| . 1   |   |        |         | 20                  |                     |                     |                  |
|-------|---|--------|---------|---------------------|---------------------|---------------------|------------------|
| #     | Task  | Agency | End     | 2013<br>Q1 Q2 Q3 Q4 | 2014<br>Q1 Q2 Q3 Q4 | 2015<br>Q1 Q2 Q3 Q4 | 2016<br>Q1 Q2 Q3 |
|       | ODE & OEIB Strategic Plans  | ODE    | 4/28/16 |                     |                     |                     |                  |
| 1     | EVERY STUDENT GRADUATES FROM HIGH<br>SCHOOL AND IS READY FOR COLLEGE,<br>CAREER, AND CIVIC LIFE   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.1   | Integrate early learning programs across the relevant state agencies somery student enters kindergarten ready to learn  | ODE    | 6/30/15 |                     |                     |                     | HEE              |
| 1.1.1 | Coordinate early childhood programs<br>around the state and at ODE to improve<br>services for early learners  | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.1.2 | Legislation passed to move ELC & Childcare division into ODE. New division is an integral part of decision making and meeting structure.  | ODE    | 6/28/13 |                     |                     |                     |                  |
| 1.1.3 | ⇒100% of districts have access to data via<br>the Regional Data Warehouse   | ODE    | 6/28/13 |                     |                     |                     |                  |
| 1.1.4 | →Implement kindergarten assessment  | ODE    | 6/28/13 |                     |                     |                     |                  |
| 1.1.5 | →100% of Oregon kindergartens have<br>taken kindergarten assessment   | ODE    | 6/28/13 |                     |                     |                     |                  |
| 1.1.6 | > Districts are required to deliver<br>kindergarten assessment  | ODE    | 6/28/13 |                     |                     |                     |                  |
| 1.1.7 | ->Help districts implement all-day,<br>every-day kindergarten   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.2   | →Implement statewide literacy programs so<br>all students read by third grade   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.3   | Design and implement an integrated and<br>comprehensive system to ensure every<br>student graduates ready for college, career,<br>and civic life.   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1,4   | → Align & develop capacity to identify,<br>disseminate, and help districts implement<br>effective practices in order to close<br>achievement gaps for ELL students and<br>other historically undeserved students. | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.4.1 | Develop capacity at ODE to work with districts to implement best practices for ELL's and Native American students   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.4.2 | → Develop and implement ELPA21<br>assessment that is based on new ELD<br>standards that correspond to the<br>Common Core State Standards  | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.4.3 | Next generation ELL standards are<br>adopted  |        | 6/28/13 |                     |                     |                     |                  |
| 1.4.4 | Develop and implement a more cohesive<br>strategy to help all districts implement<br>best practices in interventions strategies<br>for historically undeserved students   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 1.4.5 | ~> ELL best practices conference takes place<br>in Spring 2013  |        | 6/28/13 |                     |                     |                     |                  |
| 1.4.6 | Assistant superintendent in place and leading work on gap closures  |        | 6/28/13 |                     |                     |                     |                  |
| 1.4.7 | Disproportionate discipline advisory group formed   |        | 6/28/13 |                     |                     |                     |                  |
| 2     | EVERY P-12 ORGANIZATION IS LEAD BY AN EFFECTIVE ADMINISTRATOR, AND EVERY STUDENT IS TAUGHT BY AN EFFECTIVE TEACHER  | ODE    | 4/28/16 |                     |                     |                     |                  |
