

## Oregon Integrated Systems Framework Domains and Indicators 1-pager

### Leadership

1.1 Guiding vision and mission	Leadership across the educational community (students, staff, families, community, and school board) cultivate a shared vision, mission, and culture that emphasize the belief that <u>ALL</u> students are capable of success, with an emphasis on protected classes and currently or historically underserved and marginalized students.
1.2 Using Data to Prioritize and Plan	Priorities and improvement plans are collaboratively developed and based on student needs, as evidenced by multiple data sources.
1.3 Routines and Structures	Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and currently or historically underserved and marginalized students.
1.4 Distributed Leadership	Leadership responsibilities are distributed; there exists an intentional balance among professional empowerment, authority, and accountability.

### Talent Development

2.1 Staff Growth	Recruitment and retention efforts include the cultivation of a diverse workforce and opportunities for growth.
2.2 Professional Learning	Trends in student outcomes and professional goals inform effective professional learning offerings.
2.3 Evaluation Process	Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.

### Stakeholder Engagement & Partnerships

3.1 Inclusiveness, Recruitment, & Participation	Multiple pathways and feedback loops promote genuine partnerships among all stakeholder groups, with an emphasis on protected classes and currently or historically underserved and marginalized stakeholders.
3.2 Communication Systems to Gather & Share Information	Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.
3.3 Review and Incorporate Stakeholder Input	Stakeholder input is valued and genuine partnerships are established and maintained.

### Well Rounded Coordinated Learning Principles

4.1 Student Centered & Relational Principles for Learning	Ensuring that relationships foster the necessary conditions for student-centered learning.
4.2 Materials & Practices to Inform Instruction	Effective instructional practices attend to the essential knowledge and skills expected for ALL students, with an emphasis on protected classes and currently or historically underserved and marginalized students.
4.3 Cultivate Academic Success	Student attributes and beliefs are cultivated to instill a sense of personal growth and responsibility.
4.4 Data-Informed Decision Making	Educators routinely review multiple sources of disaggregated data to determine effectiveness, improve learning outcomes, and make databased decisions.
4.5 Provide Multi-Tiered Systems of Support	School wide systems are in place to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and currently or historically underserved and marginalized students, by matching increasing levels of support to student need, goals, and interests.

### Inclusive Policy & Practice

5.1 Equity & Access	A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.
5.2 Identifying & Removing Barriers to Success	Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.