

ED STEPS Comprehensive User Manual



February 2023

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Completing a Comprehensive Planning Cycle

All districts are required to complete a comprehensive needs assessment and plan. Many buildings are also required to complete a comprehensive needs assessment and plan. The chart below shows which buildings in a district are required to complete a plan.

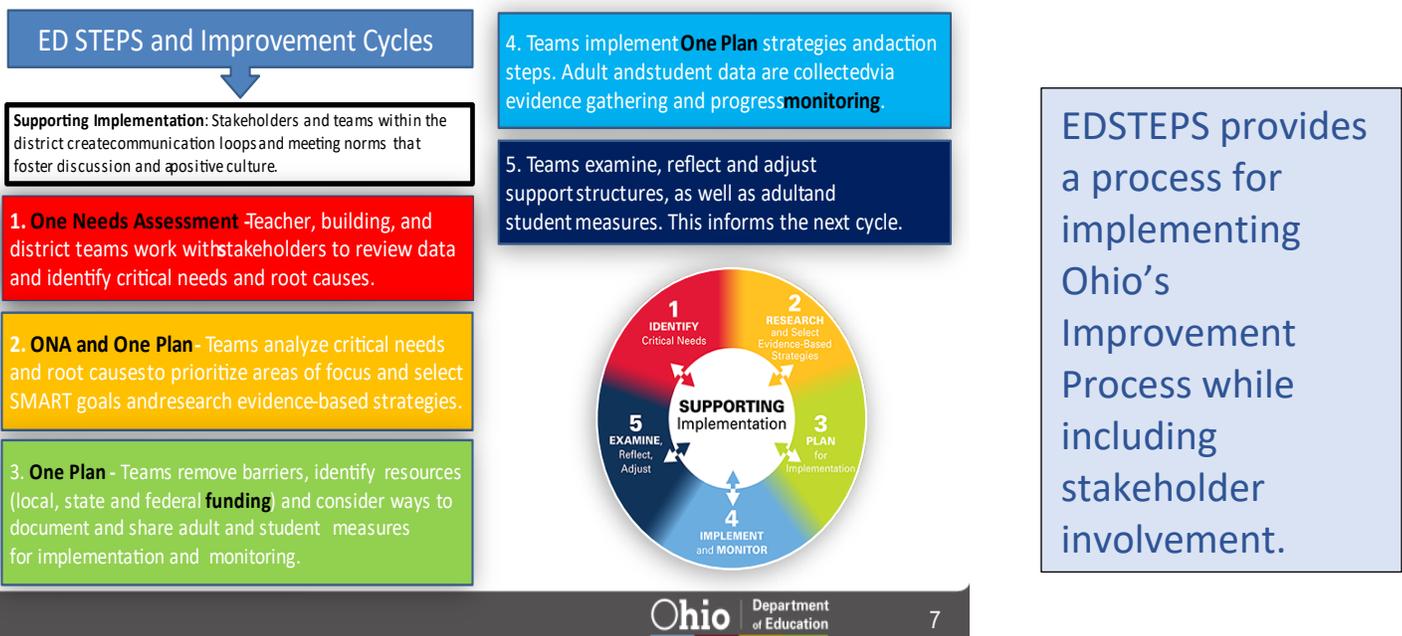
Public Districts and Schools

District Labels	District Level Needs Assessment and One Plan	School Level Needs Assessment and One Plan
ADC and ADC with Watch	Required	Required – All buildings
Intensive and Intensive with Watch	Required	Required – All buildings
Moderate D/F and Moderate D/F with Watch	Required	Required – All buildings
Moderate C	Required	Required – Focus, Priority, Watch, and Title I SW Buildings
Moderate C with Watch	Required	Required – Watch and Title I SW Buildings
Independent	Required	Required – Title I SW Buildings
Independent with Watch	Required	Required – Watch and Title I SW Buildings

Community Schools and Drop-Out Recovery Schools

Label	Local Educational Agency Level Needs Assessment and One Plan	School Level Needs Assessment and One Plan
All Labels	Required	Built into LEA-level One Needs Assessment and One Plan

The ED STEP system supports the Ohio Improvement Process and the development of a comprehensive needs assessment and plan required in ESEA and Ohio’s Revised Code. The graph below illustrates the improvement process supported through EDSTEPS.



ED STEPS provides a process allowing all levels of needs within a district to be evaluated prior to determining the priorities within the district while also providing the flexibilities for buildings to address individual needs. To support this process, the system provides a step-by-step procedure for completion of plans.

The first step in the process requires that schools complete their needs assessment. Building needs assessment may then be used to inform the district's needs assessment. Next, the district reviews the building's needs assessments, completes the district's needs assessments, and completes the One Plan for the district. Once the district completes the district plan, the schools complete their school's plan linking the schools plan to the district's plan. Once the buildings' plans are completed, the district reviews all the plans and submits them for approval. Plans are approved at the district level. Building plans are inclusive of the district plan when submitted to the agency for approval. District and building plans must meet requirements prior to the district plan receiving approval by agency review of the plans.



How to Access to ED STEPS System

OEDS Role Assignments

Access to the One Needs Assessment and One Plan tool is through an OH|ID portal account with a specific Ohio Educational Directory System (OEDS) role. If assistance is needed to establish an [OH|ID portal](#) account, please review [this guide](#).

- Next, a One Needs Assessment role should be assigned in OEDS. (NOTE: Decision Framework legacy role names will continue to be used in OEDS for One Needs Assessment access.)
- Many already have One Needs Assessment roles assigned in OEDS. For example, the following Decision Framework roles will have access to the new One Needs Assessment and therefore do not need another role assigned: Superintendent, Principal, Data Entry or Reviewer-Decision Framework.
 - District, school, and community school personnel who lead or support continuous improvement or provide internal facilitation should be considered for district or school-level One Needs Assessment roles. These roles do **NOT** give users access to edit the Planning Tool or Funding Application.
 - Superintendents can grant access and change access levels by asking a district OEDS Organization Administrator to assign one of the following roles:

School-level roles that provide access to the One Needs Assessment:

These roles are assigned at the **school** level.

1. Principal (automatically provides access): Data view and entry access for a specific school. Please **do not** additionally assign the Data Entry or Reviewer Decision Framework.
2. Data Entry – Decision Framework: Data view and entry access for specific schools – please **do not** additionally assign the Data Reviewer role.
3. Reviewer – Decision Framework: Data **view only** access for a specific school.

District-level roles that provide access to the One Needs Assessment:

These roles are assigned at the **district** level.

1. Superintendent (automatically provides access): Data view and entry access to the district and every school in the district. Please **do not** additionally assign the Data Entry or Reviewer Decision Framework roles.

2. Data Entry – Decision Framework: Data view and entry access to the district and every school in the district.
3. Reviewer – Decision Framework: Data **view only** access to the district and every school in the district.

ED STEPS - OEDS Roles Chart

Summary: Both the One Needs Assessment and One Plan are accessed through a working OH|ID account. The district superintendent determines who has access, the type of access granted and asks the OEDS administrator to assign roles in OEDS. There are two levels of access for the One Needs Assessment and the One Plan: one allows a person to **only view** the application (reviewer/data view), while the second allows a person to **view and edit** the application (data entry). Role assignments can be made at both the district and building levels (District Only for Community Schools).

OEDS ROLE	ONE NEEDS ASSESSMENT	ONE PLAN
<p>Superintendent</p> <p>Authorized Representative</p>	<p>Superintendent This role will have data entry access to the One Needs Assessment program for the district and all the buildings in the district. <i>Note: Please do not additionally assign the Data Entry-Decision Framework or Reviewer-Decision Framework roles.</i></p>	<p>Superintendent This role automatically has Data view and entry access to the district and every building in the district. <i>Note: Please do not additionally assign the Data Entry Planning-CCIP or Data View Planning-CCIP roles.</i></p>
<p>Treasurer</p> <p>Fiscal Representative</p>	<p>Treasurer / Authorized Representative This role will have data entry access to the One Needs Assessment program for the district and all the buildings in the district. <i>Note: Please do not additionally assign the Data Entry-Decision Framework or Reviewer-Decision Framework roles.</i></p>	<p>Treasurer / Authorized Representative This role automatically has Data view and entry access to the district and every building in the district. <i>Note: Please do not additionally assign the Data Entry Planning-CCIP or Data View Planning-CCIP roles.</i></p>
<p>Principal</p>	<p>Principal This role will have data entry access to the One Needs Assessment for the building of assignment. <i>Note: Please do not additionally assign the Data Entry-Decision Framework or Reviewer-Decision Framework roles.</i></p>	<p>Principal This role needs to have the role of "Data Entry Planning – CCIP" assigned to edit their One Plan (Planning Tool).</p>

<p>Facilitator</p>	<p>Facilitator–Decision Framework – This role is assigned to SST consultants providing read-only access to Public Districts, Public Schools and Community Schools in their region.</p>	<p>Facilitator–Decision Framework – This role is assigned to SST consultants providing read-only access to Public Districts, Public Schools and Community Schools in their region.</p>
<p>Data Entry</p>	<p>Data Entry–Decision Framework – This role can be assigned at the district or building level. If assigned at the district level it gives the assignee data entry (editing) ability for the district and all its buildings. If assigned at the building level, data entry ability is provided for only the specific building.</p>	<p>Data Entry Planning CCIP - This role can be assigned at the district or building level. If assigned at the district level it gives the assignee data entry (editing) ability for the district and all its buildings. If assigned at the building level data entry ability is provided for only the specific building.</p> <p>Note: <i>Please do not additionally assign the Data View Planning Role.</i></p>
<p>Data View</p>	<p>Reviewer – Decision Framework – This role can be assigned at the district or building level. If assigned at the district level it gives the assignee read only (viewing) ability for the district and all its buildings. If assigned to a building read only access is provided for only the specific building.</p> <p>Note: Either the Data Entry or Reviewer role (not both) should be assigned.</p>	<p>Data View Planning CCIP - This role can be assigned at the district or the building level. If assigned at the district level it gives the assignee read only (viewing) ability for the district and all its buildings. If assigned to a building read only access is provided for only the specific building.</p> <p>Note: Either the Data Entry or Data View role should be assigned.</p>

ED STEPS Navigation

Log In and Access ED STEPS

- A. Access the Ohio ID Portal using your OH|ID Account.
- B. Select “Open App” in the ED STEPS tab.

PLEASE SELECT THE OPTION THAT BEST APPLIES TO YOU:

A teacher, superintendent, parent, or other customer of the Department of Education:

The SAFE portal has now been integrated with OH|ID. In order to access your existing SAFE applications, please click the button below to access the new OH|ID platform.

Important: Your SAFE credentials will not work in the OH|ID platform.

Please create a new OH|ID account if you do not already have one.

OH|ID PORTAL

Need Help? Visit the [Department of Education OH|ID Portal Help webpage](#) for information on how to access and navigate the OH|ID portal.

An employee of the Department of Education:

The SAFE portal has now been integrated with myOhio. In order to access your existing SAFE applications, please click the button below to access the new myOhio platform.

MYOHIO PLATFORM

My Apps

Click the star to pin your favorite apps to the top of the page.



CCIP ★

Grant application & planning system

Details Open App



Comparability ★

Check Title I District comparability

Details Open App



ED STEPS ★

One Needs Assessment and One Plan

Details Open App



ED STEPS

ONE NEEDS ASSESSMENT

Overview of the One Needs Assessment Process

Description and Purpose

The One Needs Assessment is a computer application accessed through an individual's OH|ID Portal account. Districts, schools, community schools and other educational organizations receiving federal funds use the Ohio Department of Education's One Needs Assessment tool to assess improvement needs. This is Step One in the Ohio Improvement Process – *Identify Critical Needs*. The One Needs Assessment provides a structure for collaborative teams to analyze student, educator, and system data. The One Needs Assessment is a collaborative effort at both the district and school levels.

One Needs Assessment questions support the core principles and strategies in Ohio's strategic plan for Education, [Each Child, Our Future](#). In addition to curriculum, instruction and assessment, there are seven areas covering all aspects of school and district-level work are reviewed. While responding to questions, data and current practices are analyzed and root causes identified.

Next, the One Needs Assessment prioritizes needs, and the most critical needs are sent to the Planning Tool. These critical needs are used in the development of an improvement plan.

This One Needs Assessment is part of the Department's System of Tiered E-Plans and Supports ([ED STEPS](#)) system. Enhancing the user experience is a core objective of the ED STEPS system. This version is designed to get users accustomed to identifying needs in a single location within a standardized timeline. It pulls data from a variety of Department systems to create a unique needs analysis that is responsive to the requirements and recommendations for any school, district or educational entity.

Key Design Features

- The needs assessment is directly related to data and federal funding requirements. District and school needs assessments have required or recommended questions organized by Strategy Areas (Sections) and Priority Needs (Question Group Names) within the tool.
- While the needs assessment is directly related to district and school data, agencies are encouraged to use internal data sources as they complete the assessment.
- Continuous improvement is important at every level and the tool provides an opportunity to look at the needs of the entire district or school. For example, the tool allows for identifying needs beyond academics, such as fiscal, nonacademic supports and family and community engagement needs.
- The needs assessment is an opportunity for district and school leadership teams to analyze their data (state, school, and community), identify areas of improvement, and collaborate on root causes to identify goals focused on improvement.

Questions

The One Needs Assessment uses district, school, and educational organization data, as well as federal fund allocations to trigger required and recommended questions and question groups. Descriptions for the question types are as follows:

- **Required:** These questions are demarcated by an asterisk “(*)” next to the question number. Please respond to this question by analyzing data, systems, and current practices. If required questions are left unanswered, a message will appear notifying the user that some Strategy Areas (Sections) and priority needs (Group Names) questions still need to be completed. After answering these questions, the Needs Assessment tab can be completed.
- **Recommended:** These questions are demarcated by an “(R)”. While these questions are not required for submission of the needs assessment, it is recommended that the educational organization consider answering these questions.
- **Optional:** These questions are not required or recommended. Educational organizations determine if these questions need to be answered.
- **Root Cause(s):** For each question group, a root cause question is available. Based on an analysis of current educational practices related to a question group, educational organizations identify the underlying root cause(s) that, if addressed, would result in a positive impact. Root cause(s) must be identified if one or more questions in the group are required.
- **Priority Needs Question:** When users enter data in a root cause box, a priority needs question is displayed. If users answer “yes,” the root cause becomes available in the Pre-Planning tab and may be sent to the Planning Tool. If users answer “no” to the priority needs question, they may change their answer to “yes” for the root cause to be available on the Pre-Planning tab.

