



OREGON
DEPARTMENT OF
EDUCATION

SUPPLEMENT TO THE 2026-2028 STRATEGIC PLAN

OREGON DEPARTMENT OF EDUCATION 2026-2028 IMPLEMENTATION AND MONITORING PLAN

Finalized February 2026



READY TO
**EARN, LEARN,
& THRIVE**

MESSAGE FROM DR. WILLIAMS

Dear ODE Team,

I'm excited to share the 2026-28 Implementation & Monitoring Plan—a supplement to ODE's strategic plan that will guide the activities we engage in to empower and hold ourselves accountable to achieving ambitious outcomes for Oregon's scholars.

This work is equity work. At its core, this plan is about ensuring that every decision we make, every dollar we steward, and every strategy we implement is intentionally focused on removing barriers and expanding opportunity—especially for students who have been underserved by our systems. Equity is not a separate initiative or a standalone pillar; it is embedded in our values and in how we prioritize outcomes, allocate resources, measure progress, and hold ourselves accountable. By centering those who are furthest from opportunity, we strengthen outcomes for all students across Oregon.

Beyond that, we will continue to build our capacity for supporting and fostering a learning environment—one where our Internal Learning and Equity teams strengthen our systems, structures, and organizational culture. One where we rethink what it means to serve communities in their fullest humanity. One where each contributor at ODE is seen, valued, and encouraged to develop in an environment that provides not only actionable, holistic frameworks for success, but that is also a place where collaborative, values-centered leadership feels present and tailored to individual paths and needs.

This work is foundational for how we move forward together in partnership and alignment toward ensuring that our systems are accountable and improving outcomes for students across Oregon, especially for those currently and historically most marginalized.

This document translates our commitments from the strategic plan into coordinated, trackable action. Here, we have developed a concrete approach to systematizing ODE's responsibilities of stewardship, transparency, and demonstrating return on investment—particularly how the funds we administer support improved outcomes for Oregon's students. You'll see this document makes that connection more explicit by outlining how ODE will monitor progress, analyze impact, and adapt strategies to better support districts and schools.

What this plan is designed to do

The Implementation & Monitoring Plan lays out how ODE will:

- **Implement the scope of work behind each Priority Outcome**, including key strategies, activities, and deliverable dates.
- **Clarify roles and responsibilities for agency leaders and staff** responsible for carrying out this work.
- **Monitor and evaluate progress each quarter** using consistent, predictable structures.
- **Report on early progress**, including accomplishments, challenges, and next steps for Q1 of 2026.

As part of the strategic planning process, we designed a monitoring and evaluation approach to bring visibility to progress across all pillars and strategies so that teams can identify barriers early, reduce duplicative efforts, and make informed decisions. This process isn't just about accountability—it's about learning, adjusting, and improving how we serve Oregon's students, families, districts, and communities.

Why this matters

Being effective stewards of public resources—including the funding we administer—is core to our mission and responsibilities. This plan strengthens our ability to show how key investments and actions lead to meaningful change for students. It also helps ensure that we are transparent with partners, aligned with statewide expectations, and continuously learning from our work.

Where you fit in

Every team, every role, and every function makes it possible for us to deliver on our commitments. Implementing this plan will require collaboration, communication, and shared ownership across the agency—and we are grateful for the dedication you bring to this work. Even if your daily work isn't named explicitly in this document, your contributions are vital to ODE's success.

Thank you for everything you do to support Oregon's students and schools. We look forward to working through this next phase, learning together, and celebrating progress.

In Love & Justice,

A handwritten signature in black ink, appearing to read "C Williams", written in a cursive style.

Dr. Charlene Williams

CONTENTS

Message from Dr. Williams **i**

Implementation and Monitoring
Plan Overview **1**

Implementation Planning **5**

Monitoring and Evaluation **12**

Managing Complex Change **17**

Plans and Progress by Pillar **18**

Appendix A. Academic Excellence
Pillar Priority Outcome Project Plans
and Initial Progress Summaries **19**

Appendix B. Belonging and Wellness
Pillar Priority Outcome Project Plans
and Initial Progress Summaries **48**

Appendix C. Shared Accountability
Pillar Priority Outcome Project Plans
and Initial Progress Summaries **67**

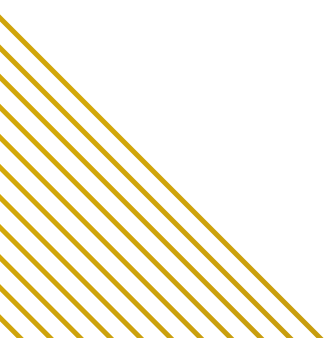


Figures

Figure 1. Overview of the Oregon Department of Education 2026–2028 Strategic Plan	2
Figure 2. Framework for the Oregon Department of Education 2026–2028 Strategic Plan	4
Figure 3. ODE Priority Outcome Project Plan Template	5
Figure 4. Monitoring and Evaluation Timeline for the 2026–2028 Strategic Plan	13
Figure 5. Quarterly Priority Outcome Progress Report Template	14

Tables

Table 1. ODE Staff Members in Key Roles for the Implementation and Accountability Plan	7
Table 2. Performance Review and Progress Meeting Cadence	15





IMPLEMENTATION AND MONITORING PLAN OVERVIEW

The ODE strategic plan (finalized in January 2026) is organized around three pillars that guide the agency's work: Academic Excellence, Belonging and Wellness, and Shared Accountability. For each pillar, the strategic plan identifies priority outcomes: universal aims (i.e., inclusive of each and every student) the agency will pursue through targeted strategies (i.e., specific approaches for focal groups).

Figure 1 provides a snapshot of the primary strategic plan components, including the mission, vision, pillars, priority outcomes, and guiding values.



Figure 1. Overview of the Oregon Department of Education 2026–2028 Strategic Plan

**READY TO
EARN, LEARN,
& THRIVE**

MISSION The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

VISION Every student will have access to and benefit from a world-class, well-rounded, and equitable educational system.

ODE uses policy, guidance, and professional development to direct and support education partners in their work:

<div style="display: flex; align-items: center;"> <div> <p style="margin: 0;">ACADEMIC EXCELLENCE</p> </div> </div> <p style="margin-top: 10px;">Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Increased student achievement in ELA • Increased student achievement in math • Increased opportunities for focal student groups • Increased graduation rates • Increased postsecondary readiness 	<div style="display: flex; align-items: center;"> <div> <p style="margin: 0;">BELONGING AND WELLNESS</p> </div> </div> <p style="margin-top: 10px;">Build inclusive, safe, and supportive environments where every student and adult feels seen, valued, and ready to learn together.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Increased regular attendance • Increased feelings of belonging, trust, and emotional well-being among students and adults • Increased feeling of student safety in schools (and decreased incidents of harm) 	<div style="display: flex; align-items: center;"> <div> <p style="margin: 0;">SHARED ACCOUNTABILITY</p> </div> </div> <p style="margin-top: 10px;">Engage and direct education partners in an integrated and transparent system of data, measures, and supports that drives continuous improvement within ODE and across districts and schools.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Streamlined process for gathering and utilizing information from school districts • Established continuum of supports • Improved customer satisfaction and employee satisfaction
--	---	---

Education equity ensures fair policies, practices, and resource allocation to support historically and currently marginalized students and families, including civil rights-protected groups.

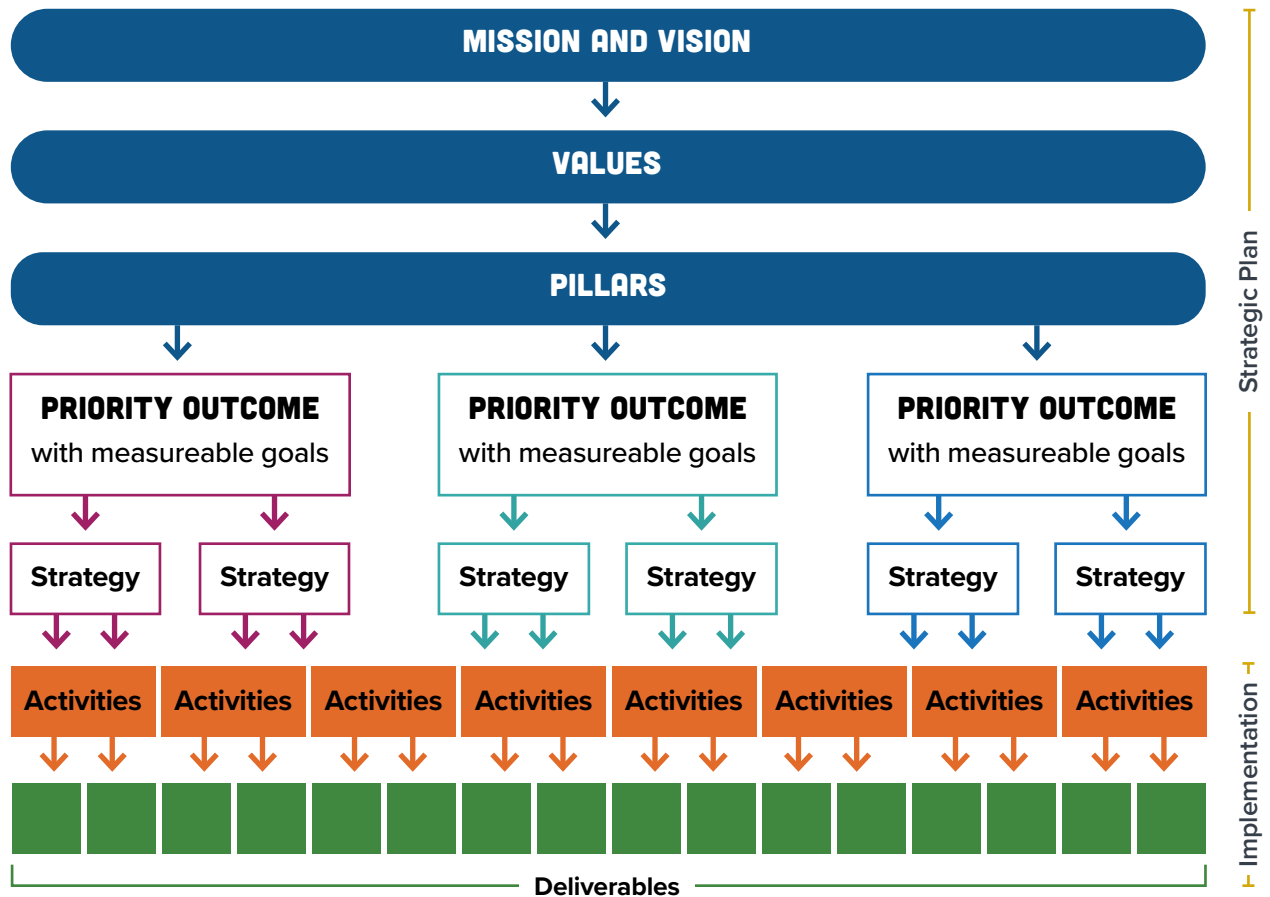
VALUES	Equity	Excellence	Accountability	Integrity
---------------	--------	------------	----------------	-----------

Alignment between ODE 2026–2028 Strategic Plan pillars and Priorities for Student Success

HIGH-QUALITY LEARNING EXPERIENCES FOR ALL STUDENTS	<p>The three pillars of this strategic plan are designed to support and build upon the Priorities for Student Success outlined in ODE’s Shared Accountability Framework and identified here to the left. The priorities highlight the key conditions students need to flourish, while the pillars describe how ODE structures its efforts to help districts establish those conditions. Together, they form a unified approach: the pillars direct the agency’s actions, and the priorities guide local systems.</p> <p>An example of how this works in practice is ODE’s role as a steward of public resources. The Department is responsible for ensuring that state and federal investments are advancing Oregon’s educational priorities and improving outcomes for students.</p> <p>The agency is evolving from a compliance-based monitoring model to a performance-based stewardship model. This means that grant design, performance expectations, monitoring processes, and technical assistance will be intentionally aligned to drive measurable progress toward the Strategic Plan pillars and the Priorities for Student Success, particularly for students and communities who have been historically underserved.</p> <p>Source: A Renewed Vision for Oregon’s Accountability System (p.12). https://www.oregon.gov/ode/accountability/Documents/Oregon%20Reimagined%20Accountability%20Framework.pdf</p>
ALIGNED AND FOCUSED EDUCATIONAL SYSTEMS	
ENGAGED PARTNERS AND COMMUNITIES	
SAFE AND INCLUSIVE SCHOOLS	
COMMITTED AND SUPPORT STAFF	

The agency used a clear framework to design the strategic plan and conceptualize how it will produce the desired outcomes (Figure 2). This Implementation and Monitoring Plan is a companion to the strategic plan. It documents the planning and initial reporting that support the bottom two rows of the framework in Figure 2, including the activities that ODE will engage in to carry out the strategic plan.

