**The Oregon Integrated Systems Framework**

**9.27.2018**

**Leadership**

**1.1 Leadership across the educational community (students, staff, families, community, and school board) cultivate a shared vision, mission, and culture that**

**emphasize the belief that ALL students are capable of success, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, are capable of success.**

**1.2 Priorities and the improvement plans are collaboratively developed and based on the needs of students as evidenced by multiple data sources.**

**1.3 Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL schools, staff and**

 **students, with an emphasis on service to protected classes and historically and currently underserved and marginalized student groups.**

**1.4 Leadership responsibilities are distributed; there exists an intentional balance among professional empowerment, authority, and accountability.**

**Talent Development**

**2.1 Recruitment and retention efforts include the cultivation of a diverse educator workforce and opportunities for growth.**

**2.2 Effective professional learning offerings are informed by trends in student outcomes and professional goals.**

**2.3 Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.**

**Stakeholder Engagement and Partnerships**

**3.1 Multiple pathways and feedback loops promote genuine partnerships between ALL stakeholders and partners.**

**3.2 Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.**

**3.3 Stakeholder input is valued and genuine partnerships are established and maintained.**

**3.4 This is a placeholder to insert the specific methods for Tribal Consultation in Oregon.**

**Well Rounded, Coordinated Learning Principles**

**4.1 Ensuring that relationships foster the necessary conditions for student-centered learning.**

**4.2 Effective instructional practices attend to the essential knowledge and skills expected for ALL students.**

**4.3 Student attributes and beliefs are cultivated to instill a sense of personal growth and responsibility.**

**4.4 Educators routinely review multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.**

**4.5 Systems are in place to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and historically**

 **and currently underserved and marginalized student groups, by matching increasing levels of support to student need, goals, and interests.**

**Inclusive Policy and Practice**

**5.1 A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings**

**5.2 Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.**