

APPENDIX G: ACTIONABLE INPUTS FROM THE STUDENT SUCCESS PLANS INTO DISTRICT PLANNING

Applicants are required by HB 2275 to take into consideration the recommendations of each of the Student Success plans to support their planning and determination of funding allocation. This planning resource has been developed to provide an introduction into the current [Student Success Plans](#) that applicants are required to consider in their planning process.

Student Success Plan	Statute & Year	Plan
American Indian/Alaska Native	ORS 329.843	AIAN Plan
African American/Black (AA/B)	HB 2016 (2015) ORS 329.841	AABSS Plan
Latino/a/x and Indigenous*	HB 3427 (2019) ORS 329.845	Latino/a/x/ & I* Plan
LGBTQ2SIA+	SB 52 (2021) ORS 329.847	LGBTQ2SIA+ Plan
Native Hawaiian/Pacific Islander	HB 3144 (2023) ORS 329.849	NHPI Plan (coming soon)
Immigrant/Refugee	TBD	TBD

**Indigenous Mexican, Central, South American and Caribbean communities*

The Student Success Plans through the Student Success Act that was approved by the legislature, embodies a commitment to educational rigor and excellence, creating necessary pathways for a brighter, more inclusive future for each and every student across their many identities. These are state-level plans that are informed by an advisory group. All Student Success Plans are created to address three key aspects: disparities experienced by the student group, historic practices that resulted in these disparities, and unique needs of the focal student group. All Student Success Plan requirements are set by statute and requirements for the grant program are set in rule, and adopted by the State Board of Education. Though the Plan strategies differ to meet the unique needs of the focal student groups, the core strategies incorporated in each advisory group feedback and called out by each statute are identical across all plans:

- Address the disproportionate rate of disciplinary incidents.
- Increase parental and family engagement.
- Engagement in educational activities before and after school.
- Increase early childhood and kindergarten readiness.
- Improve literacy and numeracy levels between kindergarten and grade three.
- Support transitions to middle school and through the middle and high school grades.
- Support culturally responsive pedagogy and practices.
- Support the development of culturally responsive curricula.
- Increase regular attendance.
- Increase attendance in four-year post-secondary institutions of education.

The Student Success Plans were created and grounded in community voice; they include metrics and measurements that are aimed at shifting the opportunity, access, and achievement gaps for focal student groups. The work of each plan is unique to serve the communities they were created to serve. Each Student Success Program has three components:

1. An advisory group with intersectional & regional representation charged with providing advice and recommendations to ODE to develop a plan that includes strategies to address statutory elements, implementation of the Student Success Plans, and advocacy for community needs.
2. A plan with strategies that collectively aim to increase safety and belonging for all students, which centers the needs of students who hold identities aligned with those that Student Success Plans intend to serve.
3. Competitive grant in aid awarded to a range of eligible entities that must implement strategies identified in each Student Success Plan. The strategies impact system improvement for the culturally- and identity-specific student group(s) and serve all students. These community-based grant investments are targeted and aimed at creating best and innovative practices within the communities they serve to bolster the learning experience that takes place in Oregon schools.

STUDENT SUCCESS OBJECTIVES AND STRATEGIES ALIGNED TO FOUR COMMON GOALS

The following table outlines Student Success Plan objectives and strategies and how they are aligned to the four common goals.