Figure 2. Framework for the Oregon Department of Education 2026–2028 Strategic Plan



Source: This framework was inspired by Rhode Island’s Strategic Plan for Public Education: 2022–2027 (p. 2).

The purpose of this Implementation and Monitoring Plan is to:

- **Identify how ODE will implement a scope of work to achieve each priority outcome**, including high-leverage strategies, related activities, and deliverable dates.
- **Formalize agency staff and leadership roles and responsibilities** for executing on the plan.
- **Articulate an approach for monitoring and evaluating each priority outcome** on a quarterly basis.
- **Provide a 2026 quarter one progress summary** that identifies the status of each high-leverage strategy, accomplishments to date, challenges, and next steps.



IMPLEMENTATION PLANNING

A key part of launching this work was to have ODE staff members and leadership outline the activities needed to successfully carry out each high-leverage strategy in the strategic plan. Teams were organized by priority outcome and instructed to identify up to five major activities needed to effectively enact the named strategies. Because the strategic plan was built by aligning multiple existing plans and initiatives, teams were able to identify activities already in progress, or that were already planned to take place. Teams articulated the desired result for each activity, as well as the date(s) by which results or deliverables would be achieved.

Figure 3 shows the template teams used to collaboratively create a project plan for each priority outcome. (See appendices A, B, and C for a completed project plan corresponding to each priority outcome.)

Figure 3. ODE Priority Outcome Project Plan Template

ODE Priority Outcome Project Plan				
Priority Outcome				
Executive Sponsor				
Strategy		Strategy Lead		
Required Key Activities*	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond

*List the key activities required to successfully implement the strategy.

Priority outcome teams will develop or adapt more detailed internal project plans (some of which are already underway) to support this effort. Those plans will include an even more comprehensive outline of all the agency’s work and staff contributions in pursuit of priority outcomes and strategies.

Defined Titles and Role Profiles for All Named Leadership Positions

To promote ownership and accountability across the strategic plan, a single responsible party was identified for each pillar, priority outcome, and high-leverage strategy. Additionally, a Project Manager will coordinate and oversee knowledge management and the process of gathering, tracking, and reporting data.

Pillar Lead

The Pillar Lead oversees all efforts related to the progress and success of the priority outcomes under their pillar. They focus on building coherence across priority outcomes, reducing redundancies, and leveraging resources for success. They regularly convene Priority Outcome Executive Sponsors to discuss ongoing work while tracking and monitoring progress toward results and providing support to priority outcome teams as needed. The Pillar Lead is also responsible for monitoring and reporting on targets and milestones at the priority outcome level, conferring with other Pillar Leads and leadership, and bringing systemic issues to the executive leadership team for discussion and resolution.

Priority Outcome Executive Sponsor

The Priority Outcome Executive Sponsor oversees all efforts related to the progress and success of their priority outcome. They are empowered with the necessary authority to ensure that the priority outcome's supporting strategies are executed successfully, to identify challenges, and to course-correct as needed. They regularly convene Strategy Leads to discuss work in progress across strategies and activities. They also track and monitor progress toward results, including leading the compilation of the quarterly progress summary for their priority outcome. The Priority Outcome Executive Sponsor is responsible for monitoring and reporting on deliverable status and overall health of the priority outcome and its high-leverage strategies to the Pillar Lead.

Strategy Lead

In coordination and collaboration with staff members across the agency, Strategy Leads are responsible for the ongoing implementation and continuous improvement of their high-leverage strategy. This includes identifying and overseeing all initiatives and activities that support the successful implementation of the strategy. The Strategy Lead is also responsible for monitoring and reporting the ongoing results, deliverable status, and overall health of the strategy and its supporting initiatives to the Priority Outcome Executive Sponsor, as well as collaborating with leadership on continuous improvement of the strategy based on findings from regular progress reports.

Project Manager

In collaboration with Pillar Leads, Priority Outcome Executive Sponsors, and Strategy Leads, the Project Manager has responsibility for planning, coordinating, and overseeing the execution of the Monitoring and Evaluation process laid out in this plan. The Project Manager will track monitoring and evaluation tasks, communicate deadlines, coordinate internal knowledge management, monitor progress of

implementation, and develop reporting mechanisms and data systems to ensure our progress is transparent for all agency staff. The Project Manager will also lead discussions to resolve process-related issues, adapt and develop documents such as timelines, status reports, meeting materials, and briefing documents, and identify resourcing needs.

Table 1. ODE Staff Members in Key Roles for the Implementation and Accountability Plan

Implementation and Accountability Plan Project Manager: Brandon Cobb

Pillar 1. Academic Excellence	Pillar Lead: Dr. Candice Castillo
Priority Outcome 1. Increased English language arts scores	Executive Sponsor: Alexa Pearson
Strategy 1.1 Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency	Strategy Lead: Angelica Cruz
Strategy 1.2 Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards	Strategy Lead: Vanessa Martinez
Strategy 1.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices	Strategy Lead: Andrea Lockard
Priority Outcome 2. Increased math scores	Executive Sponsor: Alexa Pearson
Strategy 2.1 Build statewide capacity to implement effective math pedagogy and evidence-based practices to improve math proficiency	Strategy Lead: Adrienne Pierce
Strategy 2.2 Support districts in adopting and implementing math high-quality instructional materials (HQIM) that are affirming and aligned to state standards	Strategy Lead: Vanessa Martinez
Strategy 2.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration practices	Strategy Lead: Andrea Lockard
Priority Outcome 3. Increased opportunities for focal student groups	Executive Sponsor: Ramonda Olaloye
Strategy 3.1 Strengthen and differentiate support to districts that addresses the diverse needs of students	Strategy Lead: Jennifer Donovan

Pillar 1. Academic Excellence	Pillar Lead: Dr. Candice Castillo
Strategy 3.2 Ensure every student has access to core grade-level instruction and build coherence for Tier 2 and Tier 3 instruction that is connected to core instruction	Strategy Lead: Crystal Brumfield
Strategy 3.3 Support district use of disaggregated data to identify inequities in student access and outcomes and share research-based and community-informed improvement plans	Strategy Lead: Isabella Jacoby
Priority Outcome 4. Increased graduation rates	Executive Sponsor: Andrea Lockard
Strategy 4.1 Improve ninth-grade success by offering support to improve transitions from middle school into high school	Strategy Lead: Maggie Mashia
Strategy 4.2 Provide districts with guidance and support to ensure that every high school student experiences an engaging course pathway that connects to their postsecondary goals	Strategy Lead: Beth Wigham
Strategy 4.3 Enable districts to access and use on-track monitoring systems to identify students at risk of being left behind	Strategy Lead: Jon Wiens
Strategy 4.4 Support districts to clarify course pathways and build robust advising systems that guide students and families through personalized learning plans aligned to their interests and postsecondary goals	Strategy Lead: Jenni Newby
Priority Outcome 5. Increased postsecondary readiness	Executive Sponsor: Cassie Medina
Strategy 5.1 Support districts in expanding access to college credit-earning opportunities while in high school	Strategy Lead: Cynthia Stinson
Strategy 5.2 Support districts in preparing students for postsecondary transitions	Strategy Lead: Jenni Newby
Strategy 5.3 Increase opportunities for students to engage in high-quality career-connected learning that informs postsecondary decisions and improves employment outcomes	Strategy Lead: Jenni Newby

Pillar 2. Belonging and Wellness	Pillar Lead: Michael Essien
Priority Outcome 1. Increased regular attendance	Executive Sponsor: Cassie Medina
Strategy 1.1 In partnership with the Oregon Health Authority, provide schools and districts with integrated wellness, inclusion, safety, and health data analysis and interpretation	Strategy Lead: Kati Moseley
Strategy 1.2 Focus on blending and braiding funding to de-silo attendance approaches and supports	Strategy Lead: Andrea Barnum
Strategy 1.3 Develop and implement School Wellness, Inclusion, Safety, and Health Framework	Strategy Lead: Kati Moseley
Strategy 1.4 Disseminate and center strategies to reduce absences and increase regular attendance, particularly for focal student populations	Strategy Lead: Jennifer Donovan
Priority Outcome 2. Increased feelings of belonging, trust, and emotional well-being among students and adults	Executive Sponsor: Andrea Lockard
Strategy 2.1 Expand district use of Student Educational Equity Development (SEED) Survey analysis protocols and communication toolkit resources	Strategy Lead: Andrea Lockard
Strategy 2.2 Establish system for data collection and analysis on district expenditures related to mental and physical health and safety	Strategy Lead: Vanessa Clark
Strategy 2.3 Embed Transformative Social and Emotional Learning (TSEL) standards into learning standards, guidance, and professional development at all levels	Strategy Lead: Vanessa Martinez
Strategy 2.4 Ensure statewide implementation of ODE's Community Engagement Toolkit and best practices	Strategy Lead: Maggie Mashia
Strategy 2.5 Strengthen government-to-government Tribal partnerships and Tribal consultation efforts between school districts, ESDs, and Tribes.	Strategy Lead: April Campbell
Priority Outcome 3. Increased feeling of student safety in schools (and decreased incidents of harm)	Executive Sponsor: Kati Moseley
Strategy 3.1 Examine and improve existing belonging, wellness, inclusion, safety and health data collections	Strategy Lead: Isabella Jacoby

Pillar 2. Belonging and Wellness		Pillar Lead: Michael Essien
Strategy 3.2 Establish a statewide definition of safety and harm to be utilized by civil rights, school safety and prevention, School Safety and Emergency Management (SSEM), and facilities	Strategy Lead: Jennifer Johnson	
Strategy 3.3 Design, implement, and evaluate an Oregon Model for Behavior Safety Assessments	Strategy Lead: Kati Moseley	
Strategy 3.4 Utilize a whole-child framework to address wellness, inclusion, safety, health, and mental health	Strategy Lead: Bryce Coefield	

Pillar 3. Shared Accountability		Pillar Lead: Lindsay Baker
Priority Outcome 1. Streamlined process for gathering and utilizing information from school districts	Executive Sponsor: Lindsay Baker	
Strategy 1.1 Reduce redundancies in district reporting requirements	Strategy Lead: Tamara Dykeman	
Strategy 1.2 Differentiate reporting requirements for small districts	Strategy Lead: Erin Lair	
Strategy 1.3 Implement Unified District Grant Application, organized by the Priorities for Student Success	Strategy Lead: Tamara Dykeman	
Strategy 1.4 Establish 360 district summaries to visualize currently “siloeed” district information	Strategy Lead: Cheng-Fei Lai	
Priority Outcome 2. Established continuum of supports	Executive Sponsor: Cassie Medina	
Strategy 2.1 Develop and maintain ODE Support Suite components to identify and address gaps and ensure alignment	Strategy Lead: Andrea Barnum	
Strategy 2.2 Expand ODE’s defined, dynamic, and differentiated continuum of supports aligned with the Priorities for Student Success	Strategy Lead: Andrea Barnum	
Strategy 2.3 Improve support to districts through implementation of an aligned regional support team model across the agency	Strategy Lead: Tim Boyd	

Pillar 3. Shared Accountability	Pillar Lead: Lindsay Baker
Priority Outcome 3. Improve customer and employee satisfaction	Executive Sponsor: Tenneal Wetherell
Strategy 3.1 Improve management and staff training and tools to ensure employees have what they need to succeed	Strategy Lead: Leslie Heimer
Strategy 3.2 Reduce procurement timelines to improve recipient financial stability and programmatic performance	Strategy Lead: Julia Alpernas
Strategy 3.3 Build organizational cohesion through intentional employee engagement and communication	–
Strategy 3.3A Implement a comprehensive internal communications and employee engagement plan that fosters shared understanding of agency priorities, trust, and connection across the agency	Strategy Lead: Liz Merah
Strategy 3.3B Improve employee engagement and satisfaction by strengthening trust, connection, and alignment to the agency’s mission through consistent leadership practices and meaningful employee experiences	Strategy Lead: Tricia Lea
Strategy 3.3C Improve customer service results by developing and implementing a sustainable, year-over-year improvement system that uses survey data to drive continuous gains in ODE’s accuracy, timeliness, clarity, and consistency of service	Strategy Lead: Holly Carter

ODE recognizes that several factors could impact successful implementation, including but not limited to: budget and resource constraints, the shifting political and legislative landscape, scope of control and influence of a state education agency, lack of necessary data collection or analysis systems and capacity, and aging infrastructure/systems. To mitigate these risks and regularly track progress around implementation, targets, and milestones, ODE designed a robust monitoring and evaluation approach. This approach is described in the next section.