Strategy Areas and Question Groups Structure

Districts and school needs assessment questions may address:

Strategy Areas (Sections)	Question Groups:			
College and Career Readiness	Early Warning System	Graduation	Post-Secondary	Career Connections
Community and Family Engagement	Engagement			
Curriculum, Instruction and Assessment – Content Areas	Literacy	English Language Arts	Mathematics	Physical Education
	Career-Technical Education – Equity	Career-Technical Education		
Curriculum, Instruction and Assessment – Special Populations	Special Populations - Students with Disabilities	Special Populations - Gifted	Special Populations - English Learners	Special Populations - Homeless
	Special Populations - Foster Care	Special Populations - Justice Involved Youth	Special Populations - Military	
Curriculum, Instruction and Assessment - Teaching	Instruction	Assessments	Curriculum	Standards Alignment
Fiscal Management	Internal Controls	Financial Management	Budgeting	Procurement
Leadership/Administration/ Governance	Shared Leadership	Administrative Support	Operator Collaboration	
Operations	Child Nutrition	Transportation	Technology	
Professional Capital	Educator Equity	Educator Recruitment and Hiring		
School Climate and Supports	Safe and Healthy Schools	Behavioral Supports	Student Transition	Attendance
	Positive Behavioral Intervention Supports			

Educational Service Center questions may address:

Strategy Areas (Sections)	Question Groups:			
College and Career Readiness	District College and Career Readiness			
Community and Family Engagement	Family and Community Engagement Support			
Curriculum, Instruction and Assessment	District College and Career Readiness Support	Curriculum, Instruction, and Assessment District Support	Early Childhood Education	Transitions Support
Fiscal Management	Fiscal Management Supports			
Leadership/Administration/Governance	Leadership/Administration/Governance District Supports			
Operations	Operations District Supports			
Professional Capital	Professional Capital District Supports	Licensure		
School Climate and Supports	School Climate District Supports			

County Boards of Developmental Disabilities questions may address:

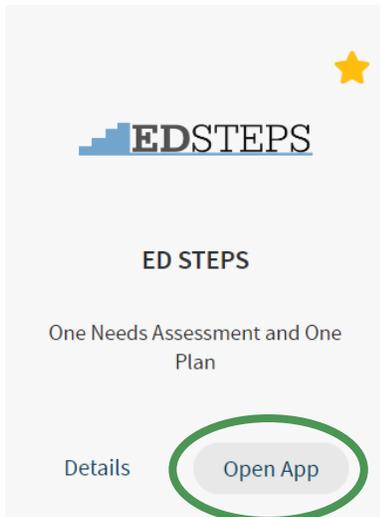
Strategy Areas (Sections)	Question Groups:		
College and Career Readiness	Graduation	Transitions	
Community and Family Engagement	Engagement	Partnerships	
Curriculum, Instruction and Assessment - Teaching	Assessment	Curriculum	Determination
Fiscal Management	Financial Management		
Leadership/Administration/Governance	Shared Leadership	Data-Driven Decision	Administrative Records
Operations	Transportation	Technology	
Professional Capital	Professional Development		
School Climate and Supports	Connections	Disproportionality	

One Needs Assessment Navigation

1. The portal “login” link is on the [Department’s home page](#).



2. Sign in via an [OHID portal](#) account.
3. Find and select the **ED STEPS** tile from the applications list. Click on “Open App”.



Note: The One Needs Assessment will automatically log out users after 30 minutes of inactivity.

4. Locate the One Needs Assessment landing page. Click on “One Needs Assessment”.

Select A Program

050765 - Ohio Department of Education

Admin

Program Associated To

[One Needs Assessment](#)

- The Needs Assessment Page (Basic Search tab) will automatically prepopulate the district or school. Users will only be able to see those districts and/or schools for which they have access to, based on their role.
 - Choose and input the desired search parameters and select “Search.”

The screenshot shows the 'Basic Search' interface. At the top, there are two tabs: 'Basic Search' (active) and 'Export Results'. Below the tabs are several search filters:

- Program Period:** Needs Assessment FY24, FY25 and FY26 - Cohort 3
- Status:** Any
- SST:** Any
- District IRN/Name:** 047183 - Chardon Local. A green circle 'A' is placed over the 'Include Schools' checkbox, which is checked.
- Differentiated Support Status:** Any
- County:** Any
- Building IRN/Name:** (empty text box)
- Results Count:** 20
- Sort Order:** IRN

 At the bottom, there are three buttons: a red 'Q Search' button (circled in green), a blue 'Reset' button, and a green circle 'B' next to it.

- Uncheck the “Include Schools” box if you do not want to see the school list.
- Use the Reset button prior to entering other search parameters.

- For anything other than prepopulated searches, begin by typing the Information Retrieval Number (IRN) or name in the district or building box, select the desired district or building from the drop-down menu, and click Search.

This screenshot shows the 'Basic Search' interface with a dropdown menu open for the 'District IRN/Name' field. The dropdown lists two options: '045187 - Ada Exempted Village' (highlighted in blue) and '061903 - Adams County Ohio Valley Local'. A green arrow points from the dropdown to the 'Q Search' button. Another green arrow points from the 'Results Count' dropdown (set to 20) to the 'Q Search' button. The 'Reset' button is also visible.

7. Select the district or school desired from the Search Results list:

Basic Search Export Results

Program Period: Needs Assessment FY23, FY24 and FY25 - Cohort 2

District IRN/Name: 047183 - Chardon Local Include Schools

Building IRN/Name:

Status: Any

Differentiated Support Status: Any

SST: Any

County: Any

Results Count: 20

Sort Order: IRN

Search Results

Organization	Program Period	District	SST	County	Differentiated Support Status	Status
047183 - Chardon Local	Needs Assessment FY 2023		009251 - Region 4 State Support Team	Geauga	Independent	Sent to Planning Tool
005876 - Chardon High School	Needs Assessment FY 2023	047183 - Chardon Local	009251 - Region 4 State Support Team	Geauga	Independent	Sent to Planning Tool
005884 - Chardon Middle School	Needs Assessment FY 2023	047183 - Chardon Local	009251 - Region 4 State Support Team	Geauga	Independent	Not Started
017306 - Chardon Preschool	Needs Assessment FY 2023	047183 - Chardon Local	009251 - Region 4 State Support Team	Geauga	Independent	Sent to Planning Tool
025981 - Munson Elementary School	Needs Assessment FY 2023	047183 - Chardon Local	009251 - Region 4 State Support Team	Geauga	Independent	Sent to Planning Tool
029090 - Park Elementary School	Needs Assessment FY 2023	047183 - Chardon Local	009251 - Region 4 State Support Team	Geauga	Independent	Started

Go to page 1 of 1

8. Select "Start Survey". Please be patient as it may take 10-20 seconds for the application to load. The Needs Assessment tab opens.

Note: Role access will determine if you are able to start the survey.

3 of 6 005884 - Chardon Middle School Period: Needs Assessment FY 2023

Needs Assessment Pre-Planning

Survey List

Survey Plan(s)	Started Date	Last Updated	Completion Status	
FY 2023 Needs Assessment				<input type="button" value="Start Survey"/>

- There are questions in each of the eight Strategy Areas (Sections), organized into question groups as indicated by the Group Names (for example: Early Warning System).

Survey List

Survey Plan(s)	Started Date	Last Updated	Completion Status
Needs Assessment FY 2020	11/25/2019	11/25/2019	Started

Sections Hide Sections

- * Required @ Recommended LEA
- College and Career Readiness** B
- Community, Family Engagement
- * Curriculum, Instruction and Assessment
- Fiscal Management
- Leadership, Administration, Governance
- Operations
- * Professional Capital
- * School Climate and Supports

Questions

FY 2020 Needs Assessment

Prev Section **College and Career Readiness** C LEA Next Section

Questions * Required @ Recommended

1|0 2|0 3|0 4|0 6|0 7|0 8|0 9|0 10|0 11|0 13|0 14|0 16

Next

Group Name D **Early Warning System**

» Question 1

Reference: ESEA 1112(b)(1)(B)

How are you identifying students that are at-risk of dropping out?

A	“Sections”: Where the Strategy Areas are listed
B	Each strategy area is listed separately
C	This is where the name of the selected strategy area is displayed
D	This is where groups of questions are identified. Using the “Next” button will move you to next set of questions for this section

Note: You can Hide/Show the Sections accordion by selecting “Hide Selection” or “Show Selection”.

Needs Assessment Pre-Planning

Sections Hide Sections

- * Required @ Recommended LEA
- College and Career Readiness**
- Community, Family Engagement
- * **Curriculum, Instruction and Assessment**
- Content Areas
- Teaching
- * **Special Populations**
- Leadership, Administration, Governance
- Operations

Needs Assessment Pre-Planning

Questions

FY 2023 Needs Assessment

Prev Section **Community, Family Engagement** Next Section

Questions

1|0 2|0 3|0 4|0 5|0 6|0 7|0 8|0 9|0 10|0 14|0

- Required question numbers are identified with an asterisk (*). The Sections accordion uses the same symbols to identify sections that contain required questions.

In this example, questions 15 through 19 are required.

The screenshot shows the 'Special Populations' section of the ED STEPS interface. On the left, an accordion menu lists various categories, with '* Curriculum, Instruction and Assessment' highlighted in dark blue. The main content area shows a 'Questions' row with buttons for questions 12 through 25. Questions 15, 16, 18, and 19 are marked with an asterisk (*) and are highlighted with a green oval. Below the questions, a 'Previous' button and a 'Next' button are visible. The 'Group Name' field is set to 'Special populations - Homeless'. A 'Question 15' button is also highlighted with a green oval. The question text reads: 'How does your district identify educational supports to ensure the achievement of students experiencing homelessness?' with a reference to 'ESSA Section 1112 (b)(6)'.

11. Recommended question numbers are identified with an @. The Sections accordion uses the same symbols to identify sections that contain recommended questions. In this example, questions 18 and 19 are recommended.

The screenshot shows the 'School Climate and Supports' section of the ED STEPS interface. On the left, an accordion menu lists various categories, with '@ School Climate and Supports' highlighted in dark blue. The main content area shows a 'Questions' row with buttons for questions 9 through 20. Questions 18 and 19 are marked with an @ symbol and are highlighted with a green oval. Below the questions, a 'Previous' button and a 'Next' button are visible. The 'Group Name' field is set to 'Attendance'. A 'Question 18' button is also highlighted with a green oval. The question text reads: 'A student is chronically absent when they've missed 10% of the school year (about 18 days), including both excused and unexcused absences. A school or district's chronic absenteeism rate is the percentage of students who have missed 10% or more of the school year. How is absenteeism concentrated among particular students, grade levels or student subgroups?'.

12. Once the required questions are answered, the root cause analysis question should be completed.

* Question 19

Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?

0 /8000 Max Character Count

Note: After entering a response, move the pointer outside of the response box and click the left mouse button. You will see confirmation that the input was saved:



13. Once you enter your root cause analysis and click outside of the text box, a Priority Need question is generated (in this example, question 20, since it follows the root cause analysis which was question 19). The response to the Priority Need question indicates whether the topic of the question group (ex. group name – Early Warning System) is a priority need that the district/building would like to select and send to the “Pre-Planning” tab.

Question 20

Is this a Priority Need?

Selecting "Yes" sends this to the Pre-Planning tab.

Yes No

Note: When you select Yes or No, you will receive a confirmation message.

 A screenshot of the user interface for Question 20. At the top, a green notification box says "Your answer is saved". Below it, the question text reads: "Is this a Priority Need? Selecting 'Yes' sends this to the Pre-Planning tab." At the bottom, there are two radio buttons: "Yes" (which is selected) and "No".

Note: As you save text box entries, the question numbers at the top of the Questions display will change to green with a check mark in the circle next to the question number.

Prev Section **Special Populations** LEA Next Section

Questions * Required ® Recommended

13
 * 15
 * 16
 * 18
 * 19
 20
 21
 22
 23
 25

14. The Strategy Areas (Sections) checkbox will be gray if nothing is entered in any of the text boxes. If you have any required questions in one of the Strategy Areas (Sections), the checkbox color will change to green after all required questions are answered.

Needs Assessment Pre-Planning

Sections Hide Sections

* Required ® Recommended LEA

Community, Family Engagement

* Curriculum, Instruction and Assessment

Leadership, Administration, Governance

Operations

® School Climate and Supports

Note: You may work through your Needs Assessment Strategy Areas (Sections) and question groups in any order. You can make changes by modifying or removing your entries.

15. When you finish the Needs Assessment, scroll to the “Survey List” area to change the completion status from “In Progress” to “Completed”, and then click on the “Save” icon.

