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This unique new planning resource has been developed to cross-reference current Student Success Act Advisory plans and locate them in common categories with specific actions, inputs, or recommendations that applicants are highly encouraged to consider as an input in their planning processes.























| Access | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Increase access to advanced placement, International Baccalaureate, and college credit courses. |
|  | Provide affordable and accessible credit recovery and acquisition opportunities quarterly and during the summer months. |
|  | Identify barriers to underserved students' participation in before and after school activities. |
|  | LGBTQ2SIA+ students, students of color, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments. |
|  | Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 institutions. |
|  | Identify existing and promising practices for the enrollment of underserved students into postsecondary institutions and CTE programs. |
|  | Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in a rigorous curriculum and engage in learning opportunities that prepare them for success in college and multiple career pathways. |
|  | Students have access to quality programs that promote English Language Development, dual language development, and mastery of core subject areas. |


















| Accountability/Policies | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Revise district policies and procedures to eliminate discipline disparities that push out African American/ Black students. |
|  | Build a consistent approach and aligned pathway between middle school, high school and higher education to promote college enrollment. |
|  | Support the development of culturally responsive (students, faculty, and peer-to-peer) observation forms to inform policy and practices. |
|  | Provide recommendations and guidance to school districts and ODE on best practices for identification of AI/ AN students in early learning, K12, and postsecondary institutions. |
|  | Identify and review district attendance policies with higher numbers of AI/ AN enrollment and the policies impact on AI/ AN students who experience chronic absenteeism. |












| Accountability/Policies | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Create guidance on promising practices for early learning programs and school districts to implement high-quality, culturally responsive intervention for transition planning at all levels for AI/AN students. |
|  | Support Tribal Consultation between ODE, school districts and federally-recognized tribes in Oregon by expanding capacity for meaningful consultation. OIE will develop and update annually a Tribal Consultation guide for districts. |
|  | Identify and develop school and district policies and investments needed to support culturally specific curricula for Latino/a/x and Indigenous* students. |
|  | Identify and develop opportunities for Latino/a/x and Indigenous* community leadership structure for policy and decision-making. |
|  | Develop community engagement opportunities to review school and district policies related to behavioral health and discipline. |
|  | Develop community engagement opportunities to review school and district policies related to before and after school activities. |
|  | Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices. |
|  | Monitoring, revising, and recommendation of policies and budget practices to meet the needs of ELs to ODE and OEIB. |





























| Data/Assessment | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Explore multiple academic assessment measures that gauge achievement of literacy and math proficiency. |
|  | Explore measures of disproportionality in discipline data through relative rate index and risk ratios (This is work currently underway via Accountability through ESSA). |
|  | Administer annual school climate surveys to students and key community partner(s). |
|  | Identify existing practices that cause AI/ AN students to be erased. |
|  | Highlight promising practices of positive identification of AI/ AN students identified through internal review that support increased and accurate numbers of AI/ AN students in early learning, K12 and post-secondary institutions. |
|  | Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students. |
|  | Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs). |
|  | Implement EL assessments and data systems to measure and track success for baseline data. Connect to Kindergarten assessments and statewide assessments used in grades K-12. |

| Educator/Professional Development | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Support educator preparation and teacher pathways programs aimed at increasing the number of African American/Black teacher candidates, and result in educators who understand Essential Understandings regarding tribes in Oregon. (ABBSS Plan) |
|  | Provide professional development for school district human resources staff and diverse hiring panels to promote culturally responsive/anti-bias hiring practices. (ABBSS Plan) |
|  | Support funding to diversify the educator workforce and improve cultural responsiveness in schools by collaborating with the Teacher Standards and Practices Commission (TSPC) during recruitment phases. |
|  | Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to strengthen educator proficiency across core content areas and effective classroom management techniques. |
|  | Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to provide explicit training on racial, linguistic and culturally responsive/sustainable pedagogy and practice, anti-racism, and social justice. |
|  | Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to create guidance and recommendations that center AI/ AN culture, language and learning across multiple content areas of SB 13. Create recommendations and guidance for districts on oversight and intervention for teachers needing professional development and TA |
|  | Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to provide SB 13 Tribal History/Shared History, Train-the-Trainer trainings to educators. |
|  | Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color. |
|  | Work with culturally specific community-based organizations and community partners to support the development of endorsement programs in education equity. |
|  | Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs that include practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3) and the Educator Advancement Council. |
|  | Increase the retention of AI/ AN personnel in schools by creating a support network. |
|  | Realign professional development resources to support student success objectives by prioritizing collaborations that strengthen teacher development, teacher recruitment and teacher retention. |
|  | Set aside funding to support professional development resources for teacher prep programs and accountability. |
|  | Schools encourage educators to increase visible support of LGBTQ2SIA+ students. |
|  | Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well. |
|  | Implement support systems at the school site/building level that promote professional development and academic achievement for English Learners. |
|  | Identify a three to five year professional development plan based on research and teacher input. Seek teacher feed-back regarding effectiveness and applicability of training. |
|  | All new and existing teachers and administrators in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students. |