MONITORING AND EVALUATION

The purpose of ODE’s strategic monitoring and evaluation system is to provide consistent, predictable visibility into progress across pillars, priority outcomes, and high-leverage strategies within the strategic plan. Using clear processes and structures, Pillar Leads, Priority Outcome Executive Sponsors, and Strategy Leads will be able to collaboratively identify barriers and challenges, engage in decision making, and reduce duplicative and conflicting efforts. Together, these roles make up the Strategic Plan Implementation and Monitoring steering team. This team will serve as the internal engine of disciplined implementation by ensuring early identification of emerging risks, facilitating active cross-division review of plan activities and outcomes, and establishing clear escalation protocols when persistent gaps are identified. Through a regular cycle of review and reflection, the team will promote transparent communication of findings and use those insights to support, validate, and when necessary, intervene within our internal implementation structures. This approach reinforces our commitment to proactive stewardship, continuous improvement, and shared accountability for results. Ultimately, the monitoring and evaluation system is designed to create cyclical opportunities to reflect on and study the work in progress, capture insights, and inform adjustments and improvements moving forward. This process will empower teams, allow ODE to measure and refine its approach to the goals outlined in the strategic plan, and ensure transparency. Figure 4, below, illustrates this quarterly cadence.



Figure 4. Monitoring and Evaluation Timeline for the 2026–2028 Strategic Plan



Monitoring and Evaluation System Components

Priority Outcome Quarterly Progress Summary Report

Teams will use a progress report template on a quarterly basis to monitor and evaluate implementation of strategies and activities (figure 5). Priority Outcome Executive Sponsors will work with Strategy Leads to complete the progress report, documenting the implementation status of each strategy and the extent to which the strategy is on track in terms of time, quality, and resources. More specifically:

Timeline. Is the strategy happening on the necessary timeline to deliver on time?

Quality. Is the strategy being executed to the depth and level of excellence required?

Resources. Are there sufficient personnel, expertise, buy-in, and/or funds to execute the strategy?

The template also provides space for teams to document highlights and next steps, as well as accomplishments and challenges, and questions they'd like to raise to leadership.

The Project Manager will develop a system for compiling quarterly status reports and providing updates to staff agencywide. This will ensure transparency of effort while facilitating connections to initiatives and activities not explicitly named in this plan.

In this way, the progress reports become not just deliverables within the agency, but also tools for the teams themselves to use as they track, discuss, and make decisions about the work over time.

Figure 5. Quarterly Priority Outcome Progress Report Template

Progress Summary for Priority Outcome:		
Strategies	Status	On Track
Highlights and Look Forward		
Work Underway	What's Next	
Accomplishments and Challenges		
Accomplishments/Lessons Learned	Challenges/Needs	
ON-TRACK KEY		
Green ●	Yellow ▲	Red ■
Timing is on track, work is meeting quality expectations, necessary resources are available, no need for further discussion	One of the key indicators (time, quality, resources) is off track; discussion and changes needed	Two or more key indicators (time, quality, resources) are off track; course correction required

Defined Monitoring Levels and Meeting Cadence

ODE staff members will meet regularly to review performance and produce priority outcome progress summaries quarterly (see the timeline in figure 4). It is important to note that these Progress Reports are both products used to communicate progress, and tools for each priority outcome team to use as they resolve barriers, anticipate challenges, and revise plans in response to what is being learned through implementation. Thus, each Progress Report is both a record of what has happened, and a resource for planning what’s next.

As targets are finalized for each priority outcome, priority outcome and pillar meetings will also incorporate progress monitoring towards meeting defined milestones. Monitoring protocols will include review of disaggregated student outcomes, stakeholder engagement evidence, and alignment of funded activities with equity commitments. This ensures that investments are contributing to reduced disparities and increased access to high-quality educational experiences

Table 2 provides an overview of the regular meeting cadence with related activities.

Table 2. Performance Review and Progress Meeting Cadence

Meeting	Participants	Primary Purpose	Cadence
Pillar	<ul style="list-style-type: none"> • Pillar Lead • Priority Outcome Executive Sponsors 	Discuss quarterly priority outcome progress summaries: synthesis, cross-strategy alignment, and decision making	Quarterly
Priority Outcome	<ul style="list-style-type: none"> • Priority Outcome • Executive Sponsor Strategy Leads 	Review quality and timeliness of all deliverables, discuss resource availability, identify and address challenges, elevate issues to Pillar Lead as needed	Monthly
Strategy	<ul style="list-style-type: none"> • Strategy Lead • Partners from across the agency involved in the work 	Work execution, deliverables, and troubleshooting; elevating issues to Priority Outcome Executive Sponsor as needed	Biweekly or as needed
Cross-Pillar Convening	<ul style="list-style-type: none"> • Pillar Leads • Priority Outcome • Executive Sponsors Strategy Leads 	Coherence, alignment, and systemic reflection	Biannually for first year, annually thereafter

Quality Assurance and Enabling Supports

The monitoring and evaluation system has four critical elements that will help break down silos, achieve alignment across pillars, and ensure staff members have the tools they need to produce quality outcomes:

- An in-person monitoring and evaluation orientation session and mid-year check-in that includes Pillar Leads, Priority Outcome Executive Sponsors, and Strategy Leads.
- Job-embedded coaching opportunities for Pillar Leads, Priority Outcome Executive Sponsors, and Strategy Leads.
- Common templates for quarterly updates, agendas, and action planning.
- Agencywide messaging that reinforces prioritization and expectations that support this work, and quarterly sharing of progress, agencywide.



MANAGING COMPLEX CHANGE

Successful implementation of this plan will require that ODE effectively manage a complex change effort that includes addressing the historic siloing of work within the agency. Because ODE’s work has often been driven by programs rather than agencywide practices and common goals, many teams have evolved with limited insight into the work of others at the agency, which has constrained opportunities for cross-office collaboration and innovation.

The approach to project planning, monitoring, and evaluation laid out here offers a unifying anchor for effective implementation of the strategic plan and intentional opportunities to de-silo work. It provides a shared, systems-level framework that helps ODE staff understand how change happens across the agency, not just what must be accomplished. By design, this approach will provide agencywide insight into how teams are planning work to support delivery of priority outcomes, with quarterly updates on progress and challenges. Teams are aligned under common goals (as opposed to programs), with named leads under each priority outcome **working across offices** to ensure deliverables are realized.

Staff have already begun the work of documenting connections across strategies and activities (see Project Plans in Appendices A, B and C). For example, professional development and learning opportunity activities span strategies; there is opportunity to consider strategic timing and calendaring of professional development across the agency; conducting research is evident across many strategies; and state-developed guidance and resources are routinely named and suggest an area for alignment and coherence. Identifying connections across strategies and activities makes visible the many opportunities that Pillar Leads, Priority Outcome Sponsors, and Strategy Leads should be communicating across offices, programs and teams; inviting specific staff and partners to meetings to inform, support, and guide the work; and leveraging and maximizing existing efforts in the agency.

Last, the Project Manager will facilitate ongoing connection-making across teams and programs as strategies and activities evolve. The use of shared reporting and meeting structures, with a defined meeting cadence, level-sets expectations and will improve communications and transparency across the agency.



PLANS AND PROGRESS BY PILLAR

As described above, each priority outcome team developed a project plan aligned to the strategic plan framework and an initial progress summary report (current as of early February 2026). Those plans and their associated summaries are presented by pillar in the following appendices:

**APPENDIX A
ACADEMIC EXCELLENCE**

**APPENDIX B
BELONGING AND WELLNESS**

**APPENDIX C
SHARED ACCOUNTABILITY**

Moving forward, priority outcome progress summaries will be produced once each quarter. We expect that plans will also be updated in alignment with progress summaries, as teams complete deliverables, and as implementation changes in response to new activities and identified challenges.



APPENDIX A. ACADEMIC EXCELLENCE PILLAR PRIORITY OUTCOME PROJECT PLANS AND INITIAL PROGRESS SUMMARIES

Priority Outcome 1. Increased Student Achievement in English Language Arts

Executive Sponsor: Alexa Pearson

Strategy AE.1.1 Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency (**Connection: SA.1.1; SA.1.2; SA.1.3; SA.1.4; SA.2.1; SA.2.2; SA.2.3; AE.1.2**)

Strategy Lead
Angelica Cruz

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Conduct structured cross-office training sessions to align agency staff on key literacy resources and use Continuum of Supports to support district implementation.	ODE Regional Support teams receive professional learning on key literacy resources.	December 2026		
B. Establish statewide professional learning opportunities and networks to provide ODE-sponsored professional learning (i.e., science of reading course, state literacy frameworks, curriculum-based summits, content-area literacy, high-dosage tutoring/expanded learning, elevating bright-spot districts, socialize ODE literacy resources, co-facilitate Statewide Literacy Excellence Network).	ODE launches a professional learning platform with a menu of literacy learning options for educators and leaders to deepen learning on the science of reading and evidence-based practices to improve ELA proficiency.		January 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Complete Oregon’s State Literacy Plan.	ODE publishes Oregon’s State Literacy Plan. <i>(Connection: SA.2.1)</i>	August 2026		
D. Integrate monitoring and district support of literacy programming through application/reporting systems, Continuum of Supports, and Regional Support model. <i>(Connection: SA.1.1; SA.1.2; SA.1.3; SA.1.4; SA.2.1; SA.2.2; SA.2.3)</i>	ODE Regional Support teams receive training on literacy programming.		July 2027	

Strategy AE.1.2 Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards **(Connection: AE.1.1; AE.2.2; SA.2.2)**

Strategy Lead
Vanessa Martinez

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Implement ELA HQIM data collection and incorporate data use in district support <i>(Data Pillar of ODE Instructional Materials Professional Development Strategic Plan).</i>	ODE publishes K–12 ELA HQIM data internally and externally in a dashboard.		September 2027	
B. Through engagement and State Board of Education adoption, develop refined instructional materials calendar and program planning <i>(Signaling Pillar of ODE IMPD Strategic Plan).</i>	New HQIM review model established. ODE publishes new instructional materials calendar.	September 2026		

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Provide professional learning internally and externally on the value of ELA HQIM for all learners (<i>Communication Pillar of ODE IMPD Strategic Plan</i>).	ODE Regional Support teams receive professional learning on ELA HQIM for core grade-level instruction.		January 2027	
D. Provide professional learning to align agency staff on HQIM for Tier 1 core grade-level instruction and coherence (<i>Curriculum-Based Professional Learning Pillar of ODE IMPD Strategic Plan</i>).	ODE Regional Support teams receive professional learning on how to support HQIM implementation. Cohort of early literacy grantees participate in a series of three curriculum-based learning experiences (two in person). ODE publishes a new vendor list with curriculum-based professional learning emphasis.		December 2027	

Strategy AE.1.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices (**Connection: AE.1.1; AE.2.3; SA.2.1**)

Strategy Lead
Andrea Lockard

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Elevate existing ODE resources to support use of results from universal screeners for risk factors of dyslexia.	ODE publishes guidance on strengthening systems that support effective use of state board-approved list of screeners for risk factors of dyslexia.		February 2027	
B. Elevate existing ODE resources on cross-sectional target reports by providing increased professional learning opportunities for district leaders.	Completion of communications campaign/plan to districts about available resources through newsletters, regular agency-facilitated events (e.g., DTC Webinar), website announcements or featured articles, and Regional Support teams.	November 2026		
C. ODE publishes additional ELA assessment result guidance for districts and families. (<i>Connection: AE.1.1</i>)	Develop “Do this/Not this” document about using ELA assessment results. Develop family-facing resources for districts to use.	November 2026	June 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Districts and ESDs use state-developed professional learning resources on using interim results.	Develop professional learning resources on best practices and key strategies for using interim assessment results.	October 2026		
E. Develop a learning series on progress monitoring to support effective instructional adjustment to meet the needs of individual learners and/or small groups, including high-dosage tutoring eligibility.	ODE provides progress monitoring webinars.		January 2027	