Note: This is the “save icon” - 

Needs Assessment Pre-Planning

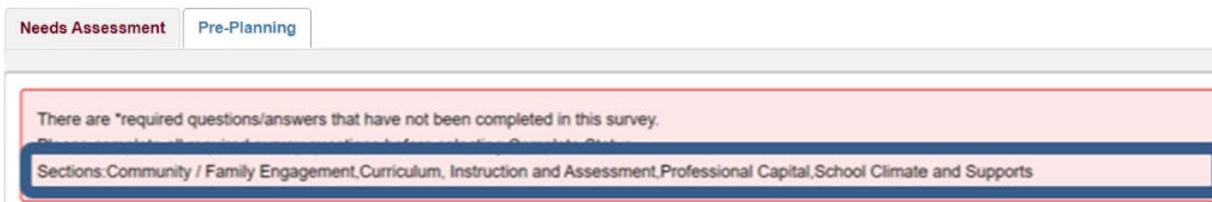
Survey List

Survey Plan(s)	Started Date	Last Updated	Completion Status
FY 2023 Needs Assessment	01/25/2023	01/25/2023	<input type="text" value="In Progress"/> <ul style="list-style-type: none"> In Progress In Progress Completed <input checked="" type="checkbox"/>

- You will receive a confirmation message:



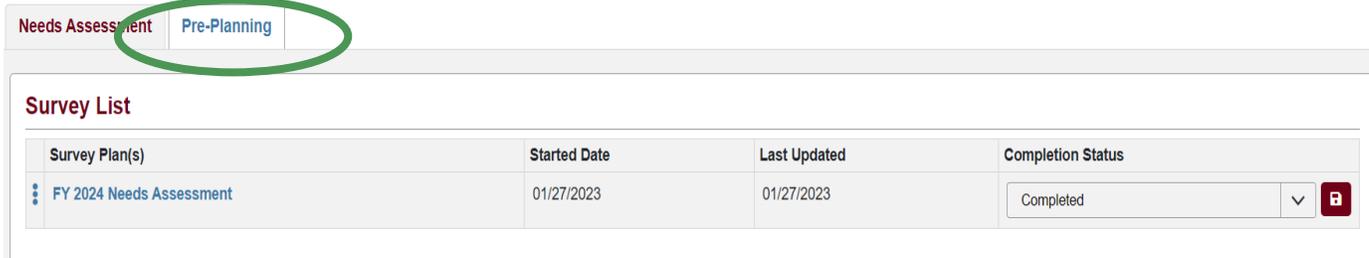
- When the Needs Assessment tab is in completed status, it is not editable. However, the Pre-Planning tab remains editable.
- Only question group topics (group names) that have a root cause and a “Yes” selected as a Priority Need will progress from the Needs Assessment tab to the Pre-Planning tab. When you try to place the Needs Assessment tab in “Completed” status, you may get an error message if any of the required questions were not addressed. After all the questions are answered, this tab can be “Completed.”



- If you want to edit the Needs Assessment after it is “Completed,” use the drop-down menu to select “In Progress” and then click on the “Save” icon.

Note: If the Pre-Planning tab completion status is “Sent to Planning Tool,” you must set the status back to “In Progress” before you can edit.

16. Access the Pre-Planning tab



- On the Pre-Planning tab, the selected group topic questions with a root cause and a “Yes” selected as a Priority Need will be show.

Note: This page will also show how many Goals and Strategies will be sent to the planning tool.

A

1

Goals

B

2

Strategies

Priority Needs List

Display Selected Items

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
English Language Arts	Lack of consistent knowledge across grade levels.	Curriculum, Instruction and Assessment	Community, Family Engagement	<input checked="" type="checkbox"/>
Safe and Healthy Schools	Increased counseling	School Climate and Supports	Select Improvements	<input type="checkbox"/>

A	Number of Goals sent to the planning tool
B	Number of Strategies sent to the planning tool
C	The selected group topic questions with a root cause and a “Yes” selected as a Priority Need

18. You can add or delete additional strategy areas for any priority need by opening the “Additional Strategy Areas” dropdown menu and selecting or deselecting strategy areas.

Needs Assessment
Pre-Planning

Assessment

	Last Sent	Completion Status
	N/A	In Progress <input type="button" value="Save"/>

Primary Improvement Area	Priority	Root Cause	Additional Improvement Areas	Send To Planning Tool
Curriculum, Instruction and Assessment	Instruction	asdsd	College and Career Readiness	<input checked="" type="checkbox"/>
Curriculum, Instruction and Assessment	Special populations - Foster Care	sadadasd	Community, Family Engagement Fiscal Management Leadership, Administration, Governance	<input checked="" type="checkbox"/>
Operations	Child Nutrition		Community, Family Engagement	<input checked="" type="checkbox"/>
Professional Capital	Educator Equity	test	Community, Family Engagement	<input type="checkbox"/>
School Climate and Supports	Safe and Healthy Schools	qweqw	College and Career Readiness Community, Family Engagement	<input type="checkbox"/>
School Climate and Supports	Student Transition	qweqwe	Curriculum, Instruction and Assessment Fiscal Management Leadership, Administration, Governance Operations	<input type="checkbox"/>

19. Select the critical needs to send to the Planning Tool by checking the “Send to Planning Tool” boxes. When finished with the Pre-Planning tab, follow the same process used for the Needs Assessment tab by changing the Completion Status dropdown to “Send to Planning Tool” and clicking on the “Save” icon.

Needs Assessment Pre-Planning

Show Instructions Last Sent N/A Completion Status In Progress

Goals 1 Strategies 2

Priority Needs List

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
English Language Arts	Lack of consistent knowledge across grade levels.	Curriculum, Instruction and Assessment	Community, Family Engagement	<input checked="" type="checkbox"/>
Safe and Healthy Schools	Increased counseling	School Climate and Supports	Select Improvements	<input type="checkbox"/>

20. Once the completion status is set to “Sent to Planning Tool”, the One Plan will be ready to be developed.

Note: *The One* Needs Assessment will automatically log out users after **30 minutes** of inactivity.

** For additional resources, access the [One Needs Assessment](#) page on the Department’s website. Send questions by email to: EDSTEPS.OneNeedsAssessment@education.ohio.gov

ED STEPS

ONE PLAN

Overview of the One Plan Process

The One Plan is one concise plan for districts and buildings to utilize over a three-year period. It provides the direction for improvement activities the district or building will implement to address challenges identified through the root cause analysis and to impact the priority need identified in the comprehensive needs assessment known as One Needs Assessment. The One Plan is designed to allow districts to incorporate into One Plan all the required elements that district must address through state and federal requirements as a result of district demographics or student results.

One Plan Navigation

ED STEPS Main Dashboard

You will first enter through the Main Dashboard for EDSTEPS. There is access to the One Needs Assessment, One Plan, and CCIP from this page. Select One Plan to begin creating your plan.

EDSTEPS
Organization: Chardon Local | View As: District IRN

One Needs Assessment
Needs Assessment Tool for Identification

One Plan
Comprehensive Improvement Plan

Funding Application
Funding selection for Comprehensive Improvement Plan

Upcoming Events
 - Combined Charitable Campaign Kick-off
 - Commercial District Advisory Board
 - April Preventive Control Alliance Training
 Open Calendar

Step-by-Step Planning Cycle
 1. One Need | 2. One Plan | 3. Application | 4. Execution
 Open Current Stage

Messages

Priority	Sender Name	Subject and Content	Date
★	Pat Yip	Review Results: Office for Improvement and Innovation Your plan was very well written and feasible. I like that...	Oct 31, 2021 11:23 AM
★	Neil, Diane	Review Results: Approaches to Teaching and Learning Your plan was very well written and feasible. I like that...	Oct 31, 2021 11:23 AM
★	May Scott	Review Results: Office of Educator Effectiveness Your plan was very well written and feasible. I like that...	Oct 31, 2021 11:23 AM

Education Department's System of Tiered E-Plans and Supports
 Welcome to YOUR NEW ED STEPS system! ED STEPS will enable districts to develop one comprehensive plan for student growth and leverage all its federal and other resources in creating programs based on available funding to better serve students and communities. This will make it easier for districts and schools to coordinate administrative planning with program planning and implementation.
 It important to remember that the One Needs Assessment will need to be completed PRIOR to completing the One Plan.

The One Plan Dashboard will then appear. The One Plan Dashboard provides navigational and other important information for you to implement your plan.

Main Menu

- Create/View Plan **1**
- Revise Plans
- Report Results
- Approve Plans
- View EdMail
- History Log

Dashboard

One Plan Dashboard

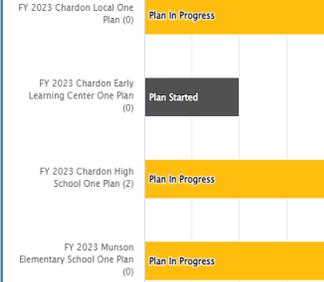
What is One Plan?

My Profile

Profile Name: Mohammad RAPP **A**
District: Chardon Local
District IRN: 047183
Designation: Independent
Typology: 5
Cohort #: 1
Current Program Period: One Plan FY 2023

Results will appear in 'Agency Approved' state.

Plan Status Overview



Results will appear in 'Agency Approved' state.

Explanation of One Plan: The One Plan is one concise plan for districts and buildings over a three-year period. It provides for improvement activities the district will implement to address challenges identified through the root cause analysis and to impact the priority need identified in the comprehensive needs assessment known as One Needs Assessment. The One Plan is designed to allow districts to incorporate into One Plan all the required elements that district must address through state and federal requirements as a result of district demographics or student results.

Resources

- EDSTEPS Website
- OEDS Role Identification Chart
- One Plan Cohort Assignment Summary
- One Plan Cohorts List
- School Labels Flowchart
- ED STEPS Brochure
- One Plan User Manual
- One Needs Assessment User Manual
- ED STEPS ONA and OP Glossary

Information:

A	Personal Profile Information will appear here.
B	District demographics and status will appear in this section.
C	Look for helpful tips and resources here.

Steps:

1	Click on Create/View Plan to begin writing plan. *As you complete your plan, more links will populate in this section. Watch for reminders and messages to appear in this section.
---	--

Understanding the Icons:

To assist with navigating in the new EDSTEPS system and completion of a comprehensive improvement plan, icons are populated on each page of the One Plan. The legend for each icon is located on the left-hand side of the page. Only those icons that appear on the page will appear in the legend on the page.

	Edit: Select to edit the item on the page.		Reset: Select to reset the page. Will remove previous entries for item.
	More Information: Select to access more information or guidance on an item.		Remove: Deletes the item.
	Back: Select to go back to the previous page.		Add: Select to add student measures, adult measures, action steps, and fiscal resources.
	Next: Select to go forward to the next page.		Search: Select to search for strategies and action steps.
	Save: Save and move to the next item.		Import: Select to import fiscal resources to action steps.
	Save to Bank: Select to save an item to the action step bank.		Indicates previous and next steps in goal and strategy completion. Located on left-hand corner of page.

Writing the Plan

To begin writing the plan, select “create/view plan” on the One Plan dashboard left-hand side. This will take you to the Goal page. Select the goal you want to begin developing. Goals were populated from the pre-planning page in the One Needs Assessment. If you want to change a goal or add a goal, you will need to go back into the One Needs Assessment.

There are two progress bars on this page. One shows the progress for completion of the goal, while the second shows the completion status of the entire plan.

Information:

A	Agency Office Rubrics for Plan Criteria, Required Embedded Plans and Descriptions are available here. Review prior to beginning writing of plan.
B	This bar shows the completion status for the goal.

Steps:

1	Click on the edit icon next to the goal to begin developing the goal.
---	---

Writing Your Goal Statement

Define Your SMART Goal Statement

B

Step 1: Select SMART goal statement from pre-defined options listed below.

Step 2: Create SMART goal statement by filling out the required fields below.

Goal Title: Instruction

Root Cause Analysis

1

Select your SMART goal statement C

TARGET GROUPS students in **GRADE LEVELS** will **PERFORMANCE** in **SUBJECT AREA** at/in **SCHOOL OR DISTRICT(S)** by **DATE** as measured with **WHAT MEASURE**.

TARGET GROUP v

GRADE LEVEL v

PERFORMANCE LEVEL v

SUBJECT AREA v

SCHOOL OR DISTRICT(S) v

DATE ^

Information:

A	The Goal Title is imported into the One Plan from the One Needs Assessment
B	The SMART Goal Statement is completed by adding the responses to the statement that are BLUE
C	The SMART Goal statement can be completed by clicking on the item in the sentence or the row in the chart below. As you make your selection it is populated into the SMART Goal statement.

Additional Goal Templates are planned for future releases in the EDSTEPs systems to provide more flexibility with SMART Goal statements. “Other” is provided in each category to allow for additional flexibilities for districts.

Adding Student Progress Measures

Define a Student Measure

Please click the blue highlighted text below to complete the Student Measure with your customized details.

 Description of Reporting

Select your Student Measure statement
▼

Every **Month, New topic - District Formative Assessments of Students of Military Families** will be measured, with an overall improvement of **increase 8 Scaled Score**.



TIME PERIOD ✓
▲

Please select a frequency:

- Month
- Quarter
- Semester
- Trimester
- Other days



A	The student measure statement appears in the description.
B	This shows all the dates that the district will monitor the student measure. A minimum of twice a year is required.

After you select the edit student measure or add student measure, the page will look like this. You will create the student measure on this screen.

1	You can complete or update the student measure by clicking on the blue words in the statement.
2	You can also complete or update the student measure by clicking on each section below. Each section has selections, or you can add your own item to the statement by selecting “other” and entering the name in the textbox.

Completing Your Strategies

FY 2023 Chardon Local One Plan (0)



SMART Goal Statement

Students in **GRADE LEVELS** at **Chardon Early Learning Center** will be progress monitored using **State Report Card – Gap Closing** with an anticipated **increase 10.00 %** in **test** focusing for **All Students, Students with Disabilities, Homeless Students, English Language Learner** students by **07/13/2023**.

Define Your Strategy for Community, Family Engagement And Action Steps

In the One Needs Assessment System, you have selected the following area for improvement. Please describe your strategy with more details and add at least one action step for each area.

Strategy #1: Community, Family Engagement

Part 1: Description



Success for All is a comprehensive school-wide reform program, primarily for high-poverty elementary schools, with a strong emphasis on early detection and prevention of reading problems before they become serious.† Key program elements include:† (i) daily 90-minute reading classes, each of which is formed by grouping together students of various ages who read at the same performance level; (ii) a K-1 reading curriculum that focuses on language development (e.g., reading stories to students and having them re-tell), teaching students the distinct sounds that make up words (i.e. phonemic awareness), blending sounds to form words, and developing reading fluency; (iii) daily one-on-one tutoring (in addition to the classes) for students needing extra help with reading; and (iv) cooperative learning activities (in which students work together in teams or pairs) starting in the grade 2 reading classes.

Evidence-Based Strategy Level: Level 1



1	Once you complete the student measure, you will begin writing the strategies for the goal. The subject area for the strategy has been imported from the One Needs Assessment.
2	Select the edit icon to open the page for completing or editing the strategy.