| 2.1   | → Help all districts implement the new educator evaluation system across the state for all educators and start to connect evaluation results to meaningful professional development                               | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.1.1 | Evaluation system in place for teachers     and administrators  | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.1.2 | All districts were supported by ODE and submitted educator evaluation assurance plans   | ODE    | 6/28/13 |                     |                     |                     |                  |
| 2.1.3 | → Host 6 regional workshops with our partners (educator evaluation)   | ODE    | 6/28/13 |                     |                     | 0 6                 |                  |
| 2.1.4 | Develop and implement plan to expand<br>the number of new educators served by<br>the Oregon mentorship program  | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.1.5 | Tie professional development to evaluations   | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.1.6 | Legislation Passed to create regional networks  | ODE    | 6/28/13 |                     |                     |                     |                  |
| 2.1.7 | RFP's are out for planning grants   | ODE    | 8/28/13 |                     |                     |                     |                  |
| 2.1.8 | <ul> <li>Align state and federal highly qualified<br/>teacher (HQT) requirements and simplify<br/>process</li> </ul>  | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.2   | Close the educator equity gap to ensure equitable distribution of the most effective in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of school | ODE    | 6/30/15 |                     |                     |                     |                  |
| 2.2.1 | Provide districts with useful reports on educator quality gaps  | ODE    | 6/30/15 |                     |                     |                     |                  |

|       | ODE releases useful data to districts on   |     |         |
|-------|--|-----|---------|
| 2.2.2 | their educator equity gap( i.e. does the educator diversity reflect school's student | ODE | 6/28/13 |
|       | population?) Assist districts in developing and                                      |     |         |
| 2.2.3 | implementing evidence-based plans for addressing equity gaps                         | ODE | 6/30/15 |
| mic.  | Capture and disseminate promising  |     |         |
| 2.2.4 | practices for reducing educator equity gaps  | ODE | 6/30/15 |
|       | Explore opportunities to extend the reach  |     |         |
| 2.2.5 | of the best educators through newly forming Centers.                                 | ODE | 6/30/15 |
| 2.3   | Task   |     | 4/28/16 |
| 2.4   | Work with OEIB and TSPC to improve the preparation, licensure, retention, and        | ODE | 6/30/15 |
|       | effectiveness of new educators  Work with TSPC and OEIB to align the                 |     |         |
| 2.4.1 | state's educator effectiveness system.   | ODE | 6/30/15 |
| 2.4.2 | Complete research and identify best<br>practices for preparation, lecensure,         | ODE | 6/20/13 |
| 2.7.2 | retention and effectiveness of new educators.  | ODE | 6/28/13 |
| 247   | Work with TSPC and OEIB to develop and   | ODE | 6/20/55 |
| 2.4.3 | begin to use metrics to report on educator prep program effectiveness                | ODE | 6/30/15 |
|       | Partner with Department of<br>Post-Secondary Education and other                     |     |         |
| 3.4.4 | agencies in the authorization and  | 005 | 6/20/55 |
| 2.4.4 | reauthorization of educator preparation programs to better prepare teachers,         | ODE | 6/30/15 |
|       | leaders, and other licensed school personnel   |     |         |
| 3     | INCREASE PERFORMANCE FOR ALL SCHOOLS AND DISTRICTS IN ORDER TO CREATE                | ODE | 6/30/15 |
|       | SYSTEMS OF EXCELLENCE ACROSS THE STATE   | JDE | 0/30/15 |
| 3.1   | Systematically help districts implement<br>Common Core, Next Generation Standards    | ODE | 6/30/15 |
|       | and new statewide assessments  |     |         |
| 3.1.1 | Develop plan to help districts implement Common Core                                 | ODE | 6/30/15 |
| 3.1.2 | Identify districts in need of support with<br>implementing the Common Core and are   | ODE | 6/28/13 |