Initial Progress Summary for Academic Excellence Priority Outcome 1. Increased Student Achievement in ELA

Strategies	Status	On Track
AE.1.1 Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency	Some resources are already published and professional development networks underway. Contract execution for more substantive professional development efforts is the major next step. Internal integration with accountability efforts dependent on clarity of new systems.	
AE.1.2 Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards	Engaging partners to develop policy and program plans. Many existing communication resources. About to launch the leadership team.	
AE.1.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices	Most guidance and resources have been developed and activities have been scoped. (Baseline) Progress may be impacted by Senate Bill 141 interim assessment implementation.	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • Reviewing free science of reading courses • Regional literacy professional development through the Statewide Literacy Excellence Network co-hosted monthly with the Oregon Association of Education Service Districts • Writing the State Literacy Plan through contract established with WestEd to support and feedback through Literacy Roundtable • Developing ELA professional learning resources and posted on Oregon Framework's website • Launching leadership structure for AE 1.2 • HQIM dashboard for K–5 ELA posted and updated on website • Engagement with partners and technical advisory committee established for HQIM program (1.2-B) 	<ul style="list-style-type: none"> • Plan and schedule professional learning for ELA with regional teams • Inventory resources currently developed for universal screeners for risk factors of dyslexia and develop collaboration plan with the offices of Enhancing Student Opportunities; Teaching, Learning & Assessment; and Research, Assessment, Data, Accountability, and Reporting to determine next steps for updating district systems guidance • Plan scope of progress monitoring resources • Start development of a cross-sectional target report communication plan and assessment result guidance • Execute contract with WestEd for curriculum-based professional development and Brightspot work • Early Literacy District Grant incorporated into Unified Application pilot

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Coordination with senior leadership across offices well established to support the connections between professional learning, Continuum of Supports, and the Educator Advancement Council professional learning platform • Established partnerships with ESDs to support implementation of HQIM 	<ul style="list-style-type: none"> • What is the best way to coordinate all the training that will go to the Regional Support teams? We have four strategies that culminate in training them • Clarification of what unified monitoring/reporting will look like internally to integrate literacy into Continuum of Supports and Regional Support systems

Priority Outcome 2. Increased Student Achievement in Mathematics

Executive Sponsor: Alexa Pearson

Strategy AE.2.1 Build statewide capacity to implement effective math pedagogy and evidence-based practices to improve math proficiency (**Connection: AE.1.1; AE.1.2; AE.2.2; AE.5.4; SA.2.1; SA.2.2; SA.2.3**)

Strategy Lead
Adrienne Pierce

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
<p>A. Complete Oregon’s shared vision for high-quality mathematics through the development of a math framework. (<i>Connection: AE.2.2</i>)</p>	<p>ODE publishes the STEM Education Plan. (<i>Connection: AE.5.3</i>)</p> <p>ODE publishes the Oregon Math Framework. (<i>Connection: SA.2.1</i>)</p>	August 2026	February 2027	
<p>B. Conduct structured cross-office training sessions to align agency staff on key math resources and utilize Continuum of Supports to support district implementation. (<i>Connection: AE.1.1, SA.2.2, SA.2.3</i>)</p>	<p>ODE Regional Support teams receive professional learning on key math resources.</p>		April 2027	
<p>C. Establish statewide professional learning opportunities and leverage existing networks to provide ODE-sponsored professional learning (i.e., Oregon Math Educator Council, Oregon Math Leaders, Regional STEM Hubs, Regional Educator Networks, Mathways etc.). (<i>Connection: AE.1.1; AE.1.2</i>)</p>	<p>ODE compiles evidence-based math resources to share with districts.</p> <p>ODE develops learning opportunities and trainings for educators and leaders to deepen learning on evidence-based math practices.</p>		June 2027 December 2027	

Strategy AE.2.2 Support districts in adopting and implementing math high-quality instructional materials (HQIM) that are affirming and aligned to state standards (**Connection: AE.1.2; AE.2.1; SA.2.2**)

Strategy Lead
Vanessa Martinez




Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Implement math HQIM data collection and incorporate data use in district support (<i>Data Pillar of ODE Instructional Materials Professional Development Strategic Plan</i>).	ODE publishes K–12 math HQIM data internally and externally in a dashboard.		September 2027	
B. Through engagement and State Board of Education adoption, develop refined instructional materials calendar and program planning (<i>Signaling Pillar of ODE IMPD Strategic Plan</i>).	New HQIM review model established. ODE publishes new instructional materials calendar.	June 2026		
C. Provide professional learning internally and externally on the value of math HQIM for all learners (<i>Communication Pillar of ODE IMPD Strategic Plan</i>).	ODE Regional Support teams receive professional learning on math HQIM for core grade-level instruction.		January 2027	
D. Provide professional learning to align agency staff on math HQIM for Tier 1 core grade-level instruction and coherence (<i>Curriculum-Based Professional Learning Pillar of ODE IMPD Strategic Plan</i>).	ODE Regional Support teams receive professional learning on how to support math HQIM implementation.		September 2027	

Strategy AE.2.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration practices (**Connection: AE.1.3; AE.2.1; SA.2.1**)

Strategy Lead
Andrea Lockard

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Elevate existing ODE resources on cross-sectional target reports by providing increased professional learning opportunities for district leaders.	Completion of communications campaign to districts about available resources through newsletters, regular agency-facilitated events (e.g., DTC Webinar), website announcements or featured articles, and Regional Support teams.	November 2026		
B. ODE publishes additional math assessment result guidance for districts and families.	Develop “Do this/Not this” document about using math assessment results. Develop family-facing resources for districts to use.	November 2026	June 2027	
C. Districts and ESDs use state-developed professional learning resources on using interim results.	Develop professional learning resources on best practices and key strategies for using interim assessment results.	October 2026		

Initial Progress Summary for Academic Excellence Priority Outcome 2. Increased Student Achievement in Math

Strategies	Status	On Track
AE.2.1 Build statewide capacity to implement effective math pedagogy and evidence-based practices to improve math proficiency	Currently fostering strong statewide leadership communities and resource designs for high school 2+1 coursework. Initial search of best practices bibliography has been crafted. From this, designing the math vision and framework K–12 can begin. Progress may be impacted by loss of \$2 million Mathways grant.	
AE.2.2 Support districts in adopting and implementing math high-quality instructional materials (HQIM) that are affirming and aligned to state standards	Engaging partners to develop policy and program plans. Many existing communication resources. About to launch the leadership team.	
AE.2.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration practices	Most guidance and resources have been developed and activities have been scoped. (Baseline) Progress may be impacted by Senate Bill 141 interim assessment implementation.	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • Planning the math framework through REL • Launching leadership structure for AE 2.2 • Engagement with OMC and OMEC regarding math framework • Engagement with partners and technical advisory committee established for HQIM program (1.2-B) 	<ul style="list-style-type: none"> • Finalize and publish the STEM Education Plan (August 2026) • Finalize Math Framework (February 2027) • Inventory resources currently developed for math to determine next steps for updating district systems guidance • Start development of a cross-sectional target report communication plan and assessment result guidance

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Coordination with senior leadership across offices is well established to support the connections between professional learning, Continuum of Supports, and the Educator Advancement Council professional learning platform • Established partnerships with ESDs to support implementation of HQIM 	<ul style="list-style-type: none"> • What is the best way to coordinate all the training that will go to the Regional Support teams? We have four strategies that culminate in training them. • Capacity of ODE staffing: Currently two dedicated math specialists • ODE may lose the Mathways grant in 2026 short session, which would limit capacity of ongoing math resource developments, 2+1 course development, and professional learning opportunities regionally

Priority Outcome 3. Increased Opportunities for Focal Student Groups

Executive Sponsor: Ramonda Olaloye

Strategy AE.3.1 Strengthen and differentiate support to districts that addresses the diverse needs of students
(Connection: AE 4.3; AE.5.3; SA2.2)

Strategy Lead
Jennifer Donovan

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Establish a professional learning series that builds staff understanding of the characteristics and diverse needs of focal student groups statewide.	Build internal professional learning sessions (summer implementation of internal training) by May 2026.	May 2026	September 2026 Refine trainings based on feedback and data profiles	Continue to refine trainings based on identified needs
B. Agency staff will provide and coordinate technical assistance to districts and programs to improve outcomes and reduce achievement gaps among focal group students.	Develop training series calendar and identify learning topics and presenters; create plan for communicating to LEAs and ESDs.	October 2026		

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Use district profiles to create risk-based assessment and identify local education agency tiered system support.	Use current 360 District Summaries database to create district profiles to include breakdown of focal population representation, focal population performance within districts, focal population educator representation (not yet available in database), and supports currently available within districts. Review and update annually.	June 2026	TBD	
D. Contribute measures to an agencywide monitoring plan.	Create focal population specific data points to contribute to tiered Regional Support teams.	July 2026	Match monitoring calendar developed by larger team. Refine as monitoring results are collected.	

Strategy AE.3.2 Ensure every student has access to core grade-level instruction and build coherence for Tier 2 and Tier 3 instruction that is connected to core instruction (**Connection: BW 2.3**)

Strategy Lead
Crystal Brumfield



Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Agency offices use aligned definitions and expectations for multi-tiered systems of supports (MTSS) and Response to Intervention (RTI) in their work with districts.	Conduct an inventory of our current MTSS and RtI definitions, guidance, and materials across offices and identify inconsistencies in language, expectations, etc.; develop aligned definitions and guidance for agency use.		January 2027	
B. Conduct structured cross-office calibration sessions to align agency expectations for access to core grade-level instruction and Tier 2 and Tier 3 coherence. (<i>Connection: AE.1.2; AE.1.3; AE.2.2; AE.2.3</i>)	Districts receive consistent guidance from agency staff regarding access to core grade-level instruction and coherence across Tier 2 and Tier 3 supports.	November/ December 2026		
C. Develop a monitoring and feedback structure to review data, practices, and access to core instruction and provide feedback aligned to district context and need.	Districts receive feedback based on district-specific data and practices, next steps, and technical assistance.		March 2027	

Strategy AE.3.3 Support district use of disaggregated data to identify inequities in student access and outcomes and share research-based and community-informed improvement plans (**Connection: BW 3.1**)

Strategy Lead
Isabella Jacoby

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and publish white papers and research briefs on the best practices for supporting specific student populations to support a cohesive agencywide understanding of the diverse needs of students across the state.	White papers and research briefs	White papers completed August 2026		Research ongoing through July 2028
B. Data literacy internal learning series to support a consistent agencywide understanding of the data points we use (What is disaggregated data? How are the focal populations and metrics defined?). <i>(Connection: AE.1.3; AE.2.3)</i>	Develop and deliver data literacy training series	Beginning in September 2026		
C. Data justice stewards provide expert community advice on data and research products centering focal populations.	Twice-yearly meetings	January and July, annually		
D. Establish and maintain a list of focal population terms and definitions (the Applied Research Collaborative, or ARC; the Data Governance Committee, or DGC; agency subject matter experts) to support consistent terminology use across the agency.	Data definitions document adopted agencywide	December 2026		

Initial Progress Summary for Academic Excellence Priority Outcome 3. Increased Opportunities for Focal Student Groups

Strategies	Status	On Track
AE.3.1 Strengthen and differentiate support to districts that addresses the diverse needs of students	Workgroup members have been identified.	
AE.3.2 Ensure every student has access to core grade-level instruction and build coherence for Tier 2 and Tier 3 instruction that is connected to core instruction	Work not yet started	N/A
AE.3.3 Support district use of disaggregated data to identify inequities in student access and outcomes and share research-based and community-informed improvement plans	White papers in progress; research briefs in progress; data literacy training not started; data justice stewards meeting regularly; data definitions document started	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • White papers being revised • Data justice stewards meeting 1/23 • Data definitions document outline created and on ARC agenda for 1/30 	<ul style="list-style-type: none"> • AE.3.1 Establish a workgroup of identified staff members to begin evaluating topics and establishing training series and calendar • AE.3.2 Identify and collect definitions of MTSS and RTI being used collectively across the agency to guide conversations around a shared understanding • AE.3.3 Revise and publish Talented and Gifted identification data brief • AE 3.3 Present white papers to Quality Education Commission for adoption • AE 3.3 Plan data literacy trainings • AE 3.3 Present data definitions project to ARC