Make Plan

- Strategy
- Strategy & Action

Legend

- More Information
- Search
- Save and Complete
- Back to Strategy & Action

Dashboard / Create/View Plan / Plan / Goal / Strategy #1 / Details

- 1 Intro
- 2 Goals
- 3 Strategy
- 4 Resources
- 5 Submit

FY 2022 Chardon Local Plan (0)



Define Your Strategy: Curriculum, Instruction and Assessment



1. Pre-set strategy level:

Level 1

2. Please describe your strategy:

Search Evidence-Based Strategy Database



Success for All is a comprehensive school-wide reform program, primarily for high-poverty elementary schools, with a strong emphasis on early detection and prevention of reading problems before they become serious.† Key program elements include:† (i) daily 90-minute reading classes, each of which is formed by grouping together students of various ages who read at the same performance level; (ii) a K-1 reading curriculum that focuses on language development (e.g., reading stories to students and having them re-tell), teaching students the distinct sounds that make up words (i.e. phonemic awareness), blending sounds to form words, and developing reading fluency; (iii) daily one-on-one tutoring (in addition to the classes) for students needing extra help with reading; and (iv) cooperative learning activities (in which students work together in teams or pairs) starting in the grade 2 reading classes.

Additional Resources

[Evidence-Based Level Resources](#)

[Empowered by Evidence](#)

[Defining Evidence-Based Levels](#)

[Using Level 4 Evidence-Based Strategies Guidance](#)

[Links to Additional Evidence Based Clearinghouses](#)

[Ohio's Evidence-Based Clearinghouse](#)

[Blueprints for Healthy Youth Clearinghouse](#)

[Crime Solutions Clearinghouse](#)

[Evidence for ESSA Clearinghouse](#)

[Tier Evidence Clearinghouse](#)

[What Works Clearinghouse](#)

1	The strategy level has an area to identify the evidence-based level for the strategy. Select the exclamation mark to find information about the different evidence-based levels. The system will default to level four. You can update the level by selecting a different level in the drop-down.
2	Search for evidence-based strategies in Ohio's Evidence Based Clearinghouse by selecting the magnifying glass.
3	Add your own evidence-based strategy from other clearinghouses or the district's own strategy description by typing in the box.
4	Links to other evidence-based strategy clearinghouses are available on the right-hand side. You can search these data bases and cut and paste evidence-based strategies into the text-box as well

If you select search for Ohio's Evidence-Based Clearinghouse from the strategy page, you will land on a page like this:

Make Plan

Strategy
Strategy & Action

Legend

- More Information
- Import to Strategy
- Back to Strategy

Dashboard / Create/View Plan / Plan / Goal / Strategy #1 / Details

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2022 Chardon Local Plan (0)

Evidence-Based Strategy Database

You can search evidence-based strategy in the Ohio Education Department database and import your selected strategy to the left as a template to get started:

Show 5 entries Search:

Title	Level	Brief Description	
Success for All for grades K-2	Level 1	Success for All is a comprehensive school-wide reform program, primarily for high-poverty elementary...	!
Story Talk - Interactive Book Reading Program	Level 3	A reading strategy intended to promote the development of language and literacy skills in young chil...	!
Annual Book Fairs for High-Poverty Elementary Schools	Level 3	The Annual Book Fairs intervention provides students in high-poverty elementary schools with books t...	!
ParentCorps†	Level 1	A family-centered intervention that is delivered as an enhancement to pre-kindergarten programs serv...	!
Carrera Adolescent Pregnancy Prevention Program	Level 1	Sponsored by the Children's Aid Society, the Carrera Adolescent Pregnancy Prevention program is a co...	!

Showing 1 to 5 of 202 entries

First Previous 1 2 3 4 5 ... 41 Next Last

1	Type in key words to search for strategies to address the need and root cause analysis. Selections will appear below.
2	To select a strategy, click on the import icon.
3	If you want to learn more about the strategy, select the exclamation point icon at the end of the row.

Identifying Strategies for Embedded Plans within the One Plan

Embedded Plans are plans that are embedded within a district or building's One Plan. The One Plan is a comprehensive plan based on a comprehensive needs assessment and includes all the required plans within on complete comprehensive single plan for implementation over a three-year period. The embedded plan can be included in the One Plan as a goal, strategy, or combination of strategies within a plan. Districts and buildings identify if a strategy addresses one of their required embedded plans in the strategy section of the

One Plan. The system will filter out those strategies that have been identified to provide the embedded plan into a single report for the district and different offices that require the plans for compliance. A strategy can address the requirements for more than one embedded plan so you can select more than one embedded plan for a strategy. The action steps with a strategy will pull over with the embedded plan to be included as the activities for the embedded plan.

Examples of required embedded plans that districts, or buildings will need to identify in their plans are:

Professional Development Plan – Elementary and Secondary Education Act (ESEA Section 1114(b)(7)(iii)IV)

Parent Engagement Plan – Elementary and Secondary Education Act (ESEA Section 1112(b)(7))

Equity Plan – Elementary and Secondary Education Act (ESEA Section 1112(b)(2))

District Improvement Plan – Elementary and Secondary Act (ESEA Section 1111(d)(3)(A) (Strategies for Priority and Focus Schools)

ADC Plan – Academic Improvement Plan (HB110)

Reading Improvement Plan – Ohio Revised Code 3302.13 and 3301.56.02

Under the strategy area will be a list of required plans for the district or building. If the strategy is to be included in one of the required embedded plans select the requirement from the list.

1



3. Indicate additional requirements:

Strategy Rubric Requirement: Indicate if this strategy fulfills the following requirement(s) listed below:

2

This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.

1	Embedded Plans List
2	Click on the strategy if it addresses the requirement for the embedded plan. Refer to rubrics for requirements in back of guide.

Completing Action Steps

Part 2: Action Steps

	Plan Year	Target Date	Description	
	2022	01/30/2023	Provide professional development for teachers on Math standards and effective Math instruction.	



1	Once, you complete the strategies, you will add action steps to the strategy. To add action steps, select the + sign at the bottom right-hand corner.
2	The editing icon enables you to edit an action steps. The list of all the created action steps will be displayed for each goal to edit.

Once you select to edit or add an action step to the plan, you will land on this page.

Make Plan

-  Action
-  Strategy & Action

Legend

-  Add New
-  More Information
-  Remove
-  Clear selected Participants
-  Save and Complete
-  Save to Bank
-  Search
-  Back to Strategy & Action

Dashboard / Create/View Plan / Plan / Goal / Strategy #1 / Action

-  Intro
-  Goals
-  Strategy
-  Resources
-  Submit

FY 2022 Chardon Local Plan (0)

Define Your Action

Please fill in your action plan below. You have to enter at least 1 action for each plan year.

 More Information

	Plan Year	Action Completion	Action Description	Participant(s)
				

1	The magnifying glass will take you to items in the action step bank.
2	Each district can add action steps to the action step bank by selecting this icon. Items added to the bank by the district or building are only available to members of the district and not to all districts in the state.
3	The Plan Year identifies year in which the activity will begin. The system defaults the year to July 1 st each year.

4	Select the date of completion for the action step here.
5	The action step description is populated by the action step bank selection or by a description added by the district by clicking in the textbox and typing the action step description.
6	Select who in the district will be responsible for implementing the activities in this section.

If you select to search in the action step bank, the system will open this page.

Make Plan



Dashboard / Create/View Plan / Plan / Goal / Strategy #1 / Action

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2022 Chardon Local Plan (0)



Legend

- Import to Action Step
- More Information
- Back to Action Steps

Action Database

You can search our action database and import the selected item as your template to get started.

Show 10 entries Search: math

Action Description	
Provide professional development for teachers on Math standards and effective Math instruction.	
Provide professional development for teachers on Math standards and effective Math instruction.	
Develop a Walk-Through/Monitoring Tool with instructional look-fors at each grade band aligned to Math standards.	
Develop a building level master schedule that includes designated time for core (Tier 1) Math instruction that includes a 60-minute...	

1	Search for an action step bank item by typing into the search box.
2	Select the action step bank item by clicking on the selection icon at the beginning of the item. You can view more information on the action step by selecting the exclamation point.

Linking Building Goals to District Goal (Building Plans Only)

Part 4 (Building Plans Only)

3. Indicate additional requirements:

A

District Goal Requirement: Indicate if this strategy is aligned with the district level goal(s) listed below:

- Engagement
- English Language Arts
- Graduation
- Mathematics



A This item will only appear in building plans. Buildings must identify which district goal the building goal supports. Select the district goal that that building goal aligns to in this section.

Add Adult Implementation Measures

Once you have completed the strategy area, you will then add the adult measure or measures to the plan. Adult measures are linked to strategies.

Create/View Plan

- Adult Measures
- Resources

Legend

- + Add Measure
- Edit Measure
- Remove from List
- Back to Strategy
- Go to Strategy / Resources

Dashboard / Create/View Plan / Plan / Goal / Adult Measures

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2022 Chardon Local Plan (0)

Define Your Adult Measure

For the SMART Goal Statement you just created, at least one adult measure has to be added at a frequency of at least twice a year to keep track with the program. Please add or modify your adult measure below.

Your List of Adult Measures

Adult Measure #1 ✓

- Curriculum, Instruction and Assessment

Progress Monitoring Date	Adult Measures Statement
01/01/2023	Every Semester, Math - District Inventory of Elementary Staff and Math Teachers will be measured, with a final improvement of increase 100.00 % at the end of the plan.
06/01/2023	
01/01/2024	
06/01/2024	
01/01/2025	
06/01/2025	

2

3

4

1	Select the + sign to add an adult measure. You can have more than one adult measure per strategy
2	The adult measure will identify how often the measure will be monitored for progress.
3	The adult measure statement will appear in this area.
4	The next arrow or save icon can be used to save work or to move to the next page.

When the district selects to add or edit an adult measure, this page will appear.

Create/View Plan

- Adult Measure
- Adult Measures

Legend

- Reset Field
- Save
- Remove from List
- Back to List

Dashboard / Create/View Plan / Plan / Goal / Adult Measures / Statement

- 1 Intro
- 2 Goals
- 3 Strategy
- 4 Resources
- 5 Submit

FY 2022 Chardon Local Plan (0)

Define a Adult Measure

Please click the blue highlighted text below to complete the Adult Measure with your customized details.

Description of Reporting



Every TIME PERIOD, WHAT MEASURE of TARGET GROUP will be measured, with a final improvement of HOW MUCH at the end of the plan.



STRATEGY

Please select associated strategies:

- Curriculum, Instruction and Assessment
- Professional Capital



TIME PERIOD

WHAT MEASURE

TARGET GROUP

HOW MUCH

1	You can edit the adult statement by clicking on the blue words in the adult measure statement.
2	You can also edit the adult measure statement by clicking on sections below.
3	Select which strategy the adult measure is measuring the implementation of in the statement.

Identifying Fiscal Resources

The final step to completing the goal statement is to identify the fiscal resources that may be used to fund the action steps in the plan.

Create/View Plan

Resources
Submit

Dashboard / Create/View Plan / Plan / Goal / Resources

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2022 Chardon Local Plan (0)

Plan Your Resources

Select the fiscal year that you want to edit and click "Edit Selected":

	Plan Year	Selected Resources
	2022	General Fund Title I-A Improving Basic Programs 21st Century Aspire Instructional
	2023	21st Century Aspire Instructional Competency-Based Education Pilot Program Equity for Each Grant







1	Select each year on the fiscal resource page to plan the funding for the implementation of the plan for the next three years. This process will help later with the budgeting process.
2	Select the edit icon to edit or select the resources for the plan year.

After you select a plan year, the action step items will appear, for each action step item you will select which funds may be used to fund the action step.

Make Plan

Funding Sources
Strategy & Action

Dashboard / Create/View Plan / Plan / Goal / Funding Sources

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2023 Chardon Local One Plan (0)

Select Your Funding Sources - Engagement (2024)

Please select an action item by clicking its radio button, and add funding sources using the Resource Rank on the right. Use "Import Selected" under the Resource Bank table to add selected funding on the right to your selected action in the table below. Hover over Action Description to see full content.

Show 10 entries

Action Description	Funding Year(s)	Funding Sources
Parent Math Workshops	2024	General Fund
Reading Blocks built into schedule	2024	Comprehensive Literacy State Development Subgrant
Test by Scott	2023 2024 2025	Alternative Education Challenge
testing validation from QA.	2024	Alternative Education Challenge
This is a tst	2024	

Showing 1 to 5 of 5 entries

First Previous 1 Next Last

A	The magnifying glass takes you to a page to select the funds.
B	The action steps for a strategy appear on this page.
C	Selected funds will appear in this area once you have made your selections.
D	You can delete a <u>single</u> fiscal resource by dragging and dropping to the trash can. NOTE: If you click the trash can, it will delete <u>all</u> the fiscal resources for the selected funding year(s).

Once you select the funding source search on the previous page, it will take you to this page. A list of available funding sources will appear for selection. You can select more than one.

Make Plan

-  Funding Sources
-  Strategy & Action

Legend

-  Import to Action Step
-  More Information
-  Remove from List
-  Back to Action Steps

Dashboard / Create/View Plan / Plan / Goal / Funding Sources
 1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2022 Chardon Local Plan (0)

Resource Bank - Mathematics (2022)

You can search for the right funding by using keywords with the search function below. Make sure you select an action item on the left, before selecting a funding source in the table below and clicking the "Import Selected" button.

Show 5 entries

Funding Title	Funding Description	
 General Fund	Local Districts General Fund (001)	
 21st Century	This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for c...	
 Agriculture Education 5th Quarter	This is a state-funded grant to support year-round instruction. It was developed to assist local schools and career centers by providing supplement...	
 Alternative Education Challenge	This is a continuation grant. It is designed for students who are at risk of school failure and other related problems. For most students, an alte...	
 Aspire Instructional	These programs provide free services for individuals who need assistance acquiring the skills to be successful in post-secondary education a...	