|       | poised to begin delivering that support  |     |         |
| 3.1.3 | Deliver 6 regional trainings and Summer<br>Assessment Institute with our partners    | ODE | 6/28/13 |
| 3.1.4 | →Help develop Next Generation Science<br>and Social Studies Standards                | ODE | 6/30/15 |
| 3.1.5 | → Implement SMARTER Balanced and ELPA  | ODE | 6/30/15 |
| 5.1.3 | 21 and provide training  E-board fund proposal in place to                           | ODE | 0/30/13 |
| 3.1.6 | Legislature to discuss funding for new   | ODE | 6/28/13 |
| 2.2   | statewide assessment  Identify and improve Oregon's chronically                      | ODE | 6/20/35 |
| 3.2   | under performing schools   | ODE | 6/30/15 |
| 3.2.1 | Develop ODE's staff's expertise on<br>Oregon's schools' performance                  | ODE | 6/30/15 |
| 3.2.2 | Successfully work with focus and priority schools so they move out of their          | ODE | 6/30/15 |
|       | designated status  |     | 5,50,15 |
|       | Develop new statewide capacity to intervene in chronically under-performing          | 000 | 6430.11 |
| 3.2.3 | schools (not just those identified in the Waiver)                                    | ODE | 6/30/15 |
|       | -> New Oregon report card is designed and  |     |         |
| 3.2.4 | all schools will receive and understand their new rating                             | ODE | 6/28/13 |
| 3.3   | Measure, analyze and report out Oregon's   | ODE | 6/30/15 |
| 3.3.1 | progress to 40/40/20  Develop user-friendly ways for Districts to                    | ODE | 6/30/15 |
|       | → Pre-populate interface is in place for   |     |         |
| 3.3.2 | filling out Achievement Compacts   | ODE | 6/28/13 |
|       | On an annual basis report out on<br>Oregon's progress to 40/40/20 and work           |     |         |
| 3.3.3 | with OEIB to analyze where and why we are on track or not on track and develop       | ODE | 6/30/15 |
|       | plan accordingly   |     |         |
| 3.3.4 | Implement ALDER components of<br>statewide Longitudinal Data System                  | ODE | 6/30/15 |
| 3.4   | Ensure districts provide healthy and safe  | ODE | 6/30/15 |
| 100   | learning environments for students  ⇒ Ensure school bus safety and find              |     |         |
| 3.4.1 | transportation efficiencies  | ODE | 6/30/15 |
| 1 34  | Establish professional standards for school food service personnel and               |     |         |
| 3.4.2 | program administrators, expand the scope of school wellness policies, and            | ODE | 6/30/15 |
|       | implement training and technical assistance for Nutrition Service staff.             |     |         |
|       | assistance for Nutrition Service start.   → Coordinate and expand ODE"s work to      |     |         |
|       | ensure safe schools (anti-bullving and   |     |         |

| 3,4,3 | harassment, substance abuse prevention, violence prevention, etc) by partnering with DHS and OHA.  | ODE | 6/30/15 |  |
|-------|--|-----|---------|--|
| 3.4.4 | Work with Senator Courtney to develop a<br>proposal to address students' mental<br>health needs  | ODE | 6/28/13 |  |
| 3.5   | → Conduct all federal compliance and on-site monitoring visits in a positive and respectful way that leads to improved outcomes for students   | ODE | 6/30/15 |  |
| 3.5.1 | Develop customer service norms and train staff on them   | ODE | 6/30/15 |  |
| 3.5.2 | Ensure all staff who do compliance and monitoring see how their work is connected to the larger goal of increasing student achievement   | ODE | 6/30/15 |  |
| 3.5.3 | → Train staff who do federal compliance on<br>new customer service training and create<br>survey to use in the field after<br>compliance/monitoring visits.                                      | ODE | 6/28/13 |  |
| 3.5.4 | Develop feedback loop to ensure<br>program improvement occurs following<br>monitoring visits   | ODE | 6/30/15 |  |
| 4     | ODE MEANINGFULLY ENGAGES PARENTS,<br>STAKEHOLDERS, AND THE LARGER<br>COMMUNITY TO HELP MAKE OREGON'S<br>SCHOOLS THE BEST IN THE COUNTRY  | ODE | 6/30/15 |  |
| 4.1   | Prioritize building and maintaining<br>partnerships with historically undeserved<br>communities  | ODE | 6/30/15 |  |
| 4.1.1 | Ensure ODE"s advisory groups are<br>necessary, and if they are, make them<br>more diverse  | ODE | 6/30/15 |  |