| Programs/Curricula/Pedagogy | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|   | Identify and increase the use of culturally responsive pedagogy and practice (develop curricula, content, and instructional materials focused on culture, history, and language) specific to the learning styles and needs of African American/Black, and Latino/a/x and Indigenous* across all grades. |
|  | Increase the amount of culturally specific information, supports, and services available to newly-arrived African/black immigrants regarding their social, emotional, cultural and educational needs at the family level. |
|  | Invest in asset-based, developmentally appropriate discipline and restorative justice practices and implementation. |
|   | Increase availability and support development of culturally responsive curriculum and engagement in core courses (i.e. racial and ethnic studies) that also foster inclusive classroom environments. |
|  | Implement credit recovery strategies. |
|  | Provide culturally responsive counseling and career services. |
|  | Provide culturally responsive supports and resources for students experiencing inequitable outcomes in academic and social contexts. |
|  | Identify and develop new programmatic efforts and staff supports to ensure successful transitions for Latino/a/x and Indigenous* students entering middle school and high school. (People) |
|  | Implement comprehensive projects that center Tribal Attendance Promising Practices strategies for AI/ AN students. TAPP's efforts are school-wide so all students have the potential to benefit from these strategies. |
|  | Provide support so that AI/ AN students complete transitions efficiently and effectively, including those transitioning between schools. Set aside funds to target AI/ AN transition programs that increase the number of successful transitions for AI/ AN students that are informed by high-quality data. |
|  | Support early identification of AI/ AN student strengths and challenges at critical transition points so students may transition ready to learn and with a cognitive foundation that prepares them for the future through school practices, educational support and research-based experiences that advance total well-being. |
|  | Curriculum adapted for accessibility (accessibility for students and educators who are blind and deaf). |
|  | Create a lesson plan that can be utilized in Early Learning Programs that support the SB 13 Tribal History/ Shared History. |
|  | Identify practice and policy changes to support culturally responsive pedagogy. |
|  | Students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued. |

| Family Engagement and Supports | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Increase the amount of culturally specific information, supports and services available to newly-arrived focal student groups regarding their social, emotional, cultural and educational needs at the family level. |
|  | Create access to culturally specific community-based wrap-around supports to guide students and families towards the path to graduation. |
|  | Increase student and family engagement in college and career readiness planning. |
|  | Develop guidance, communication tools and supports for AI/ AN students, families, tribes and communities on identification of AI/ AN students in the K-12 system. |
|  | Set aside funds to support focal student groups family engagement and community involvement opportunities. Identify best practices for improving family, community and tribal engagement. |
|  | Set aside funds to create and expand opportunities for Family Mentoring Programs that will help guide families in improving ways they can recognize their strengths and expand their resilience. |
|  | Develop engagement opportunities with focal student groups and communities to identify new practices related to behavioral health. |
|  | Identify and develop focal student groups leadership development efforts for families and community members. |
|  | Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well. |
|  | Identify and develop engagement opportunities with focal student groups families for college readiness. |
|  | Collect and utilize culturally specific input from parents and the community regarding areas needing improvement, enhancement of program design for English Learners, and how they can support. |
|  | Increase parents attendance of events and trainings as a result of outreach efforts. |

| Mental Health | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|  | Emphasize strengths-based, health promotion strategies that center their strengths and expand their resilience. |
|   | Provide access to linguistically and culturally responsive mental health advocates and services for staff, students and families. |
|  | Ensure access to linguistically and culturally affirming and responsive resources, programming and supports for students of color, students with disabilities, and those identifying as LGBTQ2SIA+. |
|  | Collaborate across health, education, county, coordinated care organizations, community and traditional health workers, peer support specialists, and community partners to expand access to mental health supports in and outside of school. |
|  | Provide families, students, and staff with current lists of available mental health services and supports including individual therapy and crisis support services. Ensure that students have access to mental health resources via in-person or telehealth services. |

| Partnerships | |
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|  AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan | |
|   | Build strategic partnerships with community partners to create a pipeline to a culturally responsive and culturally diverse workforce. |
|   | Identify and support community advocates to serve as intermediaries with parents, youth and educators to strengthen social capital of focal student groups across Oregon schools. |
|  | Collaborate with resettlement agencies and Oregon’s Refugee Program (DHS) Office, school districts and African/Black community based organizations (CBOs) to provide Accelerated Basic Literacy and Education (ABLE) for families and children for eight months prior to their placements in mainstream schools. |
|    | Increase in-school advocacy by focal student groups community-based organizations to promote, encourage and remove barriers to school attendance, student engagement/performance and family engagement. |
|     | Collaborate with culturally specific community-based organizations to provide wraparound services and support to students through youth mentoring and advocacy. |
|     | Create culturally responsive school, family and community partnerships that strengthen outcomes for focal student groups students and families. |
|  | Develop strategic partnerships with existing after-school academic programs beginning in 9th grade (i.e. tutoring, enrichment, test preparation or other areas of need). |
|    | Identify best practices for persistence and retention for students including partnerships with culturally responsive community-based organizations to promote student access and success in post-secondary communities. |
|  | Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/ AN students. Including supporting districts’ collaboration with tribes and cultural organizations to identify and advocate for culturally responsive approaches to increase both attendance and graduation rates. |
|  | Support meaningful community conversations between federally-recognized tribes in Oregon and ODE that lend to strengthened collaborations. |
|  | Continue to support and monitor existing partnership efforts and expand to include additional partnerships to collaboratively develop parent and community engagement strategies. |