Showing 1 to 5 of 66 entries

First Previous 1 2 3 4 5 ... 18 Next Last



1	You can search for funding sources.
2	Click on the selection icon to select a funding source. It will populate onto the previous page with the action step in the funding source section.
3	Selecting the magnifying glass icon next to the description will provide information about allowable uses for the fund. You may want to review to see which funds may best meet the needs and be applicable for the action step.

Completing the Goal to the Plan

Once you have completed all items in the goal section, you will be provided a page to review the entire goal. If you want to edit a section in the goal after you review it, click on the Edit button for the part of the goal you wish to revise.

Create/View Plan

Review

Plan

Legend

Edit

Back to Resources

Dashboard / Create/View Plan / Plan / Goal / Review

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

FY 2023 Chardon Local One Plan (0)

Review Your Goal

Please review your goal and related details before submitting it to your plan.

Goal Title: **Engagement**

Root Cause Analysis

ED STEPS will enable districts to develop one comprehensive plan for student growth and leverage all its federal and other resources to fund that plan rather than creating programs based on available funding. This "funding the plan" rather than "planning to fund" approach is expected to better serve students and communities. This will make it easier for districts and schools to coordinate administrative planning with program planning and implementation.

SMART Goal Statement

By 04/30/2024 we will improve the performance of All Students, Students with Disabilities, Homeless Students, English Language Learner, GRADE LEVELS students at/in Chardon Local to decrease 10.00 % in Science using State Report Card - Gap Closing

Student Measures

Student Measure #1 ✓

Strategies

Strategy #1: Community, Family Engagement

Strategy Level: Level 1

Description:

Success for All is a comprehensive school wide reform program, primarily for high poverty elementary schools, with a strong emphasis on early detection and prevention of reading problems before they become serious. Key program elements include: (i) daily 90 minute reading classes, each of which is formed by grouping together students of various ages who read at the same performance level; (ii) a 1 reading curriculum that focuses on language development (e.g., reading stories to students and having them re-tell, teaching students the distinct sounds that make up words (i.e. phonemic awareness), blending sounds to form words, and developing reading fluency; (iii) daily one-on-one tutoring (in addition to the classes) for students needing extra help with reading; and (iv) cooperative learning activities in which students work together in teams or pairs) starting in the grade 2 reading class.

Embedded Plan Requirements:

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2202(b)(2)(D), 3115(c)(2).

Actions

Action Description	Start Action Step	End Action Step	Participant(s)
Parent Math Workshops	Plan Year 2	07/24/2024	<ul style="list-style-type: none"> Teachers Principals Central Office Administration
testing validation from QA.	Plan Year 2	07/24/2024	<ul style="list-style-type: none"> Teachers Principals District

Complete Goal

Selecting the Complete Goal button at the bottom of the Goal Review page will indicate that the goal is complete. The system will then take you back to the Plan page so that you can begin working on the next goal in the plan.

Dashboard / Make Plans / Plan / Goal / Review

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

The status bar on the top of the page will show at what stage of goal completion a goal is. This goal has been submitted.

Plan Status



SMART Goals

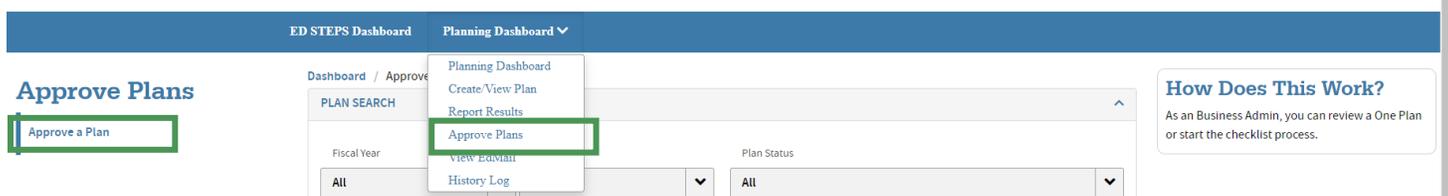
View from the Beginning	View from Last Edit	Smart Goal Title/Priority Need	Status
		Engagement	A In progress
		Instruction	Not Started

C

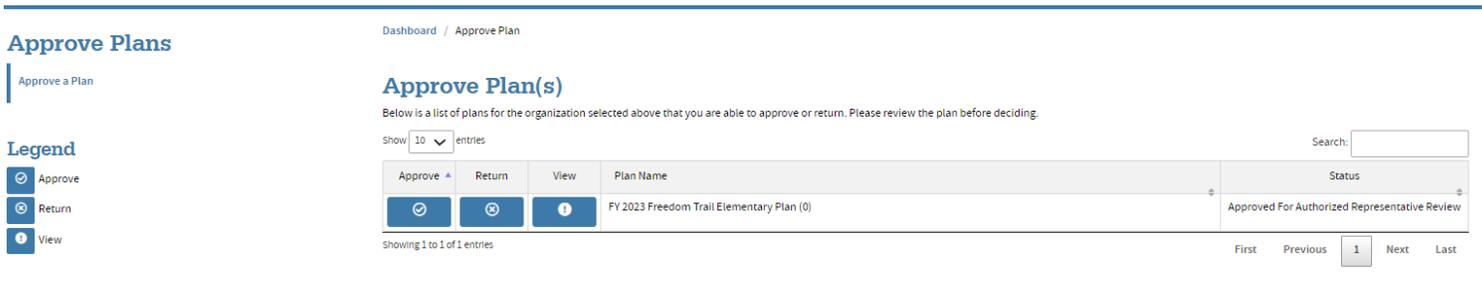
A	Once you have completed a goal its status will show as Completed. Goals may be completed in any order.
B	The system automatically saves your progress. To go back to a goal to continue working on it, you may either start from the beginning or to where you left off by choosing either of the options to the left of the goal title.
C	After all goals are in Completed status, you are ready to submit the plan for Approval to the district's Fiscal Representative.
D	The first stage of Approval for the district plan is the fiscal representative and then it will go to the authorized representative (superintendent) before it comes to the Agency for review.

Approving the Plan

To approve a plan, the fiscal representative and authorized representative will need to sign into their OH/ID and go into the EDSTEPS One Plan system. On the One Plan Dashboard, they will want to select the Approve Plan link on the left-hand side navigation panel or at the top under the planning dashboard dropdown selection option.



Once on the page there are several options. They will first want to go in and view the plan by selecting the view plan icon in the third column. Once they have reviewed the plan, then they will either approve or return as submitted. If approved, it will move forward to the next level of approval. If returned, then it will be returned for updates.



Superintendents will have an assurance page to sign off when they approve the plan. Assurances are guarantees that the district is agreeing to comply with. The assurances are requirements in the Elementary and Secondary Education Act for public districts and community schools that receive federal funds.

Assurance

Before approving this plan: **FY 2023 Cincinnati Public Schools One Plan (3)**, please complete the following assurance(s):

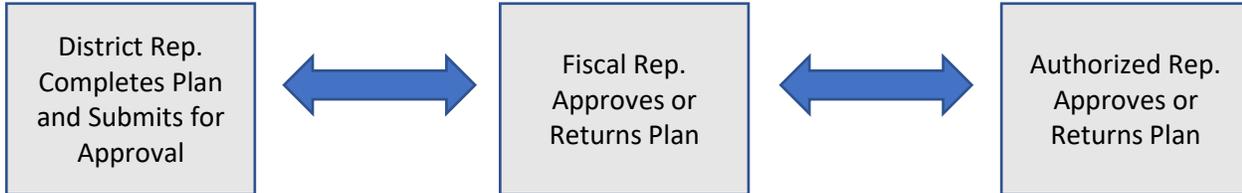
- That the subgrantee will provide reasonable opportunities for participation by and outreach to teachers, family members, and other interested agencies, organizations, and individuals in the planning for and operation of each program, as may be necessary according to the statute.
- That the subgrantee according to ESEA section 8306(a)(7) prior to submission of the application, afforded a reasonable opportunity for public comment on the application and considered such comment.
- That the subgrantee will make readily available to parents and to other members of the general public any application, evaluation, periodic program plan, or report relating to each program.



Plan Approval/Review Process

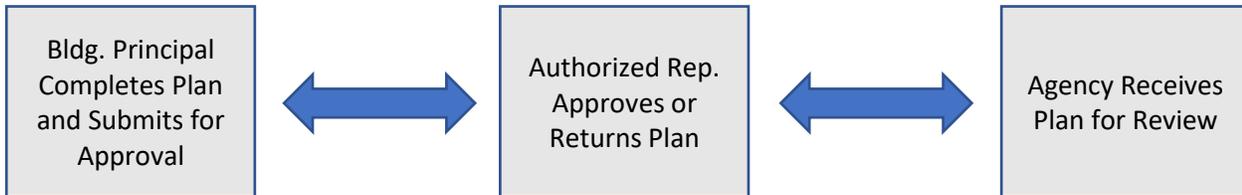
Once all goals are completed in the plan, the plan is ready to be approved by the district. There are two pathways for approval depending upon if it is a district or building plan.

District/Agency/Community School Approval Process:



Building Approval Process:*

(Building Plans are approved separately and submitted to the One Plan).



Multi-Office Review of Plans

During a district's cohort year, they will receive a multi-office review of their plan. This means that several offices, dependent upon the district's demographics, assessment data, special education profile report, and other information, could receive a review of their plan from an office in the agency besides the Office of Federal Programs. The Office of Federal Programs reviews all plans of districts that receive federal funds under their Consolidated Funding Application. If it is not a district's cohort year, they will only be reviewed by the Office of Federal Programs. (Once all districts have transitioned to three-year plans in the new EDSTEPS system, the Office of Federal Programs will monitor changes to plans in the interim.)

To determine which offices will be reviewing a district's plans the One Plan Dashboard will list the rubrics for districts that will impact the review of their plan after the system has opened. In the example below, this district will be reviewed by the Office of Federal Programs as well as The Office of Improvement and Innovations and The Office of Whole Child Supports for Behavior Intervention Supports. The rubrics are available in a PDF, by simply clicking on the name of the each office in the list. This is provided to all districts the ability to review the criteria their plans will be reviewed by as the district is developing its plan.

Create/View Plan

Dashboard / Create/View Plan / One Plan - FY 2023 (2)

- 1 Intro
- 2 Goals
- 3 Strategy
- 4 Resources
- 5 Submit

DISTRICT OR SCHOOL (Ashtabula Area City)

Tips

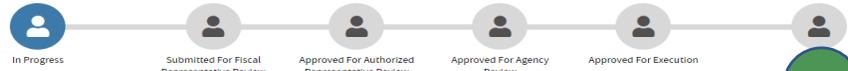
You can click the plans on the left navigation bar to view previous plans.

Rubric Name	Rubric
Improvement and Innovation	✓
Federal Programs	✓
Behavior Intervention Supports	✓

Embedded Plans	Selected
Professional Development	✓
Parent Engagement - District	✓

FY 2023 Ashtabula Area City One Plan (2)

Plan Status



SMART Goals

Smart Goal Title/Priority Need	Status
Assessments	Completed

Legend

- Edit Goal
- View Goal
- Unlock Goal
- Back to Dashboard
- Approved
- Returned
- Not Dispositioned

A	The list of rubrics that will be used to review the district’s plan by different offices. If you click on the rubric, it will open to a PDF for the district to review.
B	Below the rubrics is also the list of embedded plans the district is required to address within their One Plan. As districts identify strategies for the embedded plan, a green checkmark will show that it has been addressed in the plan.

In the example above all the rubrics are showing a green checkmark next to them. This means that the district met the criteria for each offices’ rubric in the review of the district’s plan. If any office, when reviewing the plan had found that required criteria was missing, there would have been a red X in the box. Once all offices are complete with reviewing the plans, the plan is returned for the district to make the required corrections.

Editing the Plan

Once a plan has been approved by the agency, a district can revise the plan. Revisions can occur whenever the district feels it is necessary to do so. The Office of Federal Programs will monitor revisions as they are made in the EDSTEPS system. To make a revision, simply select the goal where the revision is needed and select edit or unlock the goal. Once unlocked, then navigate to where the revision is needed, make the revision, navigate to end of the goal, review and submit goal. When all revisions are complete submit for approval.

- Edit Goal
- View Goal
- Unlock Goal
- Back to Dashboard
- Approved
- Returned
- Not Dispositioned

FY 2023 Bryan City One Plan (0)

Plan Status

SMART Goals

Smart Goal Title/Priority Need	Status
Instruction	Completed
Safe and Healthy Schools	Completed

**If a district or building needs to add a goal or strategy to a plan, then you will need to the One Needs Assessment to begin the revision process. If you are adding a strategy to a goal in the One Plan, then unlock the goal, prior to going to the One Needs Assessment.

EdMail and History Log

The EDSTEPS system has an internal message system and status change tracking system built within it. The internal messaging system is now called EdMail. It works like other email systems like Outlook and Gmail. The History Log system now keeps track of status changes to the plan.

In EMAIL when your plan is approved an email will go to the email addresses of individuals associated with the plan in the district's organization as well as post the email in the EdMail system. Communications from the different reviewers of the plan will come through the EdMail system and be posted here as well. Districts can reply to the email and it will be posted along with the original email. The EdMail system houses the communications between the agency and the district.



Priority	Sender Name	Subject and Content	Date
☆	047183, Super	Sending External Mail - FY 2023 Chardon Local One Plan (0): Plan Submitted Sending email, with the following list of intende	2022-06-13 03:55:25 PM
★	SYSTEM	Plan Status Change The status of FY 2023 Chardon Local One Plan (0) h	2022-06-13 03:55:22 PM
★	RAPP, Mohammad	Title I This is test!	2022-05-12 02:19:28 PM
★	SYSTEM	Plan Status Change The status of FY 2023 Chardon Local One Plan (0) h	2022-05-10 03:13:44 PM

- | | |
|---|---|
| 1 | The EdMail system can be accessed through the dropdown menu on the top of the page or in the left navigation pane of each page in the One Plan. |
| 2 | To create a message in the new system, click on the envelope labeled Create and it will open to a message tile for you to type in your message. |

Create EdMail

Create a new message associated to the plan.

Subject:

Is a Priority?