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none">• The acknowledgement that districts need support and ODE can provide support around the needs of focal populations across the agency	<ul style="list-style-type: none">• Need for consistent expectations across the agency regarding which positions will engage with which portions of the data literacy training• Need for coherent learning plan: There is a lot of professional learning distributed across these plans, and it would be substantially easier to coordinate and deliver it if there was a single point person scheduling an ongoing learning series into which the individual learnings can be inserted• Need for active communication channels across strategies to ensure alignment to the agency vision and mission

Priority Outcome 4. Increased Graduation Rates

Executive Sponsor: Dan Farley

Strategy AE.4.1 Improve ninth-grade success by offering support to improve transitions from middle school into high school

Strategy Lead
Maggie Mashia

Required Key Activities	Desired Results	DelivDesired Results		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Expand guidance and best practices on Education Plan and Profile planning to grades 6–8 and increase dissemination. <i>(Connection: AE.4.2)</i>	ODE publishes resources for high school transition.	December 2026		
B. Provide resources and professional learning on career-connected learning for grades 6–8 (employability skills, CTE, STEM, and career education opportunities). <i>(Connection: AE.4.2)</i>	Districts receive professional learning on career-connected learning for grades 6–8.			July 2028
C. Add middle-to-high school transition readiness items to the SEED Survey for grades 6–8. <i>(Connection: BW.1.1; BW.2.1)</i>	High school transition readiness items developed and added to the SEED Survey for grades 6–8.			May 2028

Strategy AE.4.2 Provide districts with guidance and support to ensure that every high school student experiences an engaging course pathway that connects to their postsecondary goals (**Connection:** AE.4.1.; AE.4.4; AE.5.1; AE.5.2; AE.5.3; SA.1.2)

Strategy Lead
Beth Wigham

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Convene middle and high school counselors to identify areas of strength and needs for clarity with regard to Oregon’s Personalized Learning Requirements and their advising practices.	ODE gathers district examples of Personalized Learning Requirement practices from a variety of district types. ODE publishes updated resources and examples on supporting Oregon’s Personalized Learning Requirements.	December 2026		
B. Establish and convene a workgroup to define best practices with district exemplars for integrating Oregon’s Employability Skills into cross-disciplinary learning experiences.	ODE publishes updated resources on supporting Oregon’s Employability Skills. ODE provides communication and dissemination.		July 2027	
C. Explore research study methods and data sources for determining the impact of district Personalized Learning Requirements practices on postsecondary outcomes.	ODE explores research study methods and data sources related to Personalized Learning Requirements practices and postsecondary outcomes.		July 2027	

Strategy AE.4.3 Enable districts to access and use on-track monitoring systems to identify students at risk of being left behind (Connection: AE.1.3; AE.3.1; AE.4.1; BW.1.4)

Strategy Lead
Jon Wiens

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
<p>A. Distribute Early Indicator and Intervention Systems (EIS) grant funds to school districts and charter schools through the Integrated Programs. (Connection: SA.1.3)</p> <p><i>School districts have access to resources to assist in implementation of an EIS system.</i></p>	<p>Deadlines for EIS grant distribution are met.</p>	December 2026	December 2027	December 2028
<p>B. Provide professional learning and customized coaching to strengthen student success systems (including on-track and at-risk monitoring). (Connection: AE.1.3; AE.3.1; AE.4.1)</p>	<p>ODE reports on the number of professional learning modules published and the number of coaching sessions delivered by the vendor.</p>	January 2026 and ongoing	Ongoing through the 2027–28 year as part of the Customized Coaching and Professional Learning & Continuum of Supports	Ongoing (pending ongoing funding)
<p>C. Collect and analyze High School Course Grade History data to identify challenges and barriers to high school graduation, including for marginalized students. Monitor improvement.</p>	<p>Data collections are in place.</p> <p>ODE publishes analysis of High School Course Grade History data collection.</p>		November 2027 (first collection completed)	July 2028 (report released)




Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Build district and ESD capacity to monitor and continuously improve EIS across the K–12 system. <i>(Connection: BW.1.4)</i>	ODE implements the Networked Improvement Community, which meets quarterly.	December 2026 launch	Ongoing	

Strategy AE.4.4 Support districts to clarify pathways and build robust advising systems that guide students and families through personalized learning plans aligned to their interests and postsecondary goals

Strategy Lead
Jenni Newby

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Create an internal ODE Graduation Team.	ODE Graduation Team meets monthly to support strategy implementation.	August 2026		
B. Identify how to refine and systematically implement high school graduation requirements, guided by engagement with education and community partners. <i>(Connection: AE.4.2)</i>	ODE publishes updated guidance to support implementation of high school graduation requirements. ODE provides communication and dissemination to districts/ESDs.		July 2027	
C. Develop updated Oregon course pathways guidance and requirements based on findings from statewide research study. <i>(Connection: AE.4.2)</i>	Workgroup prepares proposal for State Board of Education for Class of 2035.			July 2028

Initial Progress Summary for Academic Excellence Priority Outcome 4. Increased Graduation Rates

Strategies	Status	On Track
AE.4.1 Improve ninth-grade success by offering support to improve transitions from middle school into high school	Oregon Employability Skills work is underway. High School Success funds can be leveraged at grade 8, which will be emphasized in communications.	
AE.4.2 Provide districts with guidance and support to ensure that every high school student experiences an engaging course pathway that connects to their postsecondary goals	Not yet started. Engagement will begin in December 2026.	N/A
AE.4.3 Enable districts to access and use on-track monitoring systems to identify students at risk of being left behind	Grant funding and professional development modules are available. Data collections are on track.	
AE.4.4 Support districts to clarify pathways and build robust advising systems that guide students and families through personalized plans aligned to their interests and postsecondary goals	Developing list of counselors, principals, and educators to consult	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • Oregon Employability Skills work is underway (AE.4.1) • Identifying key partners who will support planning and development (AE.4.2) • High School Course Grade History collection pilot scheduled to open in May 2026 (AE 4.3) 	<ul style="list-style-type: none"> • Identify internal ODE Graduation Team to organize and plan the scope of the project to ensure coherence (AE 4.1-4) • Work with ESDs to plan Network Improvement Community (AE 4.3) • List of counselors, principals, and educators to consult will be defined (AE 4.4)

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none">• The agency can build from work and resources that are in place to advance these strategies	<ul style="list-style-type: none">• Continued funding for EIS work is under review• Need continued staffing expertise at ODE to lead the Oregon Employability Skills work who has connections between the following: education and businesses, K–12 vertical alignment.• There are activities that cross strategies and Priority Outcomes, so the communication strategy must ensure alignment and coherence across these plans

Priority Outcome 5. Increased Postsecondary Readiness

Executive Sponsor: Cassie Medina

Strategy AE.5.1 Support districts in expanding access to college credit-earning opportunities while in high school

Strategy Lead
Cynthia Stinson

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Implement the vision for Oregon’s College Credit in High School Commitment.	Share and build awareness of the vision statewide.	April 2026		
B. Design and support the implementation of an advising toolkit for Oregon’s College Credit in High School Commitment.	Districts receive professional learning on career-connected learning for grades 6–8.	October 2026		
	Deliver a statewide implementation package, including training, guidance, and support for the Advising Toolkit.		September 2027	
C. Review and revise Oregon’s College Credit in High School Commitment.	Established protocols and cadence for continuous improvement of Oregon’s College Credit in High School Commitment.			January 2028
D. Partner with the Higher Education Coordinating Commission to propose policy changes related to Oregon’s College Credit in High School Commitment to the Oregon Legislature.	Policy recommendations submitted.			April 2028

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Support educators for Higher Education and Career Path Skills Standards/Courses.	Updated guidance is shared with educators and partners.	June 2026		
B. Establish and implement statewide standards for flexible career pathway (program of study) design, alignment, and quality.	Established statewide standards for all programs of study		August 2027	
	Implementation supports for statewide program of study standards are ready to launch.			September 2028
C. Develop program of study pathway maps to connect secondary coursework; postsecondary coursework; industry recognized credentials; and high-demand, high-wage careers.	Program of study pathway maps are created and shared statewide.		August 2027	




Strategy AE.5.3 Increase opportunities for students to engage in high-quality career-connected learning that informs postsecondary decisions and improves employment outcomes

Strategy Lead
Jenni Newby

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Complete revision of STEM Education Plan. <i>(Connection: AE.2.1)</i>	ODE publishes STEM Education Plan.	August 2026		
B. Expand access and support for focal groups in work-based learning.	Provide work-based learning opportunity gap analysis training and data dashboard.	October 2026		
	Provide resources and professional learning to support school districts in addressing gaps in work-based learning participation.		October 2027	
C. Provide equitable, high-quality work-based learning and career-connected learning experiences aligned to instruction and career pathways that help students explore options and prepare for postsecondary transitions. <i>(Connection: AE.2.1; AE.5.3)</i>	A statewide, integrated implementation plan to provide career-connected learning and work-based learning experiences.		December 2027	
	STEM Education Plan informs and supports STEM/STEAM guidance regarding career-connected learning opportunities and future grant funding for STEM Hubs.		January 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
<p>D. Provide equitable, high-quality work-based learning and career-connected learning experiences aligned to instruction and career pathways that help students explore options and prepare for postsecondary transitions. <i>(Connection: AE.2.1; AE.5.3)</i></p>	<p>A coordinated engagement plan across education and workforce systems is established and shared publicly.</p>		December 2027	
	<p>STEM Education Plan informs and supports STEM/STEAM guidance on how industry can engage across education/workforce systems and elevate Oregon Employability Skills.</p>		December 2027	

Initial Progress Summary for Academic Excellence Priority Outcome 5. Increased Postsecondary Readiness

Strategies	Status	On Track
AE.5.1 Support districts in expanding access to college credit-earning opportunities while in high school	Statewide vision is established.	
AE.5.2 Support districts in preparing students for postsecondary transitions	Initial work underway for revising guidance.	
AE.5.3 Increase opportunities for students to engage in high-quality career-connected learning that informs postsecondary decisions and improves employment outcomes	Initial development of timeline for opportunity gap analysis training	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • (5.1) Vision is established • (5.2) Begin to update guidance • (5.3) Identify team members and resources needed 	<ul style="list-style-type: none"> • (5.1) Socialize the vision through various engagements; begin building the toolkit • (5.2) Begin circulating draft of guidance internally by April 1 • (5.3) Development of timeline and resources needed for opportunity gap analysis training and data dashboard

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none">• (5.1) The State Board of Education and the Higher Education Coordinating Commission have committed to the vision. Feedback included appreciation for centering feedback from robust engagements with a wide variety of Oregonians and grounding in research while developing the vision.• (5.2) N/A• (5.3) N/A	<ul style="list-style-type: none">• (5.1) Building the toolkit will require collaboration and input from many partners within ODE, at the Higher Education Coordinating Commission, and in the field• (5.2) N/A• (5.3) N/A



APPENDIX B. BELONGING AND WELLNESS PILLAR PRIORITY OUTCOME PROJECT PLANS AND INITIAL PROGRESS SUMMARIES

Priority Outcome 1. Increased Regular Attendance

Executive Sponsor: Cassie Medina

Strategy BW.1.1 In partnership with the Oregon Health Authority, provide schools and districts with integrated wellness, inclusion, safety, and health data analysis and interpretation

Strategy Lead
Kati Moseley

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop a logic model to guide coherent analysis of wellness, inclusion, safety, and health survey data.	Established cross-agency logic model	April 2026		
B. Finalize data analysis protocols for external use.	Standardized external-facing data analysis protocols	September 2026	September 2027	Ongoing
C. Identify and describe ODE and Oregon Health Authority practices for using survey data in planning.	Brief report to socialize the integrated data reporting that ODE and Oregon Health Authority utilize in survey data planning	June 2026	June 2027	Ongoing
D. Catalog data products associated with each survey.	Bibliography of data products for each survey	July 2027		Ongoing

Strategy BW.1.2 Focus on blending and braiding funding to de-silo attendance approaches and supports