Four Common Goals	Student Success Plan objectives and strategies aligned to the four common goals:
Well Rounded Education	<ul style="list-style-type: none"> ▪ Safer Affirming Spaces: Youth feel safer, more supported, and seen in school spaces, including access to facilities and activities for all genders and student clubs related to racial/ethnic, cultural, and LGBTQ2SIA+ identities. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Build a culturally and linguistically congruent newcomer program (AA/B) (Latino/a/x &I*) ▪ Provide access to culturally responsive mental and behavioral health advocates and services for plan students and families. (AA/B) (Latino/a/x &I*) (LGBTQ2SIA+) ▪ Social and emotional learning and healing informed practices. (AIAN) (Latino/a/x &I*) ▪ Schools implement advisory periods or other strategies that are specifically focused on relationship building and social/emotional learning as part of culturally sustaining pedagogy. (LGBTQ2SIA+) ▪ Educators and school staff receive social and emotional support for themselves and co-create professional supports that honor their race/ethnicity, sexual orientation, gender identity, and/or gender expression. (LGBTQ2SIA+) ▪ Increase the rate of 9th grade on-track. (AA/B) (Latino/a/x &I*) ▪ Increase graduation rates of plan students. (AA/B) (AIAN) (Latino/a/x &I*) ▪ Support students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance. (Latino/a/x &I*) (AIAN) (NHPI) ▪ Increase the engagement of plan students in educational activities before and after regular school hours. (Latino/a/x &I*) (NHPI) ▪ Expand awareness and understanding of college and career readiness. (AIAN) (Latino/a/x &I*) ▪ Increase academic outcomes in math and English language arts/Improve early literacy and numeracy outcomes among plan students. (AA/B) (Latino/a/x &I*) (AIAN)(NHPI) ▪ Plan students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued. (LGBTQ2SIA+) (AA/B) (Latino/a/x &I*)

Four Common Goals	Student Success Plan objectives and strategies aligned to the four common goals:
Equity Advanced	<ul style="list-style-type: none"> ▪ School staff receive the training, coaching, and professional support needed to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support plan students. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Teachers create intentional teaching practices that foster inclusive classroom environments, including anti-racism and new and emerging culturally responsive pedagogy practices. (AA/B) (Latino/a/x &I*) (LGBTQ2SIA+) ▪ Supportive Peers: 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. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Anti-discrimination and anti-bullying policies are implemented with fidelity and transparency, and created or revised with community input when necessary. (AA/B) (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Address and reduce the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system. (Latino/a/x &I*) (AA/B) (AIAN) (NHPI) ▪ Improve data justice of the underrepresentation of students in TAG and overrepresentation in SPED. (AIAN) ▪ Increase attendance and reduce absenteeism rates for plan students. (AA/B) (AIAN) (Latino/a/x &I*) ▪ Inclusive Curriculum: Students experience inclusive and affirming, culturally responsive and sustaining, curriculum, pedagogy and practices across grades and subjects. (LGBTQ2SIA+) (AA/B) (Latino/a/x &I*) (NHPI) ▪ Promote Tribal History/Shared History. (AIAN) ▪ Support Indigenous Language. (AIAN) ▪ Increase the recruitment, hiring and retention of educators that reflect those of plan students. (AA/B) (AIAN)
Engaged Community	<ul style="list-style-type: none"> ▪ Supportive Families: Districts recognize that student success is impacted beyond the walls of the school and engage families as full partners in supporting students. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Increase parent, family, guardian, and community engagement in the education of students. (Latino/a/x &I*) (NHPI) ▪ Districts utilize guidance and resources to increase family acceptance and supportive behaviors for plan students. (LGBTQ2SIA+) ▪ Develop and fund regional Student Voice Networks composed of current plan students. (LGBTQ2SIA+) ▪ Schools engage students in developing school-specific recommendations for addressing bullying and discrimination. (LGBTQ2SIA+) ▪ Districts identify and fund partnerships with culturally specific organizations or community-based organizations to develop before and after school activities for plan students, professional development, and family engagement. (Latino/a/x &I*) (AA/B) ▪ Increase the number of culturally responsive partnerships with community elders, family and faith based organizations included in schools. (AA/B) ▪ Collaborate across health, education, and community partners to expand access to mental health supports in and outside of school for plan students. (AA/B) (LGBTQ2SIA+)
Strengthened Systems and Capacity	<ul style="list-style-type: none"> ▪ Opportunities for students and educators to systematically assess and improve school climate and culture and inform state and local policy. (LGBTQ2SIA+)(Latino/a/x &I*) ▪ Create and distribute an annual School Climate and Culture survey, co-developed by students, with a student, teacher, and administrator component to understand unique strengths and needs in supporting LGBTQ2SIA+ students, students of color, and students experiencing disabilities. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Provide students with access to all-gender restrooms and changing facilities without barriers to use such as time-limited access, required keys, or long-distances to travel. (LGBTQ2SIA+)