| 4.1.2 | Expand the number of partnerships we have with non-profits that do work with communities of color and ensure there is a strategic process for working with those non-profits                     | ODE | 6/30/15 |  |
| 4.1.3 | Meaningfully reach out to 15 community<br>organizations that work directly with<br>under-served communities  |     | 6/28/13 |  |
| 4.2   | Provide clear and timely information to<br>customers and stakeholders  | ODE | 6/30/15 |  |
| 4.2.1 | Develop Next Generation School and District report card  | ODE | 6/30/15 |  |
| 4.2.2 | Improve ODE's website  | ODE | 6/30/15 |  |
| 4.2.3 | Improve ODE's homepage   |     | 6/28/13 |  |
| 4.2.4 | Improve the quality of all ODE meetings, trainings and presentations for the field   | ODE | 6/30/15 |  |
| 4.2.5 | Update, improve and disseminate ODE's<br>Yellow Pages 2.0  | ODE | 6/30/15 |  |
| 4.2.6 | Create and execute agency-wide plan.to.<br>improve timelines, availability of<br>information, and expertise (as evaluated<br>by annual customer service survey)                                  | ODE | 6/30/15 |  |
| 4.2.7 | Develop norms and training to improve<br>conciseness and clarity of all ODE<br>communications  |     | 6/28/13 |  |
| 4.2.8 | Oregon school report card is redesigned<br>after thorough community engagement<br>process  |     | 6/28/13 |  |
| 4.3   | Proactively inform and engage the<br>Legislature   | ODE | 6/30/15 |  |
| 4.3.1 | Management team continues to build key   | ODE | 6/30/15 |  |
| 4.3.2 | relationships with legislators  Improved engagement and relationships with legislative education leadership  |     | 6/28/13 |  |
| 4.3.3 | Develop and share expert opinions with<br>the Legislature (in partnership with<br>Governor's office and OEIB)  | ODE | 6/30/15 |  |
| 4.4   | Proactively and strategically work with relevant state agencies to deliver services to support students' and families' overall well-being, so schools can attend to students' educational needs. | ODE | 6/30/15 |  |
| 4.4.1 | Identify areas of overlap with DHS, OHA and OYA, them make a plan to partner in order to deliver services in a more integrated way.  | ODE | 6/30/15 |  |
| 4.4.2 | Launch beginning stages of implementing<br>a strategic project with DHS and OHA  |     | 6/28/13 |  |
| 5     | MAKE ODE THE BEST PLACE TO WORK  | ODE | 6/30/15 |  |
| 5.1   | Attract, retain and develop top talent to ODE  | ODE | 6/30/15 |  |
| 5.1.1 | Align recruitment, hiring, orientation, and<br>evaluation materials/system to Mission<br>Values and Strategic Plan   | ODE | 6/30/15 |  |
| 5.1.2 | Implement leadership training for all managers   | ODE | 6/30/15 |  |
|       | Prioritize and conduce annual all-staff evaluations that are connected to ODE's  |     |         |  |
| 5.1.3 | mission, values, and strategic plan and  | ODE | 6/30/15 | Company of the Compan |

|       | 0  |      |         |  |
|-------|--|------|---------|--|
| 2. 1  | lead to professional development opportunities for staff   |      | 70.00   |  |
| 5.1.4 | Increase time ODE staff spend learning   | ODE  | 6/30/15 |  |
|       | from the field and from other states  Reorganize ODE in order to ensure  |      |         |  |
| 5.2   | integration and collaboration across all offices   | ODE  | 6/30/15 |  |
| 5.2.1 | Reorganize ODE's offices so they align with new goals and objectives   |      | 6/30/15 |  |
| 5.2.2 | Conduct bi-annual all-staff meetings   | ODE  | 6/30/15 |  |
| 5.2.3 | Ensure all cross-office meetings are<br>helping foster collaboration and lead to<br>improved communication and consistency<br>within ODE                               | ODE  | 6/30/15 |  |
| 5.3   | Deliver excellent internal customer services<br>and improve communication and efficiency<br>within ODE   | ODE  | 6/30/15 |  |
| 5.3.1 | Evaluate operational policies and procedures to identify opportunities for improvement and efficiencies (travel, reimbursement, procurement, IS) and implement changes | ODE  | 6/30/15 |  |
| 5.3.2 | Centralize back-office finance & HR functions and basic office procedures  | ODE  | 6/30/15 |  |
| 5.4   | Increase diversity of ODE's workforce  | ODE  | 6/30/15 |  |
| 5.4.1 | Form a lead team to read and assess progress to date in achieving goals outlined in ODE's affirmative action report  | ODE  | 6/30/15 |  |