Strategy Lead
Andrea Barnum

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Establish a cross-agency workgroup to align ODE attendance efforts.	Cross-agency workgroup established	January 2026		
B. Integrate attendance resources into the Continuum of Supports.	Agency-aligned attendance resources	June 2026		
C. Create and share a tool for braiding and blending funds to support high-leverage attendance strategies.	Practical tool for blending local, state, federal, and grant funds with external partners		February 2027	

Strategy BW.1.3 Develop and implement School Wellness, Inclusion, Safety, and Health Framework
(Connection: BW.2.3)

Strategy Lead
Kati Moseley

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop a logic model and the School Wellness, Inclusion, Safety, and Health Framework.	Framework and logic model ready to be shared for feedback	September 2026		
B. Statewide definitions for the terminology included in the School Wellness, Inclusion, Safety, and Health Framework (Connection: BW.3.2)	Statewide alignment of definitions	June 2026		

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Develop engagement strategy for framework implementation.	Cohesive engagement plan developed and shared broadly	December 2026		
D. Develop professional learning structure and plan aligned with ODE's emerged regional support structure.	Cohesive professional learning plan developed, and resources shared broadly in the ODE Support Suite		September 2027	




Strategy BW.1.4 Disseminate and center strategies to reduce absences and increase regular attendance, particularly for focal student populations (**Connection: AE.4.3; AE.5.4**)

Strategy Lead
Jennifer Donovan

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Identify high-leverage, evidence-based practices that support increases in regular attendance. (<i>Connection: AE.4.2; BW.2.3</i>)	Framework and logic model ready to be shared for feedback	June 2026	January 2027	
B. Convene Attendance Advisory Committee to recommend policies for improving attendance, particularly for students facing higher rates of absenteeism.	Statewide alignment of definitions	January 2026		
	Submit a report and policy recommendations to the Legislature and State Board of Education		February 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Increase visibility of state and district attendance data disaggregated by student demographics.	Data 360 dashboard is publicly available	January 2026		

Initial Progress Summary for Belonging and Wellness Priority Outcome 1. Increased Regular Attendance

Strategies	Status	On Track
BW.1.1 In partnership with the Oregon Health Authority, provide schools and districts with integrated wellness, inclusion, safety, and health data analysis and interpretation	Meeting cadence established, running. Work is scoped with clear responsibility and timelines.	
BW.1.2 Focus on blending and braiding funding to de-silo attendance approaches and supports	Agency workgroup meeting cadence established	
BW.1.3 Develop and implement School Wellness, Inclusion, Safety, and Health Framework	Scope drafted	
BW.1.4 Disseminate and center strategies to reduce absences and increase regular attendance, particularly for focal student populations	Not started	N/A

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • Design of integrated survey analysis products • Update to Communicable Disease Guidance for Schools; planning for School Exclusion Day communications; established immediate communication plan for measles awareness in collaboration with the School Safety and Emergency Management program • Integrated Community Partnership grantee report for 2023–2025 drafted, including emphasis on strategies to reduce absences for focal student populations (anticipated publication February 2026) • ODE workgroup is meeting regularly on agencywide attendance work 	<ul style="list-style-type: none"> • Finalize scope, purpose, and use of SWISH framework; align with ODE's forthcoming Whole-Child framework • Established process for what school- and family-facing documents need co-ownership with Oregon Health Authority to ensure alignment with health and safety expectations set by OHA for school • Agency workgroup is meeting and developing timelines and deliverables for the workgroup • Vetting and curating attendance-specific resources to include in the ODE Support Suite • Begin the development of a matrix to identify attendance strategies across Student Success Plans

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Co-leadership of cross-agency survey alignment workgroup • Quarterly meeting with OHA staff and leadership • Aligned single webpage with all survey information 	<ul style="list-style-type: none"> • Clear cross-office coordination and responsibilities related to improving school attendance

Priority Outcome 2. Increased Feelings of Belonging, Trust, and Emotional Well-Being Among Students and Adults

Executive Sponsor: Dan Farley

Strategy BW.2.1 Expand district use of Student Educational Equity Development (SEED) Survey analysis protocols and communication toolkit resources

Strategy Lead
Andrea Lockard

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Increase in district awareness and use of toolkit with quarterly communications via professional learning opportunities, listservs, and social media.	Share quarterly communications about the availability of SEED toolkit resources (inclusive of educators, families, and students) through multiple pathways.	April 2026		
B. Increase in internal awareness will increase district use.	Train internal regional support teams on SEED toolkit resources.		May 2027	
C. Regional educator networks and ESD partners are leveraged to promote increased district use.	Train SEED Survey stewards at each regional educator network and ESD.		October 2027	
D. Increased relevance leads to increased district use.	Conduct district focus groups to increase relevance of SEED toolkit resources.			July 2028

Strategy BW.2.2 Establish system for data collection and analysis on district expenditures related to mental and physical health and safety (**Connection: BW.3.2**)

Strategy Lead
Vanessa Clark

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Identify relevant data and alignment of reporting cycles for SEED data, financial data, and any other included data.	Plan that includes data points and sources to be analyzed and a cycle for reviewing and analyzing data	July 2026		
B. Identify contributors to this work for data collection (and training), validation, and analyses.	Provide training to identified ODE staff members on the goals, tasks, and specific deliverables related to this strategy.	July 2026	December 2026	
C. Evaluate trends to drive year-over-year increases in statewide averages on survey items related to student belonging, mental health, and safety.	Evaluation completed annually and results of evaluation shared through ODE research briefs webpage		July 2027 (for 2025–26 school year data)	July 2028 (for 2026–27 school year data)

Strategy BW.2.3 Embed Transformative Social and Emotional Learning (TSEL) standards into learning standards, guidance, and professional development at all levels (**Connection: AE.1.1; AE2.1**)

Strategy Lead
Vanessa Martinez

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Update content area standards documents.	All content area standards documents include framing language about integrating and teaching the TSEL standards.	September 2026		
B. Develop and disseminate guidance documents to support TSEL integration.	Guidance documents are posted on ODE content area websites and incorporated into newsletters.	December 2026		
	Incorporate training materials into the Educator Advancement Council professional learning platform.		December 2027	
C. Agency staff consistently apply integrated TSEL across content areas. (<i>Connection: AE.4.2</i>)	Series of cross-office calibration sessions for each ODE academic office and Regional Support teams		December 2027	
	Update ODE's shared hub of resources.	July 2026		
D. Develop and add TSEL criteria to the evaluation of instructional materials process.	TSEL integrated into HQIM Evaluation Tool.		September 2027	

Strategy BW.2.4 Ensure statewide implementation of ODE’s Community Engagement Toolkit and best practices

Strategy Lead
Maggie Mashia

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Establish the Community Partnerships Advisory Group representing diverse communities across Oregon. Conduct a kickoff meeting and initial working session to introduce members to ODE’s community engagement strategies and resources (first two sessions of a four-year group).	Two community advisory group sessions orient and connect members and actively engage them in learning about ODE’s community engagement practices. This creates a foundation for ongoing input and collaboration.	June 2026		
B. Increase internal awareness across ODE of the Community Engagement Toolkit and foundational values.	Create a learning journey for ODE staff members to understand community engagement as a foundational ODE value and clarify how it is operationalized across agency work. This ensures community voice informs and strengthens educational outcomes.	October 2026		
C. Train internal Regional Support teams on the Community Engagement Toolkit and related resources to support district implementation of best practices.	District implementation of community engagement promising practices increases due to consistent support from trained Regional Support teams.		July 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Engage community members, families, and Tribes through community advisory and focus groups to co-create community engagement tools and resources.	Co-created tools that are informed by communities and Tribes improve understanding of the purpose and benefits of community engagement and increase use of the Community Engagement Toolkit.		December 2027	
E. Facilitate ongoing advisory group engagement to support participation in education-focused community engagement activities and encourage members to share information and resources with their families and community networks.	Community participation in engagement activities and peer-to-peer sharing of education-related information increase, as measured through survey data. This enhances awareness and use of ODE's community engagement resources.			June 2028






Strategy BW.2.5 Strengthen government-to-government Tribal partnerships and Tribal consultation efforts between school districts, ESDs, and Tribes


Strategy Lead
April Campbell

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop guidance that reflects the current complexity of government-to-government partnerships.	Update ODE Tribal consultation and communication policy and procedures.	August 2026		
B. Develop asynchronous and synchronous and internal ODE government-to-government training(s).	ODE staff members are proficient in the definition and process for government-to-government partnerships as well as how to deliver effective partnerships.		January 2027	
C. Modernize reporting generation activities for required Legislative Commission on Indian Services annual agency report.	Implement tracking and monitoring, documenting and reporting process, and continuous improvement for government-to-government activities.	November 2026	November 2027	November 2028
D. Increase internal awareness to increase district compliance with Tribal consultation requirements.	Train internal regional support teams on the Tribal Consultation Toolkit resources and best practices.	October 2026		

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
E. Elevate existing Office of Indian Education resources to ensure consultation is completed for state and federal application requirements.	Office of Indian Education publishes guidance for lead departments that ensure affected local education agencies and ESDs have completed consultation with all local Tribes.	October 2026		

Initial Progress Summary for Belonging and Wellness Priority Outcome 2. Increased Feelings of Belonging, Trust, and Emotional Well-Being Among Students and Adults

Strategies	Status	On Track
BW.2.1 Expand district use of Student Educational Equity Development (SEED) Survey analysis protocols and communication toolkit resources	SEED communication resources are developed and activities have been drafted. Beginning to socialize this effort with key partners who will be supporting implementation.	
BW.2.2 Establish system for data collection and analysis on district expenditures related to mental and physical health and safety	Strategy activities have been drafted. Beginning to determine data points to be used.	
BW.2.3 Embed Transformative Social and Emotional Learning (TSEL) standards into learning standards, guidance, and professional development at all levels	Strategy activities have been drafted.	
	Content area standards are currently being updated to include framing language about integrating and teaching TSEL standards.	
BW.2.4 Ensure statewide socialization (internal/ external) of ODE’s Community Engagement Toolkit and best practices	Districts leverage the Community Engagement Toolkit and best practices as part of the Integrated Guidance.	

Strategies	Status	On Track
BW.2.5 Strengthen government-to-government Tribal partnerships and tribal consultation efforts between school districts, ESDs, and Tribes	Established quarterly meeting with Tribes. Updating ODE’s Tribal consultation and communication policy and procedures. Incorporating district Tribal Consultation Toolkit in Unified Application.	

Highlights and Look Forward

Work Underway	What’s Next
<ul style="list-style-type: none"> • Building a work plan to keep the strategies on track (BW 2.1-2.5) • Content standards are being updated to incorporate TSEL standards (BW 2.3) • Use of the Community Engagement Toolkit is present (BW 2.4) • Updating existing agency internal Tribal consultation and communication policy and procedure (BW 2.5) • Existing Tribal Consultation Toolkit 2.0 (BW 2.5) 	<ul style="list-style-type: none"> • Identifying key partners and staff resources to contribute to the work (BW 2.1) • Incorporate in the Unified Application (BW 2.2) • Meet with district/ESD representatives to identify ways of monitoring implementation and define improvement strategies (BW 2.3) • Meeting with key government-to-government partners to identify ways to strengthen partnerships (BW 2.5)

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Strategy activities that support this outcome are drafted • ODE’s Community Engagement Toolkit has been developed and leveraged by districts/ESDs within the Integrated Guidance • TSEL standards have been developed, and there is model language for integrating the standards in content area standards • The SEED Survey is implemented statewide 	<ul style="list-style-type: none"> • Potential for this work to be disrupted by changes to staffing and/or funding • Tribal priorities and timelines may not align to ODE priorities and deadlines

Priority Outcome 3. Increased Feelings of Student Safety in Schools (and Decreased Incidents of Harm)

Executive Sponsor: Kati Moseley

Strategy BW.3.1 Examine and improve existing belonging, wellness, inclusion, safety, and health data collections
(Connection: BW.2.3)

Strategy Lead
Isabella Jacoby

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and communicate SEED domain scores and related research products so that districts can track belonging by focal group and over time. (This will also increase understanding of the relationship between belonging and academic outcomes.)	SEED domain score technical manual completed and added to website	September 2026		
	SEED domain score district disaggregations complete	December 2026		
	SEED domain score research briefs			Ongoing
B. Participate in ODE/Oregon Health Authority collaborative effort to refine and improve Student Health Survey (SHS) and align surveys so that SHS is more targeted and actionable for districts.	This is addressed more specifically in increased attendance strategy 1.1, and included here for reference. This is an ongoing process of continuous improvement; initial milestones are the annual administrations of the SHS.			