B I U ☒ ” ↵ ☰ ☰ Normal ↓ A ☒ ☒ ☒ ☒

Insert text here ...



In the message, you will be able to adjust the font, paragraph, highlight, etc. as in other emails. Once you are done writing the message and have added a subject line, hit send. It will post the email to the in-box in the EdMail system.

The role of the history log has changed from its previous role. It now houses information regarding change status of the One Plan. The history log is the audit trail for the One Plan.

History Log

Here below is the history log for this plan, including all revisions.

Show entries

Search:

Date	Author	Content
2022-01-28 02:03:45 PM	RAPP, Mohammad	RAPP, Mohammad changed plan status from "Started" to "In Progress"
2022-01-28 12:40:57 PM	RAPP, Mohammad	RAPP, Mohammad created the plan
2022-05-09 01:53:59 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "In Progress" to "Submitted For Fiscal Representative Review"
2022-05-09 02:16:12 PM	Treasurer, Test1	Treasurer, Test1 changed plan status from "Submitted For Fiscal Representative Review" to "Approved For Authorized Representative Review"
2022-05-09 02:21:04 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Approved For Authorized Representative Review" to "Not Approved For Agency Review"
2022-05-09 02:21:05 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Not Approved For Agency Review" to "In Progress"
2022-05-10 01:43:39 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "In Progress" to "Submitted For Fiscal Representative Review"
2022-05-10 02:56:26 PM	Treasurer, Test1	Treasurer, Test1 changed plan status from "Submitted For Fiscal Representative Review" to "Approved For Authorized Representative Review"
2022-05-10 03:13:42 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Approved For Authorized Representative Review" to "Not Approved For Agency Review"
2022-05-10 03:13:43 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Not Approved For Agency Review" to "In Progress"

Showing 1 to 10 of 11 entries

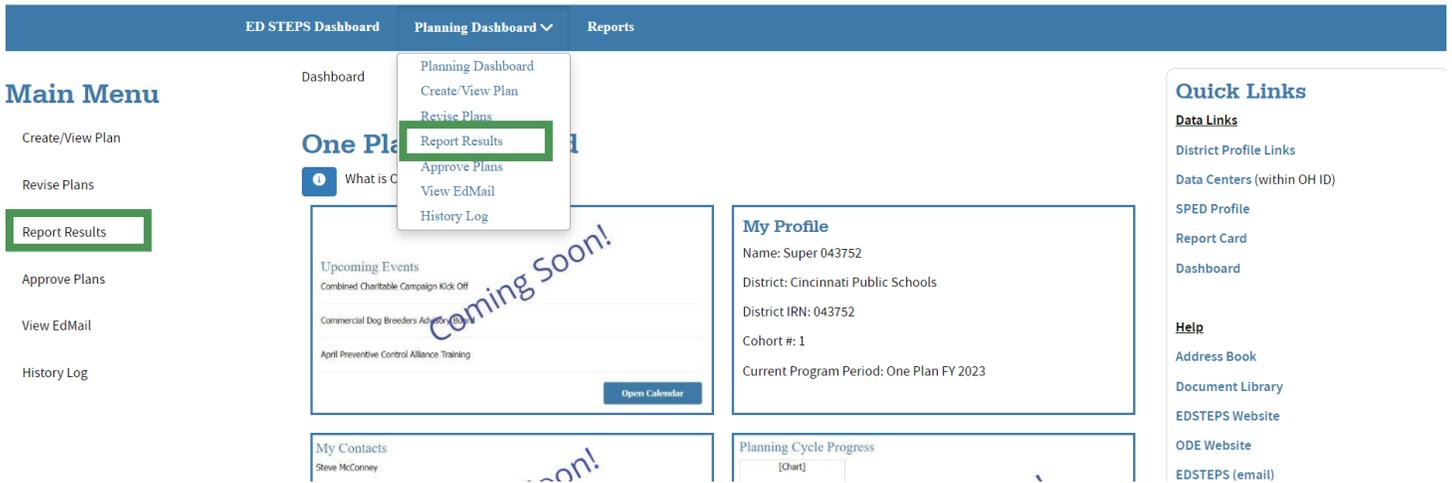
First Previous **1** 2 Next Last

Monitoring Plan Implementation and Effectiveness

Once the plan has been approved, the district can progress monitor the plans effectiveness and implementation during the life of the plan. The student progress measures and adult implementation measures provides a reporting system that will create progress reports for the district and buildings to use with leadership teams for plan monitoring. The reports can be used to assist districts and buildings with Ohio's Improvement Process and meet ESEA and the requirement for districts to monitor and provide evidence that the programs funded under federal funds are effective. (ESEA Sections 1003, 1112, 1114, 1115) An essential part of the planning process, is determining if progress is occurring, to determine if the path chosen should continue or if adjustments or a different approach to improvement needs to occur. Evaluations of plans will occur at the end of the plans three year-cycle. Providing the information for evaluation will assist in determining how best to proceed with the current plan. The following pages will detail how to enter data in the progress monitoring system and how to access reports available.

Reporting Data:

The system will send out reminders a couple of weeks before student and adult measures are due in the system. To report your results, select report results on the One Plan Dashboard. There are two locations that you can select report results on the page.



The system will open to a page like this. Depending upon your access, district, or building, you will need to select which entity you will be entering data.



1	Select list measures to enter data for the progress measure
2	Select view if you want to review results.

Once you select list measures, you will go to a page that looks like this page. This page will provide overall results for student measures on a goal. You will need to select the goal that you want to enter results for on this page. If you scroll down the page, you will see the overall results for the adult implementation measure as well.

Please select goal of your choice:

Instruction Instruction ▼

Student Measure Statistics

Measure	Percentage
Progress %	~2.5
Meets Target %	~2.5
On Time %	~2.5

Student Measure Table

Show 10 entries

Search:

No.	Student Measurement	Progress Report Measure	Meet Target%	On Time%	Open
1	Every Semester, Reading/Literacy - i-Ready Grade 3 of All Students will be measured, with a final improvement of increase 41.00 % points to target of students meeting stretch growth at the end of the plan.	3.2	3.2	3.2	Open

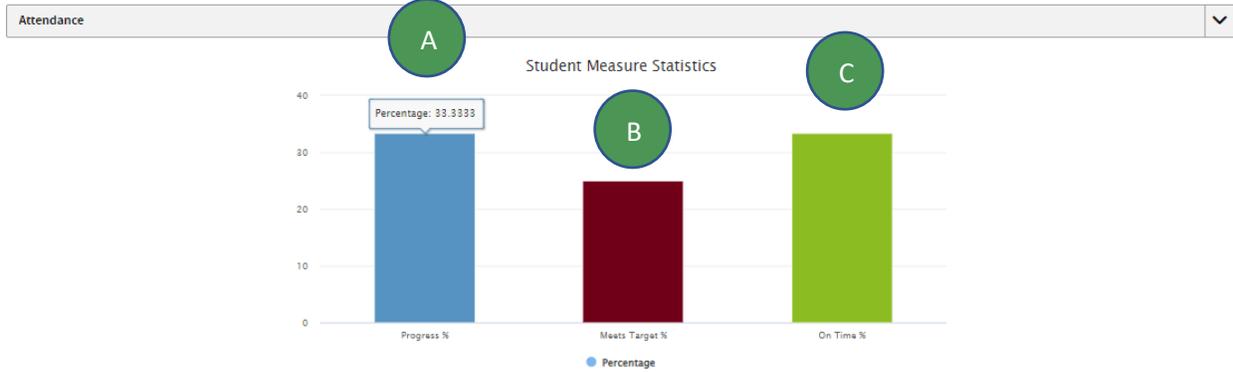
Showing 1 to 1 of 1 entries

First Previous 1 Next Last

A	Overall results are displayed on this page. The results pertain to only the goal selected.
B	Use the drop down at the top of the page to select goals.
C	To enter the results for individual measures, select Open on the measure in the chart below the graphs
D	Adult implementation results and data entry are located below the student measures on the same page. Scroll down the page to see the adult implementation results and enter data.

Prior to entering the data or after you have entered new data, the graph on the opening page for reporting results will update. There are three statistics that will be provided for each goal for the student progress measures and the adult implementation measures. The measure provides an overall picture of the combined student or adult measures for a specific goal. If a district has several student or adult measures in a goal it will combine the results in this chart.

Please select goal of your choice:



A	Progress percentage reports the percent of progress the district has entered out of total possible entries possible.
B	Meets target shows what percentage of the targets for the measure have been met.
C	On time measures shows the percentage of time that data was reported by the measure date.

Select open to go to the report results page for each measure listed.

Student Measure Table

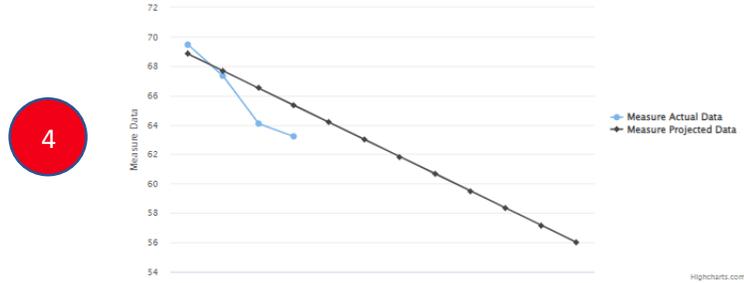
Show 10 entries Search:

No.	Student Measurement	Progress Report Measure	Meet Target%	On Time%	Open
1	Every Quarter, Attendance - Attendance of All Students will be measured, with a final improvement of decrease 20.00 % at the end of the plan.	0	0	0	

Showing 1 to 1 of 1 entries First Previous 1 Next Last

Adult Measure Statistics

Once data has been entered into the system, the system will provide two different types of data charts for each goal. The first chart shown below is the overall results for the student progress measures or adult implementation measure for that goal.



Measurement Statement

Every Quarter, Attendance - Attendance of All Students will be measured, with a final improvement of decrease 20.00 % at the end of the plan.

Baseline

Measurement :

Baseline Value :



Data Reporting Table

Show entries

Search:

Measurement Date	Projected	Actual
11/01/2022	68.83	<input type="text" value="69.45"/>
01/01/2023	67.67	<input type="text" value="67.32"/>
04/01/2023	66.5	<input type="text" value="64.08"/>
06/01/2023	65.33	<input type="text" value="63.21"/>
11/01/2023	64.17	<input type="text"/>



1	Enter the baseline data for the measure in this box.
2	When you select Calculate, the system will calculate the needed projected results to make the projected score for each measure data for you and display in chart below.
3	Enter the data for each period in the actual column. The system will graph the actual results compared to needed projected results.
4	The chart will display for each measure a line graph that shows what the district needed for each period to meet their measure target and the actual results. Charts can be used to assist with monitoring overall progress towards student measure goal.

Creating a Plan Revision

You may begin a plan revision at any time once it has been approved by the Ohio Department of Education. Plan revisions may be necessary if you find that your strategies and action steps are not working as intended, or if you need to make changes in the SMART goal statement, student or adult measures, or to realign fiscal resources. Once you begin a plan revision, a duplicate is created as Revision (1) and the current plan is automatically archived so you will always have a record of the plan revisions available for reference.

The screenshot displays the 'Create/View Plan' interface. At the top, the navigation bar includes 'ED STEPS Dashboard', 'Planning Dashboard', and 'Reports'. Below this, a breadcrumb trail reads 'Dashboard / Create/View Plan / One Plan'. A dropdown menu is open under 'Planning Dashboard', with 'Revise Plans' highlighted. A table lists rubrics: 'ESEA Plan', 'Intense Supports', and 'Professional Development'. A 'Plan Status' timeline shows 'Plan In Progress', 'Fiscal Representative Review', and 'Authorized Representative Revi'. Callouts A, B, and C are placed on the interface to indicate key steps.

A	A plan revision may be started by go to the Planning Dashboard drop down and selecting Revise Plans.
B	The original plan is indicated by (0) with successive plans numbered sequentially (1), (2), etc.
C	Once a revision is started the Plan Status will reset to Plan in Progress.

Office Review Checklists

The different rubrics for each office review is provided on the dashboard system in the One Plan. On the dashboard page, each district will be able to see which office will be reviewing their plan with a hyperlink to that office's rubric that will be used as they review the district's plan. This document contains all the rubrics that are used by the multiple offices involved in the plan review approval process. Please check your district's dashboard page to determine which rubric would apply to your district and building plans.

Office for Improvement and Innovation – District

What specific criteria is this office looking for in the plan? Public Districts with buildings identified as priority buildings on FY22 report card.

The Department has developed the [Quality School Continuous Improvement Plan Rubric](#) to support teams as they work to develop their One Plans and complete the ED STEPS process. The Office for Improvement and Innovation is specifically looking at the checklist items below that align to the Ohio Improvement Process and areas of school improvement.

Criteria:

- A variety of stakeholders partnered in the development of the local educational agency's (LEA's) improvement plan, and evidence of this exists in the plan or the needs assessment.
- The plan is based on a school-level needs assessment, which is evident by the inclusion of appropriate root cause analyses in the plan or needs assessment.
- The LEA's plan aligns with long-term state identified goals informed by student performance indicators, including Academic Achievement Measures, Graduation Rates, Progress in Achieving English Language Proficiency, and State Measures of School Quality and Student Success. (Additional details: [Appendix A](#) from [Ohio's ESSA Consolidated State Plan](#)).
- The plan is comprehensive, meaning it addresses academic as well as school climate and culture needs.
- The plan includes a realistic number of goals that are formatted as SMART goals and include strategies and action steps.
- The plan includes at least two [evidenced-based strategies](#) aligned to the identified improvement goals, and explains the rationale for these evidenced-based strategies. These interventions meet the ESSA definition of evidence-based: an activity, strategy or intervention that demonstrates a statistically significant effect on student outcomes.
- The plan identifies and details how the LEA will address resource inequities between unidentified schools and those identified as Comprehensive Support and Improvement (CSI / Priority) or Additional Targeted Support and Improvement (ATSI / Warning), which may include a review of local educational agency and school-level budgeting. Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes.
- The LEA describes its plan to support and monitor schools identified for Comprehensive Support and Improvement (CSI / Priority) schools.