| 5.4.2 | Evaluate ODE's hiring process (from recruitment to offer to retention) to identify barriers to increasing diversity of workforce                                       | ODE  | 6/30/15 |  |
| 5.4.3 | Implement recommendations from internal evaluations and report   | ODE  | 6/30/15 |  |
| 6     | COMPLETE DESIGN & IMPLEMENT P-20<br>STRUCTURE  | OEIB | 6/30/15 |  |
| 6.1   | Specify how to operationalize P-20 integration, particularly around governance and structure   | OEIB | 6/30/15 |  |
| 6.1.1 | Structure 100% designed, legislation passed, structure fully implemented   | OEIB | 6/30/15 |  |
| 6.1.2 | P-20 Structure designed and legislation passed   | OEIB | 6/30/13 |  |
| 6.1.3 | 100% of regions report increased satisfaction in support from OEIB   | OEIB | 6/30/15 |  |
| 6.2   | Implement common aligned learning standards, and support systems for P-20  | OEIB | 6/30/15 |  |
| 6.2.1 | Learning standards and assessment tools are compatible, integrated, and span across P-20   | OEIB | 6/30/15 |  |
| 6.2.2 | Plan for aligning learning standards and assessment tools completed  | OEIB | 6/30/13 |  |
| 6.2.3 | > Pre-K standards developed  | OEIB | 6/30/13 |  |
| 6.2.4 | Kindergarten assessment completed and approved   | OEIB | 6/30/13 |  |
| 6.2.5 | > Input collected and business case developed for longitudinal data system   | OEIB | 6/30/13 |  |
| 6.3   | Complete longitudinal data system  | OEIB | 6/30/15 |  |
| 6.3.1 | Longitudinal data system is 100% complete and serves the functions identified by the end users   | OEIB | 6/30/15 |  |
| 7     | DESIGN & IMPLEMENT HIGH IMPACT;<br>COST-EFFECTIVE INITIATIVES THAT IMPROVE<br>ACHIEVEMENT AT ALL LEVELS  | OEIB | 6/30/15 |  |
| 7.1   | Implement initiatives that directly affect student learning in all segments of P-20  | OEIB | 6/30/15 |  |
| 7.2   | Plan to address needs of diverse student population (including ELL) completed  | OEIB | 6/28/13 |  |
| 7.3   | Plan for redesign of regional hubs<br>completed, RFP's administered, and funding<br>identified   | OEIB | 6/28/13 |  |
| 7.4   | Plan for increasing library usage completed<br>and baseline established  | OEIB | 6/28/13 |  |
| 7.5   | > Plan for P/D Centers completed, RFPs administered, and funding identified  | OEIB | 6/28/13 |  |
| 7.6   | Career map for MS/HS students going into teaching developed  | OEIB | 6/28/13 |  |
| 7.7   | Statewide professional development (P/D) plan for educators developed (with participation from post-secondary institutions)  | OEIB | 6/28/13 |  |
| 7.8   | Recommendations for new licensure<br>structure and career ladder for teachers<br>identified  | OEIB | 6/28/13 |  |
| 7.9   | Plan for implementing STEM initiatives<br>created; RFPs for at least three initiatives<br>administered   | OEIB | 6/28/13 |  |
| 7.10  | Plan for increasing student internships completed; Partners that link students to  | OEIB | 6/28/13 |  |

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| 7.11 | Plan for aligning secondary education completed   | OEIB | 6/28/13 |
| 7.12 | Plan for increasing HS students' access to<br>college credits completed and approved                                      | OEIB | 6/28/13 |
| 7.13 | <ul> <li>Funding for increasing student access to<br/>financial aid identified and process<br/>redesigned</li> </ul>      | OEIB | 6/28/13 |
| 7.14 | Tool for students to access OR pathway options designed   | OEIB | 6/28/13 |
| 7.15 | Programs for decreasing gang violence<br>identified and RFP's administered  | OEIB | 6/28/13 |
| 8    | ASSESS, WRITE & RESPOND TO POLICIES NEEDED TO ACCOMPLISH INITIATIVES AND CREATE "TIGHT/LOOSE" DIRECTIONS OF OREGON LEARNS | OEIB | 6/29/13 |
| 8.1  | > First set of policies related to 2013-15 strategic plan amended/eliminated/created                                      | OEIB | 6/29/13 |
| 9    | CREATE OUTCOME-BASED BUDGET, ALIGNED TO STUDENT ACHIEVEMENT INITIATIVES   | OEIB | 6/29/15 |
| 9.1  | 2013-15 OEIB strategic plan and metrics completed   | OEIB | 6/29/15 |
| 9.2  | Scorecard to evaluate performance of OEIB designed  | OEIB | 6/29/15 |
| 9.3  | Legislation for the 2013-15 budget passed<br>(including strategic investments)  | OEIB | 6/29/15 |
| 9.4  | Policy review of Oregon Student Access<br>Commission tied directly to 40-40-20  | OEIB | 6/29/15 |
| 10   | WORK TO BUILD AN INFORMED, MOTIVATED AND ENGAGED PUBLIC   | OEIB | 6/30/15 |