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Distribute and refine the Elevating Voices in Education (EVE) Workforce Survey so that educator voices shape initiatives to support belonging and safety.	Administer EVE and report on the results.	December 2026 (report)	December 2027 (report)	Ongoing (future reports)
D. Increase SEED participation via Division 22 standards and technical assistance so that SEED data provide more precise and actionable results to districts.	Technical assistance to those districts	July 2026 and ongoing		
	Report on districts not in compliance		December 2027	

Strategy BW.3.2 Establish a statewide definition of safety and harm to be utilized by civil rights, school safety and prevention, School Safety and Emergency Management (SSEM), and facilities

Strategy Lead
Jennifer Johnson

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Scope, charter workgroup; cross-agency leadership structure	Charter and membership roster	September 2026		
B. Send invites to partners to establish workgroup membership.	Members finalized	October 2026		
C. Convene workgroup to establish definitions of safety and harm.	Draft definition prepared for rules process		January 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Codify definition to support coherence across system.	Update definitions across ODE rules. State Board adopts rules updates.		June 2027	
E. Establish statewide data collection on number of school responses to safety and harm (Oregon Model - behavioral safety assessment).	Statewide data collection established			August 2028

Strategy BW.3.3 Design, implement, and evaluate an Oregon Model for Behavioral Safety Assessments

Strategy Lead
Kati Moseley

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and iterate Oregon Model of Behavioral Safety Assessment.	Final model endorsement	May 2026		Ongoing
	Review and revise		May 2027	
B. Restorative and Transformative Justice in Behavioral Safety Assessment Toolkit	Published toolkit Asynchronous companion course	September 2026		Ongoing
	Review and revise		September 2027	





Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
C. Behavioral Safety Assessment training of trainers: Training Variation Development	Variation training materials Facilitator guides completed pilot sessions.	May 2026		
	Review and revise		May 2027	
D. OMBSA implementation and rollout statewide	Ongoing implementation and scale up as needed of: Communities of practice, technical assistance, professional development and training of trainers; ongoing evaluation	May 2026	May 2027	Ongoing

Strategy BW.3.4 Utilize a whole-child framework to address wellness, inclusion, safety, health, and mental health
(Connection: BW.2.3)

Strategy Lead
Bryce Coefield

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop ODE's Whole-Child Framework.	Publish the framework.		January 2027	
B. Develop guidance documents to support the integration of the Whole-Child Framework. (Connection: BW.2.3)	Share the guidance documents internally and externally.		May 2027	
C. Increase district awareness and use of the Whole-Child Framework.	Develop technical assistance approach for districts.		September 2027	

Initial Progress Summary for Belonging and Wellness Priority Outcome 3. Increased Feeling of Student Safety in Schools (and Decreased Incidents of Harm)

Strategies	Status	On Track
BW.3.1 Examine and improve existing belonging, wellness, inclusion, safety, and health data collections	Domain scores developed, communication work and research ongoing. Collaboration with Oregon Health Authority is ongoing. EVE revised and on target for administration in February. SEED added to Division 22 standards; first reporting under the standards is on track and technical assistance to follow.	
BW.3.2 Establish a statewide definition of safety and harm to be utilized by civil rights, School Safety and Prevention, School Safety and Emergency Management (SSEM), and facilities	Underway with delegation sent to lead staff	
BW.3.3 Design, implement, and evaluate an Oregon Model for Behavior Safety Assessments	Contracts complete. Contractors and staff designing and synthesizing SK Model, Oregon context, and restorative justice expertise into an “Oregon” model.	
BW.3.4 Utilize a whole-child framework to address wellness, inclusion, safety, health and mental health	Started - Strategy lead has been identified. The process of developing framework as primary initiative is underway.	

Highlights and Look Forward

Work Underway	What’s Next
<ul style="list-style-type: none"> EVE under revision; porting to new platform Domain scores technical manual under review Review of definition delegation by lead staff, clarifying questions and conversation Oregon Model design meetings underway weekly 	<ul style="list-style-type: none"> Develop and receive leadership approval on definition work group charter, membership; draft membership invite Creating committees/advisory groups to assist with developing Oregon’s whole-child framework

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • BW.3.2 Charter work group members being identified • BW.3.3 First group of Oregon Model trainers have been trained; second group scheduled for spring • Key Learning: BW.3.3 Clear communication with visuals/deliverables is an effective strategy; clarifying this is nothing new 	<ul style="list-style-type: none"> • BW.3.4 How can we include student voices in this process? Look to create a youth advisory group? • BW.3.4 How can we emphasize nutrition as a key lever for belonging and wellness?



APPENDIX C. SHARED ACCOUNTABILITY PILLAR PRIORITY OUTCOME PROJECT PLANS AND INITIAL PROGRESS SUMMARIES

Priority Outcome 1. Streamlined Process for Gathering and Utilizing Information from School Districts

Executive Sponsor: Lindsay Baker

Strategy SA.1.1 Reduce redundancies in district reporting requirements

Strategy Lead
Tamara Dykeman

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Evaluate existing district reporting requirements.	Comprehensive capture of all district requirements to identify redundancies	July 2026		
B. Establish decision-making tool to determine phasing of elimination and reduction of reporting requirements.	Decision-making tool exists	September 2026		
C. Determine phased scope and timeline for eliminating redundant reporting requirements.	Final scope and timeline for Unified Application phases		January 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Develop phased reporting reduction plan.	Launch phased reporting reduction plan		August 2027	
E. Develop and adopt agencywide policy, process, and decision-making tool for adding additional district reporting requirements.	Documented policy and process Decision-making tool shared		August 2027	

Strategy SA.1.2 Differentiate reporting requirements for small districts (Connection: AE.4.2)

Strategy Lead
Erin Lair

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Evaluate existing grant and data reporting and collection requirements impact on small districts. (Connection: AE.4.3)	Comprehensive capture of district requirements that uniquely or disproportionately impact small districts (< 1,650 students)	July 2026		
B. Determine criteria for HB 3037 applicability and small district accommodation.	Adopted protocol for determining whether and how to implement small district accommodation	July 2026		
C. Develop and adopt process, scope, and timeline for agencywide program evaluation of small district accommodation.	Adopted process for determining whether and how to provide small district accommodation for programs not included in HB 3037 scope	July 2026		

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Annually evaluate effectiveness and volume of small district accommodations.	Complete first evaluation of effectiveness			July 2028

Strategy SA.1.3 Implement Unified District Grant Application, organized by the Priorities for Student Success

Strategy Lead
Tamara Dykeman





Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Determine scope and phase of Unified Application.	Finalized plan for phased implementation	January 2026		
B. Design Phase I of Unified Application.	Finalized questions, platform of Phase I	February 2026		
C. Train ODE and district staff on Phase I of Unified Application.	Regional Support teams are trained to provide support and technical assistance to Phase I districts.	February 2026		
D. Launch Phase I of Unified Application.	Phase I Unified Application launches.	March 2026		
E. Evaluate Phase I performance and finalize scope and timing of Phase II launch.	Phase I Unified Application feedback is integrated into Phase II launch.	July 2026		

Strategy SA.1.4 Establish 360 district summaries to visualize currently “siloeed” district information

Strategy Lead
Cheng-Fei Lai

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Determine information needs of ODE staff to monitor, evaluate, and support district needs.	List of critical information needs	February 2026		
B. Develop 360 district summary prototype for Unified Application Phase I districts.	360 profiles are ready for user testing.	February 2026		
C. Evaluate prototypes for utility and determine needed changes for final 360 district summaries.	List of changes needed	March 2026		
D. Publish 360 district summaries for all districts.	360 Summaries posted on website	August 2026		
E. Determine long-term ownership and maintenance of 360 profiles.	Assignment of 360 profile maintenance to appropriate staff		January 2027	
F. Annually evaluate whether 360 district summaries are meeting needs of users.	Complete first evaluation of effectiveness		July 2027	

Initial Progress Summary for Shared Accountability Priority Outcome 1. Streamlined Process for Gathering and Utilizing Information from School Districts

Strategies	Status	On Track
SA.1.1 Reduce redundancies in grant and data reporting requirements	Currently in initial phase only; on track to complete landscape scan by July 2026.	
SA.1.2 Differentiate reporting requirements for small districts	Currently in initial phase only; on track to complete landscape scan by July 2026.	
SA.1.3 Implement Unified District Grant Application, organized by the Priorities for Student Success	Work on track to launch Phase I Unified Application in March 2026; coded yellow because we are behind schedule on RST needed to implement.	
SA.1.4 Establish 360 district summaries to visualize currently “siloesd” district information	Work on track to complete initial (Phase I district) profiles by February 2026.	

Highlights and Look Forward

Work Underway	What’s Next
<ul style="list-style-type: none"> Unified Application priority questions developed and on track for final approval by 1/27; compliance questions developed and on track for final approval by 2/1 Beta 360 district profiles developed; user testing underway and on track for completion by 2/3 	<ul style="list-style-type: none"> Finalize priority questions, compliance questions, and budget narrative Finalize platform for district application Train identified Regional Support team members on Unified Application support and technical assistance Train district staff on Unified Application

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none">• Unified Application: identify critical path IT components early and ensure formal IT prioritization at early development stage	<ul style="list-style-type: none">• Need identification and announcement of Regional Support ODE staff members• Need agency posture/policy related to data utilization and data governance to ensure we can move forward with 360 summaries (among many other things):<ul style="list-style-type: none">• How can we make sure that we are collecting enough of the right data to make data-informed decisions?• Who collects, retains, owns, utilizes, and shares data at ODE? Who has access beyond the owner? Who can determine additional data collection and use points?

Priority Outcome 2. Established Continuum of Supports

Executive Sponsor: Cassie Medina

Strategy SA.2.1 Develop and maintain ODE Support Suite components to identify and address gaps and ensure alignment

Strategy Lead
Andrea Barnum

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Internally validate resources with cross-office developed rubric to ensure all are evidence- or research-based and aligned with the Student Success Priorities.	Initial alignment and categorization and validation complete	March 2026		
B. Curate resources (implementation guides, templates, professional development resources) and supports (technical assistance, etc.) from offices and subject matter experts across ODE.	ODE has a curated and accessible suite of supports and resources.	April 2026		
C. Catalogue all resources for internal access to support pilot districts.	ODE Support Suite is launched as a landing site for accessing resources for pilot districts through Regional Support teams.	August 2026		
D. Review and refine ODE Support Suite.	ODE Support Suite is refined and ready for statewide rollout.		January 2027	

Strategy SA.2.2 Expand ODE’s defined, dynamic, and differentiated continuum of supports aligned with the Priorities for Student Success

Strategy Lead
Andrea Barnum

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop common definitions across ODE for the different types of support offered and determine what differentiates each type of support.	Documented and shared definitions	January 2026		
B. Develop guidance for internal staff and external partners to explain how the continuum works.	Resources are developed and delivered to Regional Support teams and external audiences.	June 2026		
C. Train Regional Support teams on utilizing the Continuum of Supports to support identified district needs. (<i>Connection: AE.1.2; AE.2.2; BW.2.3</i>)	Regional Support teams are prepared to support pilot districts and begin providing support.	August 2026		
D. Establish protocols and timelines to review and revise the Continuum of Supports.	Established protocols and cadence for continuous improvement of the Continuum of Supports		January 2027	




Strategy SA.2.3 Improve support to districts through implementation of an aligned regional support team model across the agency

Strategy Lead
Tim Boyd

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Establish agencywide Regional Support teams.	Initial Regional Support teams are launched to provide technical assistance and review for districts engaging with the pilot Universal Application.	January 2026		
	Well-rounded, fully staffed Regional Support teams are established.	April 2026		
B. Co-develop performance growth targets with each school district and charter school.	Co-developed performance growth targets for each school district and charter school are established	September 2026		
C. Launch statewide support for the Unified Application.	Regional Support teams are trained to provide technical assistance and review of the Unified Application statewide.		January 2027	

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Develop and implement regional support plans.	Regional Support teams develop and begin implementing regional support plans tailored to the needs of pilot districts.	August 2026		
	Regional Support teams develop and begin implementing regional support plans tailored to the needs of each region of the state.		August 2027	

Initial Progress Summary for Shared Accountability Priority Outcome 2. Established Continuum of Supports

Strategies	Status	On Track
SA.2.1 Develop and maintain ODE Support Suite components to identify and address gaps and ensure alignment (Strategies & Resources)	Agency commitment to establishing an ODE Support Suite; delays in establishing a vetting process for strategies and resources.	
SA.2.2 Expand ODE's defined, dynamic, and differentiated continuum of supports aligned with the Priorities for Student Success (Continuum & Performance Protocol)	Common definitions across the Continuum of Supports are developed and shared.	
SA.2.3 Improve support to districts through implementation of an aligned regional support team model across the agency (Region Teams & Regional Support)	Team structures for Phase 1 are landed.	

