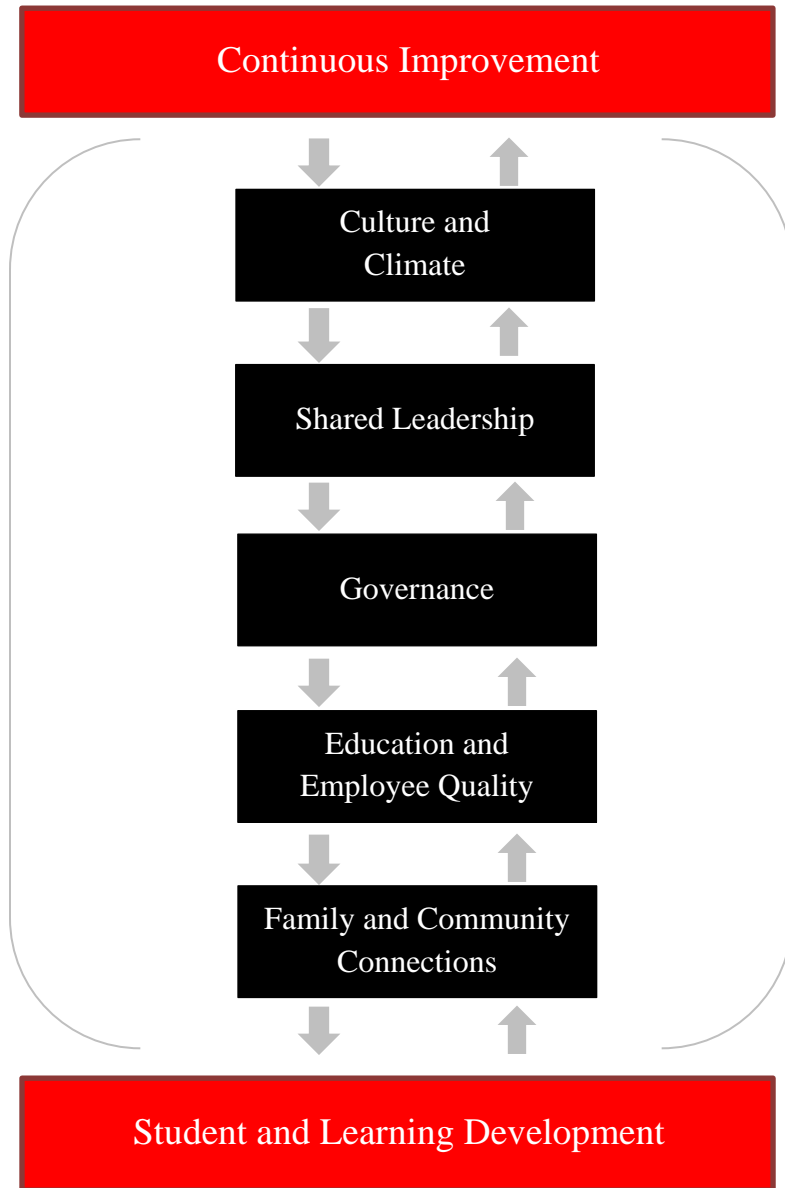


# The Illinois State Board of Education Quality Framework for Illinois School Districts



**Standard 1 – Continuous Improvement**

*In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.*

**Indicators**➤ **Indicator A – Focused and Coherent Direction**

*The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.*

➤ **Indicator B – Processes and Structure**

*The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.*

➤ **Indicator C – Monitoring for Results**

*The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning, and communicate the progress to all stakeholders.*

**Standard II – Culture and Climate**

*In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.*

**Indicators**➤ **Indicator A – Shared Vision and Goals**

*The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.*

➤ **Indicator B – High Expectations for All**

*The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.*

➤ **Indicator C – Safe and Engaging Learning Community**

*The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.*

**Standard III – Shared Leadership**

*In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.*

**Indicators**➤ **Indicator A – Administrative Leadership**

*The administration actively models and fosters a positive learning environment in which staff members feel valued and are challenged to be engaged and grow professionally.*

➤ **Indicator B – District and School Level Teams**

*The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.*

➤ **Indicator C – Teacher Leadership**

*The teachers actively model and foster a positive school environment in which educators and students feel valued and are challenged to be engaged and grow.*

➤ **Indicator D – Student Leadership**

*The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.*

**Standard IV – Governance, Management, and Operations**

*In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.*

**Indicators**➤ **Indicator A – Personnel**

*The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.*

➤ **Indicator B – Fiscal Resources**

*The school board and superintendent work collaboratively to identify and allocate/reallocate resources needed for effective implementation of a comprehensive system of continuous improvement.*

➤ **Indicator C – Data Collection and Technology Tools**

*The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure.*

**Standard V – Educator and Employee Quality**

*In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.*

**Indicators**➤ **Indicator A – Professional Development**

*All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, and behavioral programming needs.*

➤ **Indicator B – Professional Collaboration**

*All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.*

➤ **Indicator C – Support Personnel Professional Development**

*All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.*

➤ **Indicator D – Evaluation, Feedback, and Support**

*All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.*

**Standard VI – Family and Community Engagement**

*In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices ~~and compacts~~ to have ongoing communication regarding student physical, social, emotional, behavioral, and academic growth.*

**Indicators**➤ **Indicator A – School-to-Home Connections**

*District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.*

➤ **Indicator B – Student Personal Development**

*The district and school leverage existing resources to provide a coordinated system of support for the whole child.*

➤ **Indicator C – Student Advocates**

*Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.*

**Standard VII – Student and Learning Development**

*In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.*

**Indicators**➤ **Indicator A – Instructional Planning and Preparation**

*Instructional staff and district/school leadership ensure that instructional planning is based on the district's curriculum as aligned with established learning standards and as supported by appropriate resources and professional development.*

➤ **Indicator B – Classroom Environment**

*Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.*

➤ **Indicator C – Delivery of Instruction**

*Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.*

➤ **Indicator D – Professional Responsibilities**

*Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.*