Office for Improvement and Innovation – CSI (Priority) Building

What specific criteria is this office looking for in the plan? Public Buildings identified as priority buildings on FY 22 Report card.

The Department has developed the [Quality School Continuous Improvement Plan Rubric](#) to support teams as they work to develop their One Plans and complete the ED STEPS process. The Office for Improvement and Innovation is specifically looking at the checklist items below that align to the Ohio Improvement Process and areas of school improvement.

Criteria:

- A variety of stakeholders partnered in the development of the school's improvement plan, and evidence of this exists in the plan or the needs assessment.
- The plan is based on a school-level needs assessment, which is evident by the inclusion of appropriate root cause analyses in the plan or needs assessment.
- The school plan aligns with long-term state identified goals informed by student performance indicators, including Academic Achievement Measures, Graduation Rates, Progress in Achieving English Language Proficiency, and State Measures of School Quality and Student Success. (Additional details: [Appendix A](#) from [Ohio's ESSA Consolidated State Plan](#)).
- The plan is comprehensive, meaning it addresses academic as well as school climate and culture needs.
- The plan includes a realistic number of goals that are formatted as SMART goals and include strategies and action steps.
- The plan includes at least two [evidenced-based strategies](#) aligned to the identified improvement goals, and explains the rationale for these evidenced-based strategies. These interventions meet the ESSA definition of evidence-based: an activity, strategy or intervention that demonstrates a statistically significant effect on student outcomes.
- The plan identifies and details how the school will address resource inequities, such as inequities between student subgroups, which may include a review of school-level budgeting. Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes.
- If there is low performance for literacy at the building level (based on the Ohio School Report Card), the building will address this underperformance at the goal, strategy or action step level, in a manner that aligns with [Ohio's Plan to Raise Literacy Achievement](#).

Office for Improvement and Innovation – CSI (Priority) Community Schools

What specific criteria is this office looking for in the plan? Community schools identified as priority schools on FY22 Report Card.

The Department has developed the [Quality School Continuous Improvement Plan Rubric](#) to support teams as they work to develop their One Plans and complete the ED STEPS process. The Office for Improvement and Innovation is specifically looking at the checklist items below that align to the Ohio Improvement Process and areas of school improvement.

Criteria:

- A variety of stakeholders partnered in the development of the school's improvement plan, and evidence of this exists in the plan or the needs assessment.
- The plan is based on a school's needs assessment, which is evident by the inclusion of appropriate root cause analyses in the plan or needs assessment.
- The school's plan aligns with long-term state identified goals informed by student performance indicators, including Academic Achievement Measures, Graduation Rates, Progress in Achieving English Language Proficiency, and State Measures of School Quality and Student Success. (Additional details: [Appendix A](#) from [Ohio's ESSA Consolidated State Plan](#)).
- The plan is comprehensive, meaning it addresses academic as well as school climate and culture needs.
- The plan includes a realistic number of goals that are formatted as SMART goals and include strategies and action steps.
- The plan includes at least two [evidenced-based strategies](#) aligned to the identified improvement goals, and explains the rationale for these evidenced-based strategies. These interventions meet the ESSA definition of evidence-based: an activity, strategy or intervention that demonstrates a statistically significant effect on student outcomes.
- The plan identifies and details how the school will address resource inequities, such as inequities between student subgroups, which may include a review of school-level budgeting. Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes.
- If there is low performance for literacy at the school level (based on the Ohio School Report Card), the school will address this underperformance at the goal, strategy or action step level, in a manner that aligns with [Ohio's Plan to Raise Literacy Achievement](#).

Office of Approaches to Teaching and Professional Learning - Literacy

What specific criteria is this office looking for in the plan? If for two consecutive years, district or community schools had a one- or two-star rating for Early Literacy and 51% or less of their students scored proficient or higher on Ohio's Grade 3 ELA State Test then a Reading Achievement Plan is required.

Criteria:

- **Analysis of Learner Performance Data**
 - Infant Risk Factors
 - Ohio's Early Learning Assessment (or other comprehensive preschool assessment used by the program)
 - Kindergarten Readiness Assessment
 - Ohio's State Tests in English language arts (grades 3-8) and Ohio's State Tests in other content areas (grades 3-8)
 - Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee)
 - High School end-of-course tests
 - Ohio English Language Proficiency Assessment (English learners)
 - Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities
- **Analysis of Factors Contributing to Underachievement in Literacy**
 - Analysis of additional factors believed to contribute to underachievement in literacy in the community served
- **Measurable Learner Performance Goals**
 - Description of the measurable performance goals addressing learners' needs that the local literacy plan is designed to support progress toward
- **Action Plan Maps (Action Steps)**
 - Each action plan map/step describes how implementation of the local literacy plan will take place for each specific literacy goal the plan is designed to address. Each plan must include at least one specific literacy goal
- **Plan for Monitoring the Progress Toward Learner Performance Goals**
 - Description of how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements
- **Evidence-based Practices and Interventions to Support Learners**
 - Description of the specific, evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions
 - For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination
 - Description of how the proposed evidence-based practices and interventions support specific learner needs
 - Description of how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans)
- **Ensuring Effectiveness and Improving Upon Strategies**
 - Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.)
 - Description of how the early childhood program or LEA will ensure proposed evidence-based strategies will be effective, show progress and improve upon strategies utilized during the two prior consecutive years (fidelity of adult implementation)
- **Professional Development Plan:**
 - A professional development plan that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development

Office of Educator Effectiveness

What specific criteria is this office looking for in the plan: All districts and community schools in Cohort 3.

Criteria:

- The specific strategy or strategies to address the equitable access gap(s) are aligned to the root cause analysis findings.
- Strategy implementation and supporting activities have been outlined.
- The plan notes the changes in data that would demonstrate progress and provides a date the anticipated goal will be met.

Office for Exceptional Children

What specific criteria is this office looking for in the plan? Local Education Agencies identified in Cohort 3 meeting one or more of the following criteria:

- 11 Districts,
- Open tier 2 or 3 reviews by Support and Monitoring,
- Violations found in a systemic complaint(s),
- Multiple violations from complaint(s),
- Having documents submitted with significant non-compliance in multiple areas,
- Districts having a participation rate greater than 3.0 for alternate assessment,
- Tier 3 monitoring fiscal,
- Gifted watch and Gifted complaint filed within the previous year, or
- Selected for indicator one (graduation) or two (drop out).

Criteria:

- The plan includes references to students with disabilities where they are appropriate. Aligned with data and information from indicator reviews, self-reviews, special education monitoring reviews and complaint findings.
- The plan includes references to students who are gifted where they are appropriate.
- The plan includes evidence-based strategies to address the needs of students with disabilities. aligned with data and information from indicator reviews, self-reviews, special education monitoring reviews and complaint findings.
- The plan used data and information from the special education monitoring review to create SMART goals that reference students with disabilities, as well as evidence-based educational strategies that address the needs of students with disabilities.
- The plan describes how they will utilize their Internal Monitoring Team to ensure all Evaluation Team Reports (ETRs), Individualized Education Programs (IEPs) and related special education documents meet compliance with state and federal regulations as identified in either monitoring or corrective action.
- The plan identified within the plan's strategies and action steps represent shared ownership and responsibility from all department and building personnel, including special education leadership and staff
- The plan addresses multi-tiered systems of support and school climate and policies needs – such as having policies for positive behavioral interventions and supports (PBIS), restraint and seclusion and a continuum of alternative placements for students with disabilities.
- The plan describes how the district will monitor implementation of evidence-based strategies for students who are gifted through internal monitoring processes.
- The plan references in the goals and/or action steps, the use of the Alternate Assessment Participation Decision-Making Tool to determine which students meet qualifications to be assessed within the alternate assessment. (Only required for having a participation rate greater than 3.0 for alternate assessment)
- The plan includes strategies/action steps that describe how the annually monitor implementation and use of the Alternate Assessment Participation Decision-Making Tool. (Only required for having a participation rate greater than 3.0 for alternate assessment)
- The plan identifies strategies or action steps to improve the graduation rate for students with disabilities. (Only required for those selected for indicator one (graduation)).
- The plan identifies strategies or action steps to improve dropout rates for students with disabilities. (Only required for those selected for indicator two (drop out)).

Office for Exceptional Children – 11 District Plan

What specific criteria is this office looking for in the plan? Those districts identified as one of the 11 Districts.

Criteria:

- The plan includes specific items identified in the 11 District Plan for Objective 1 Language and Literacy.
- The plan includes specific items identified in the 11 District Plan for Objective 2 Professional Learning for IEP Supports and Services.
- The plan includes specific items identified in the 11 District Plan for Objective 3 Professional Learning for Leadership and Teachers.
- The plan includes specific items identified in the 11 District Plan for Objective 4 Positive Behavior Intervention and Supports.
- The plan includes specific items identified in the 11 District Plan for Objective 5 Multi-tiered Systems of Support.
- The plan includes specific items identified in the 11 District Plan for Objective 6 Postsecondary Transition.
- The plan includes specific items identified in the 11 District Plan for Objective 7 Universal Design for Learning and Assistive Technology.
- The plan includes specific items identified in the 11 District Plan for Objective 8 Services through age 21.
- The plan includes specific items identified in the 11 District Plan for Continuous Improvement including progress monitoring.
- The plan includes specific goals and measurements aligned to the targets within the 11 District Plan.

Office of Federal Programs – ESEA District/Community Schools

What specific criteria is this office looking for in the plan? District completes a Consolidated Application for Federal Funds.

Criteria:

- **One Needs Assessment: Stakeholder Involvement ESEA Section 1112(a) (Questions 1-6 in Shared Leadership)**
 - District utilized a variety of stakeholders in the completion of the One Needs Assessment and One Plan. Parents were included in the stakeholder group.
 - District used a variety of methods to gather input from stakeholders in the completion of the One Needs Assessment and One Plan.
 - District has a system for communicating across all stakeholders to facilitate consultation with stakeholders and coordination with other programs such as IDEA, Perkins, Headstart, etc.
- **Plan Provisions ESEA 1112(b)**
 - Plan addresses how the district will help children served under this part meet the challenging State academic standards.
 - The plan describes how the LEA will monitor and review the implementation and effectiveness of the strategies and action steps in the plan.
 - The plan supports a well-rounded program of instruction to meet the academic needs of all students.
 - The plan identifies and describes how it will implement instructional and other strategies intended to strengthen academic programs.
 - The plan identifies students who may be at-risk for academic failure and how the district will provide for their academic needs.
 - The plan provides how the district will support those schools that are identified for comprehensive support or targeted support status.
 - The plan includes how the district will implement effective parent and family engagement.
 - The district coordinates programs with the alignment of fiscal resources to activities outlined in the plan.
 - The plan includes activities to provide for professional growth and improvement to build the capacity of its staff and leadership. ESEA section 2102(b)
 - The plan addresses the district's identified priorities and challenges provided through the root cause analysis. Strategies and action steps provide enough detail to determine the district's activities over the plan period.

Office of Federal Programs – Buildings

What specific criteria is this office looking for in the plan? Building is Title I Schoolwide

Criteria:

- **One Needs Assessment ESEA Section 1114(b)(2)**
 - The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, administrators, paraprofessionals in the school.
 - The building used a variety of methods to gather input from stakeholders in the completion of the One Needs Assessments and One Plan.
 - The building has a system for communicating across all stakeholders to facilitate consultation with stakeholders.
- **Plan Provisions ESEA Section 1114 (b)**
 - The plan is developed around the building's needs and root cause analysis. Strategies and action steps address the stated needs over the plan period.
 - The plan describes how the building will review and monitor the implementation and effectiveness of the strategies and action steps in the plan.
 - The plan includes strategies or action steps that clearly describe the schoolwide program in the building and what services will be available for the building's identified student population that is most in need.
 - The plan identifies students who may be at-risk for academic failure and how the building will provide for their academic needs.
 - The plan addresses the district's identified priorities and challenges provided through the root cause analysis. Strategies and action steps provide enough detail to determine the district's activities over the plan period.
 - The plan describes the methods and instructional strategies that strengthen the academic program in the building, increase the amount and quality of learning time, and provide enriched and accelerated curriculum to provide a well-rounded education.
 - The plan describes how parents will be involved in decisions and provided opportunities to support their child's academic progress.

Office of Intensive Supports

What specific criteria is this office looking for in the plan? Districts that have an internal review by the Office of Intensive Supports

Criteria:

- Is the One Plan the same as the district's plan or ADC Plan, which is approved by their ADC Board (for ADC districts), or approved by the district board (for non-ADC districts) regarding:
 1. Literacy
 2. PBIS
- Is the One Plan incorporating the Improvement Review Recommendations, as applicable?

Office of School Sponsorship

What specific criteria is this office looking for in the plan? Community Schools that are sponsored by the Ohio Department of Education's Office of School Sponsorship.

Criteria:

- The school has completed a needs assessment that includes stated needs with supporting data. Needs assessment includes academic and school climate needs.
- The school provides a comprehensive plan with SMART goals, strategies and action steps.

Office of Whole Child Supports

What specific criteria is this office looking for in the plan? If public district and community school has 30% chronic absenteeism rate in 2022 report card and negative change in chronic absenteeism rate from 2021 report and foster care or homeless students with 49% chronic absenteeism rate for FY22 report card. Top 20 districts from list and top 10 community schools from list.