Highlights and Look Forward

Work Underway	What's Next
<ul style="list-style-type: none"> • (2.1) ODE Support Suite development is underway with teams cataloguing existing resources to vet and ensure alignment to the Student Success Priorities • (2.2) Common definitions for the Continuum of Supports are developed and vetted. • (2.3) Phase 1 of agencywide Regional Support teams has been determined 	<ul style="list-style-type: none"> • (2.1) Develop a rubric and process to vet ODE Support Suite materials • (2.2) Elevate Continuum of Supports for e-team/AST review and approval; classify resources within the ODE Support Suite across the types of support and resources offered across the Continuum of Supports; begin development on performance protocol that informs how districts move across the continuum dynamically as conditions change • (2.3) Staff members for each of the eight Regional Support teams will be named, and teams will begin to cross-train on support approach and the Unified Application submission process

Accomplishments and Challenges

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Agency commitment to a regional approach is a big win 	<ul style="list-style-type: none"> • (2.1) Director-level staffing or contracted services to lead the vetting of strategies and resources for the ODE Support Suite. • (2.2) We need a clearer, shared narrative across ODE explaining that the Continuum of Supports functions as a nonlinear cycle, not a one-way ladder. Broader agency engagement is required to build coherence, deepen understanding, and support consistent application across teams. • (2.3) Questions remain regarding the make-up of teams, roles, and responsibilities; internal communication to staff is unclear. • Continue to attend to the interdependencies across the accountability work. For example, strategies call out developing guidance and professional development opportunities, and those need to be mapped into 2.1 & 2.2, here.

Priority Outcome 3. Improve Customer and Employee Satisfaction

Executive Sponsor: Tenneal Wetherell

Strategy SA.3.1 Improve management and staff training and tools to ensure employees have what they need to succeed

Strategy Lead
Leslie Heimer

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and launch an agencywide learning framework for behavioral and cultural skills informed by employee engagement surveys and feedback loops to establish a shared agencywide foundation for behavioral and cultural skills.	Published agencywide learning framework and implementation guide available to staff	September 2026		Maintain as needed
B. Implement agencywide leadership and management development pathways defined by leadership priorities, employee engagement survey, and adult learning best practices.	Leadership development pathway map, curriculum, and annual training calendar are developed and published.		March 2027	Audit annually
C. Establish and standardize cross-agency technical learning on systems and workflows by establishing, promoting, and applying agencywide standards for all learning solutions.	Agencywide technical learning standards and standardized training templates are published.	June 2026		Maintain and audit annually

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
D. Standardize and streamline onboarding and enablement for new employees and managers by designing and improving agencywide programs that foster connection and culture, informed by feedback from surveys, focus groups, leadership, and industry best practices.	Standardized onboarding program and manager enablement toolkit are launched.	October 2026		Maintain as needed

Strategy SA.3.2 Reduce procurement timelines to improve recipient financial stability and programmatic performance

Strategy Lead
Julia Alpernas

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and publish agencywide procurement standards and role matrix.	Publish agencywide procurement standards and role/responsibility matrix.	September 2026		Audit annually
B. Expand and deliver scalable training based on established standards and roles.	Procurement training curriculum is developed and agencywide training sessions are delivered.	Initial trainings December 2026	March 2027	Audit annually
C. Establish and embed continuous improvement and feedback mechanisms.	Documented continuous improvement process, feedback tools, and updated templates		December 2027	Utilize process to inform updates and improvements

Strategy SA.3.3 Build organizational cohesion through intentional employee engagement and communication
3.3A Implement a comprehensive internal communications and employee engagement plan that fosters shared understanding of agency priorities, trust, and connection across the agency

Strategy Lead
 Liz Merah

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Design and implement a comprehensive agencywide internal communications and employee engagement plan aligned to agency priorities and leadership expectations.	Internal communications and engagement plan is finalized and rolled out.	April 2026		
B. Develop standardized toolkits, templates, and guidance to support consistent messaging and employee engagement across offices.	Standardized communications toolkit framework (templates, talking points structures, meeting guide formats) is developed and made available for leadership use.	May 2026		
C. Design and deliver training and coaching to leaders on how to communicate agency priorities and facilitate meaningful employee dialogue.	Leadership communication training program for agency leaders is developed and launched.	October 2026		
D. Formalize and integrate communication expectations into standing meetings, leadership forums, and agency communication rhythms.	Communication expectations are formalized and integrated into leadership forums and recurring agency processes.	September 2026		

Strategy SA.3.3 Build organizational cohesion through intentional employee engagement and communication
3.3B Improve employee engagement and satisfaction by strengthening trust, connection, and alignment to the agency’s mission through consistent leadership practices and meaningful employee experiences

Strategy Lead
Tricia Lea



Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and adopt agencywide employee experience and connection standards aligned to Gallup engagement indicators, agency values, and leadership expectations.	Employee experience and connection standards document is published.	March–December 2026		
B. Design and develop practical standardized tools, templates, resources, and systems that help leaders operationalize employee engagement standards in their daily work.	Leader engagement toolkit is developed and distributed.	December 2026		
C. Design and deliver training for leaders and managers on tools and systems that will allow them to consistently apply engagement standards through everyday leadership practices.	Leadership engagement training sessions are delivered.	Partial implementation July 2026	June 2027	
D. Formalize and integrate engagement practices and feedback loops into agency routines, decision making, and communication structures.	Engagement practices are embedded into agency routines and feedback systems.	June 2026 (ongoing)	2027	

Strategy SA.3.3 Build organizational cohesion through intentional employee engagement and communication
3.3C Improve customer service results by developing and implementing a sustainable, year-over-year improvement system that uses survey data to drive continuous gains in ODE’s accuracy, timeliness, clarity, and consistency of service

Strategy Lead
Holly Carter

Required Key Activities	Desired Results	Deliverable Date		
		Year 1 (2026)	Year 2 (2027)	Beyond
A. Develop and implement a standardized annual process to analyze customer service survey results, identify trends, and determine agencywide improvement priorities.	Documented annual survey analysis protocol and improvement priority framework	April 2026	April 2027	April 2028
B. Design and implement an annual improvement planning cycle where offices develop action steps aligned to survey priorities and track progress.	Agencywide customer service improvement plans are developed by offices.	July 2026	May 2027	May 2028
C. Establish a structured process to report progress on both agencywide and office-specific actions, share lessons learned, and adjust strategies based on ongoing data and feedback.	Quarterly progress reports and cross-office learning sessions	October 2026 January 2027	April, July, October 2027 January 2028	April, July, October 2028 January 2029
D. Formalize and embed customer service improvement expectations into leadership meetings, performance conversations, and operational planning processes.	Customer service expectations are embedded into leadership performance and planning processes.		January 2027	

Initial Progress Summary for Shared Accountability Priority Outcome 3. Improved Customer Satisfaction and Employee Satisfaction



Strategies	Status	On Track
SA.3.1 Improve management and staff training and tools to ensure employees have what they need to succeed	Conducting analysis, gathering content, and developing core learning priorities	
SA.3.2 Reduce procurement timelines to improve recipient financial stability and programmatic performance	Task identification, scoping, and timeline completed	


Highlights and Look Forward for Strategies SA.3.1 – SA.3.2

Work Underway	What's Next
<ul style="list-style-type: none"> • Procurement processes, tools, templates, and role clarity are being designed and scoped • Behavioral and technical learning priorities are identified to guide development of agencywide learning solutions • Early redesign for new employee and new manager orientation is underway, informed by focus group findings and engagement data 	<ul style="list-style-type: none"> • Finalize procurement process definitions, roles, and responsibilities to support implementation • Complete phased implementation and evaluation plans for new employee and new manager orientation • Prepare learning priorities and sequencing to inform development and rollout of agencywide training solutions

Accomplishments and Challenges for Strategies SA.3.1 – SA.3.2

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Understanding learner needs and onboarding experiences early has helped focus learning and onboarding design on what will have the greatest impact for staff • Establishing clear procurement roles, processes, and sequencing up front has created a strong foundation for reducing timelines and improving consistency • Standardization and sequencing are critical to scaling learning and procurement improvements without increasing burden on offices 	<ul style="list-style-type: none"> • Ensuring sufficient capacity and sequencing to move from design into sustained implementation without slowing momentum • Maintaining consistent adoption and follow-through across offices as procurement and learning standards are implemented • Balancing this work alongside other agency priorities to ensure timelines remain on track • Supporting change management and communication as new standards, tools, and expectations are introduced

Strategies	Status	On Track
<p>SA.3.3A Build organizational cohesion through intentional employee engagement and communication</p> <p>Implement a comprehensive internal communications and employee engagement plan that fosters shared understanding of agency priorities, trust, and connection across the agency</p>	<p>Customer service improvement work is progressing as planned; additional clarity on capacity and implementation considerations will be informed by survey analysis and the identification of agency- and office-level improvement strategies.</p>	
<p>SA.3.3B Build organizational cohesion through intentional employee engagement and communication</p> <p>Improve employee engagement and satisfaction by strengthening trust, connection, and alignment to the agency’s mission through consistent leadership practices and meaningful employee experiences</p>	<p>Foundational work to define shared employee experience and leadership engagement expectations is underway and aligned to engagement data and agency priorities. Early development of standards, tools, and training approaches is on track, with sequencing intentionally focused on sustainability and consistent application across offices.</p>	

Strategies	Status	On Track
<p>SA.3.3C Build organizational cohesion through intentional employee engagement and communication</p> <p>Improve customer service results by developing and implementing a sustainable, year-over-year improvement system that uses survey data to drive continuous gains in ODE’s accuracy, timeliness, clarity, and consistency of service</p>	<p>Design of a standardized, year-over-year customer service improvement system is progressing as planned. Core elements, including survey protocols, analysis approaches, and improvement planning structures, are being established to support consistent agencywide use and continuous improvement.</p>	

Highlights and Look Forward for Strategies SA.3.3A – SA.3.3C

Work Underway	What’s Next
<ul style="list-style-type: none"> • Defining and documenting priority leadership behaviors and communication expectations to support consistent employee and customer experience across the agency • Designing shared indicators, templates, and guidance to support agencywide alignment while allowing offices to tailor improvement actions to their context • Engaging executive and office leadership in early alignment discussions to clarify expectations, sequencing, and roles for implementation • Developing the structure and components of the internal communications and employee engagement plan, including core messages, channels, and leadership enablement supports 	<ul style="list-style-type: none"> • Complete analysis of customer service survey data to identify agencywide and office-level improvement priorities • Engage executive and office leadership in setting and aligning on customer service improvement strategies • Begin agencywide rollout of shared indicators and expectations through communication and leader enablement • Finalize the internal communications and employee engagement plan, including priority messages, communication channels, and expectations for leadership use

Accomplishments and Challenges for Strategies SA.3.3A - SA.3.3C

Accomplishments/Lessons Learned	Challenges/Needs
<ul style="list-style-type: none"> • Established reliable, repeatable protocols for customer service survey design, administration, and analysis • Clarified and articulated priority leadership behaviors to support consistent employee and customer experience • Customer service improvement is most effective when guided by shared, agencywide priorities, with office-level strategies building from a common framework • Clear and consistent definitions of “customer groups” are foundational to meaningful measurement, accountability, and improvement 	<ul style="list-style-type: none"> • Sustaining leadership and staff focus on customer service improvement beyond the survey cycle • Ensuring sufficient capacity and prioritization to support consistent implementation across offices • Guidance on prioritization and resourcing as customer service improvement strategies move from planning into sustained implementation