Criteria:

- **Needs Assessment**
 - Includes data and needs representing the whole child such as student attendance, behavior, culture, climate, discipline and subgroups including English learners, students in foster care, students experiencing homelessness, students involved in the justice system and students in military families.
- **Strategies/action steps**
 - Strategies/action steps align with needs of students, are evidence-based, meet the requirements of law and support systemic implementation of whole child strategies. Examples of whole child supports strategies include multi-tiered attendance interventions, Positive Behavior Intervention Supports (PBIS), family engagement, positive communication with families in their preferred language, trauma-informed practices, reducing barriers to participation and engagement in learning and comprehensive student wellness initiatives.
 - Professional development on whole child and vulnerable youth supports is made available to all professionals interacting with students, job-embedded and on-going, resources are identified and aligned with evidence-based strategies and legal requirements for serving students. Examples of whole child and vulnerable youth supports topics include: multi-tiered attendance interventions, Positive Behavior Intervention Supports (PBIS), family engagement and comprehensive student wellness initiatives.
 - Strategies/action steps focus on meeting legal requirements for identification and intervention (Ohio law and federal law such as ESEA, McKinney-Vento, Title I and Title III) related to the whole child such as student attendance, behavior, PBIS, discipline and subgroups including English learners, students in foster care, students experiencing homelessness, students involved in the justice system and students in military families.
 - Strategies/action steps include long-term planning, structures for decision-making, fiscal resources, and shared accountability among leadership.
 - Strategies/action steps include regular use of relevant data to identify needs and evaluate effectiveness using a team approach (examples include Ohio Improvement Process (OIP) Team, Positive Behavior Interventions and Supports (PBIS) Team, Multi-Tiered System of Supports (MTSS) Team, multi-tiered attendance interventions).

Office of Whole Child Supports – English Learner Programs

What specific criteria is this office looking for in the plan? Districts and community schools that fell below the 2021-2022 benchmark of 43.05% on the English Language Proficiency Improvement Indicator located in the Gap Closing Component of the state report card.

Criteria:

- **Needs Assessment**
 - Includes data and needs of English learners, including English proficiency.
- **Strategies/action steps**
 - Strategies/action steps provided align with needs of students, are evidence-based, meet the requirements of law (federal law such as ESEA, Civil Rights Act, Title I and Title III) and support systemic implementation of strategies for English language development. Examples of strategies include selection of high-quality instructional materials, interactive learning tasks, classroom techniques to increase language development, use of home language supports and progress monitoring.
 - Professional development on English language development strategies and English learner supports is made available to all professionals interacting with students, job-embedded and on-going, resources are identified and aligned with evidence-based strategies and legal requirements for serving students. Examples include incorporation of English language development strategies in the general education classroom based upon English language proficiency standards and use of English language proficiency assessment and progress monitoring data.
 - Strategies/action steps include family engagement and communication strategies using the family's preferred language of communication as indicated in Language Usage Survey.
 - Strategies/action steps include long-term planning, structures for decision-making, fiscal resources, and shared accountability among leadership for English learners.
 - Strategies/action steps include regular use of relevant data to identify needs and evaluate effectiveness of the English learner program and instructional strategies using a team approach.

Office of Early Learning and School Readiness

What specific criteria is this office looking for in the plan? If less than 30% of students enter kindergarten demonstrating below readiness on FY22 KRA in Public Districts, Community Schools that provides preschool and STEM schools, or if ESCs in a consortium or DDs receives special education preschool funds.

Criteria:

- Needs assessment includes preschool and kindergarten. If terms like "all students" or "all grade levels" are used, add a note to the history log seeking clarification that it includes preschool and kindergarten
- Strategies or action steps include preschool if indicated in the district's needs assessment. Actions reflect consideration of age appropriateness for age bands of early childhood/preschool and early elementary as appropriate.

Office of Learning and Instructional Strategies

What specific criteria is this office looking for in the plan? If Public District, Community School, or STEM School is bottom 20 (count) districts on Math Performance Index score on state report card in Cohort 3.

Criteria:

- To what extent is curriculum: aligned to the standards, based on research and designed to promote clear learning targets to promote student achievement?
- To what extent are instructional practices aligned with the standards, based on research communication clear learning targets with evidence of understanding and designed to promote student achievement for all?
- To what extent are assessments aligned with the standards, based on best practice research, communication clear learning targets with evidence of understanding and designed to promote student achievement for all?
- To what extent is high-quality professional learning grounded in high-quality instructional materials to support implementation and educators?

REPORTS

ED STEPS

Power Bi Report Tools

It connects a broad range of live data through easy-to-use dashboards, provides embedded and interactive reports, and delivers visualizations that bring data big and small to life. It will allow districts to drill down specific data points and download the reports into manageable spreadsheets for multiple uses.

To access a report, click anywhere within the report button. It may take several seconds for the report to load. Each report will contain a series of filters that will enable you to drill down the data. If you make a mistake, don't forget about the reset filter option in the upper left-hand corner.

District Users

Plan Status Report

This plan depicts what workflow state a plan is for a given organization.

Office Rubric Report

This report depicts the offices and associated rubrics are assigned to a given organization with the status of the rubric.

Agency Users

Plan Submission Quality Report

This report indicates the quality of a submitted plan based on a variety of factors such as typology, number of goals and number of times the plan was returned.

Plan Strategy Report

This report aggregates the strategies used within a plan for a given organization. It includes data such as strategy title, level and description for each strategy.

Plan Submission Date Report

This report indicates the workflow state a plan is in for a given organization with additional details regarding the number of days since the Ohio Department of Education has received the plan if in approved for agency review.

Ad Hoc Goals Report

This report shows data for each section and dropdown of the One Plan that uses the OTHER option. There are counts, along with entry details.

GLOSSARY AND EXAMPLES

Action Steps –Action Steps (AS) are driven by the root causes identified in the district One Needs Assessment. Action steps are the activities the district or building will complete over the three-year period of the plan. In the One Plan, action steps can span across all three years of the plan or be implemented for a one year or two-year period. Districts provide the year in which they believe they will begin implementation of the action step and the anticipated completion date for the action step in the plan. Action steps will also include who will be responsible in the district to make certain that the activity occurs. Action steps will describe the activities that will become the basis for funding in the funding application. The funding source for activities is determined in the One Plan in the fiscal resource linkage. Action steps provide the step-by-step approach the district will take to implement the strategy. For example, a district may have a strategy to implement a Multi-Tiered System of Supports to assist students that are not meeting state standards. The action steps could be:

Examples: AS1 - Research and create Multi-Tiered System of Supports (MTSS).

AS2 - Set up timeline for implementation of MTSS.

AS3 - Implement staff and parent professional development sessions.

AS4 - Evaluate MTSS and adapt for sustainability.

Action Step Bank – a database of common action steps. Action steps can be imported from the One Plan action step bank into the district or building plan, or new action steps can be created and added to a LEA's private internal action step bank.

Adult Measure – A benchmark used to pace and gauge the progress of adult implementation of a strategy within the organization to achieve a particular goal.

Template: Every **TIME PERIOD**, **WHAT MEASURE (TOPIC/TOOL)** of **TARGET GROUP** will be measured, with a final improvement of **HOW MUCH** at the end of the plan.

Example: Every **Semester**, **Math - Implementation Data** of **Middle School Staff, Math Teachers** will be measured, with a final improvement of **increase 70 %** at the end of the plan.

Cohort - As part of the Ohio Department of Education's ED STEPS process, organizations within Ohio are assigned to one of three One Plan cohorts. Each cohort is associated with a starting year. Cohorts 1, 2 and 3 have starting fiscal years of 2021, 2022 and 2023, respectively. In each year, the organizations that are part of that cohort will begin three-year planning to include three school years. This will include identifying needs in a three-year format and writing three-year plans.

The Education Department's System of Tiered E-Plans and Supports (ED STEPS) – ED STEPS is a business transformational process currently under development at the Ohio Department of Education that will provide cross-office support to Ohio's districts, schools and educational organizations. ED STEPS will encourage coordinated planning and implementation, free up time for instruction and day-to-day business, standardize timelines, and make it easier for local education agencies to utilize available resources strategically and effectively. The One Needs Assessment and One Plan are the first elements of the ED STEPS system. Additional tools will be developed and added to ED STEPS in the coming years.

Embedded Plans – One of the foundations for the EDSTEPS system is to create a system that provides one comprehensive needs assessment and plan that incorporates all the required or other plans that districts have within one cohesive plan for implementation. Embedded plans are those plans that exist within the larger improvement plan. For example, a district may be required to have a Reading Improvement Plan due to student early literacy data, the reading improvement plan would be embedded within the overall improvement plan as a goal or strategy.

Evidence-Based Clearinghouse - [Ohio's Evidence-Based Clearinghouse](#) is intended to empower Ohio's districts with the knowledge, tools and resources that will help them identify, select, and implement evidence-based strategies for improving student success.

Resources within Ohio's Evidence-Based Clearinghouse explain the many benefits of evidence-based strategies and help educators identify those strategies that meet ESSA's evidence-based levels 1, 2 and 3. Ohio's Evidence-Based Clearinghouse also offers information and access to other national clearinghouses and research reviews that districts may want to use. Ohio's districts are not required to use Ohio's Evidence-Based Clearinghouse nor does Ohio endorse or require the use of any other specific evidence-based clearinghouse. Districts may use the clearinghouses, research reviews and other resources they find most useful.

Evidence-Based Strategies – Strategies, practices or activities that have been evaluated and shown to improve student outcomes. These strategies align to the strategy areas, address the root cause identified in the root cause analysis and will be used by organizations to achieve their SMART goals.

Levels of Evidence – The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies: (1) Strong Evidence; (2) Moderate Evidence; (3) Promising Evidence; and (4) Demonstrates a Rationale (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments). For more information, see [Defining ESSA Levels of Evidence Overview](#).

One Needs Assessment – The One Needs Assessment is the cloud-based needs assessment used by Ohio schools, districts and organizations which pulls data from a variety of data sources instead of relying mainly on districts' Ohio School Report Card data. The One Needs Assessment contains "triggers" that identify required, recommended and optional focus areas based on district data. For additional resources on the One Needs Assessment, please visit the [One Needs Assessment page](#) on the Department's website.

One Plan – The One Plan is a systemic consolidated district planning tool for all district operations, strategically aligned to funding and resources and focused on improving outcomes for all students. The One Plan is one aspect of the ED STEPS project — to learn more about the project, please visit the [ED STEPS webpage](#).

Progress Measure – As part of the evaluation process, these measures provide information about the amount of improvement, progress or growth made towards the goal.

Priority Needs – Needs identified by an organization that, when addressed, have the potential to improve the system and symptoms identified in a root cause analysis. The Priority Needs selected in the One Needs Assessment become the focus of the organization's One Plan. Selected Priority Needs are pulled from the Needs Assessment tab into a Pre-Planning tab. On this page, the organization can determine which Priority Needs become SMART Goals in the One Plan.

Root Cause – The underlying cause of positive and negative symptoms in any process that, if addressed, would eliminate or substantially reduce the symptoms. In the One Needs Assessment tool, the Root Cause question helps organization assess the underlying cause or causes of an issue it identifies within a question group. The Root Cause question is found at the bottom of each question group.

SMART Goal – A goal that is Specific, Measurable, Achievable, Relevant and Time-bound. The SMART goal should clearly address critical school challenges identified in the needs assessment.

Template: By **DATE** we will improve the performance of **TARGET GROUP, GRADE LEVEL** students at/in **SCHOOL OR DISTRICT** to **PERFORMANCE LEVEL** in **SUBJECT AREA** using **WHAT MEASURE**.

Example: By **6/30/2024** we will improve the performance of **All Students, Grades 5-8** students at/in **Sample City Schools** to **increase 5%** in **Math** using **State Report Card**.

Stakeholders – Stakeholder groups should represent a cross-section of entities in an organization. Districts are required to gather stakeholder input for the needs assessment, district and building improvement plans, and Title I schoolwide plans. Stakeholders should include parents and certified and classified staff. Some grants specify additional stakeholders that must be included. Others who may be included are personnel from outside agencies, board members, students and community members.

Strategy – A program or process that specifies what an organization will implement to reach a goal. In the Every Student Succeeds Act, organizations are expected to use evidence-based strategies in their improvement plans. However, not all strategies will be evidence-based in an improvement plan.

Example 1: District-and building-level job-embedded professional development will be provided three times each year to address literacy skills in grades K-8 during district professional development days.

Example 2: Buildings will provide extended learning opportunities either before or after school at least three times weekly for students at risk of not meeting state standards in reading and math for grades 3-6 during the months of October through April.

Strategy Areas – Groups of improvement activities that may be selected within the One Needs Assessment to build a Strategy within the One Plan. Strategy Areas selected on the Pre-Planning page of the One Needs Assessment become Strategies in the One Plan. Current strategy areas identified are College and Career Readiness; Community and Family Engagement; Curriculum, Instruction and Assessment; Fiscal Management; Leadership, Administration and Governance; Operations; Professional Capital; and School Climate and Supports. An organization may select multiple Strategy Areas in the One Needs Assessment to create multiple strategies in the One Plan.

Student Measure – A benchmark used to pace and gauge the progress of students within the organization to achieve a goal.

Template: Every **TIME PERIOD, WHAT MEASURE (TOPIC/TOOL)** of **TARGET GROUP** will be measured, with a final improvement of **HOW MUCH** at the end of the plan.

Example: Every **Semester, Math - District Short Cycle Assessments** of **All Students** will be measured, with a final improvement of **increase 5 %** at the end of the plan.

Local Education Agency (LEA) and School Needs Assessment and Plan Requirements

The following **school label flowchart** describes the requirements for One Needs Assessments and One Plans for local educational agencies and schools with differentiated support and accountability statuses from Ohio's State Report Card.

*****ALL Local Educational Agencies are required to complete One Needs Assessment and One Plan. There are required and recommended questions in the One Needs Assessment based on data triggers and legal requirements.**

Public Districts and Schools

District Labels	District Level Needs Assessment and One Plan	School Level Needs Assessment and One Plan
ADC and ADC with Watch	Required	Required – All buildings
Intensive and Intensive with Watch	Required	Required – All buildings
Moderate D/F and Moderate D/F with Watch	Required	Required – All buildings
Moderate C	Required	Required – Focus, Priority, Watch, and Title I SW Buildings
Moderate C with Watch	Required	Required – Watch and Title I SW Buildings
Independent	Required	Required – Title I SW Buildings
Independent with Watch	Required	Required – Watch and Title I SW Buildings

Community Schools and Drop-Out Recovery Schools

Label	Local Educational Agency Level Needs Assessment and One Plan	School Level Needs Assessment and One Plan
All Labels	Required	Built into LEA-level One Needs Assessment and One Plan

PERKINS NEEDS ASSESSMENT and ONE PLAN