

# ED STEPS

## Plan Review Guide for Districts



January 2022

## Table of Contents

<b>1</b>	<b>One Plan Navigation</b> .....	<b>2</b>
1.1	Log In and Access CCIP .....	2
1.2	Main Dashboard .....	4
1.3	Understanding the Icons: .....	6
1.4	Writing the Plan .....	7
1.4	Writing Your Goal Statement.....	8
1.5	Adding Student Progress Measure.....	10
1.6	Completing Your Strategies.....	12
1.7	Completing Action Steps.....	15
1.8	Identifying Components:.....	18
1.9	Linking Building Goals to District Goal (Building Plans Only) .....	19
1.10	Add Adult Implementation Measure .....	20
1.11	Identifying Fiscal Resources:.....	22
1.12	Completing the Goal to the Plan .....	25
1.13	Plan Review Process ( <i>Coming Soon</i> ) .....	27
1.14	Completing a Comprehensive District Plan .....	28
<b>2</b>	<b>Office Review Checklists</b> .....	<b>31</b>
2.1	Office for Improvement and Innovation.....	31
2.2	Office of Approaches to Teaching and Professional Learning – Literacy.....	35
2.3	Office of Educator Effectiveness.....	38
2.4	Office for Exceptional Children – 11 District Plan .....	39
2.5	Office of Exceptional Children – Special Ed Profile, Gifted, and Dispute Resolution	42
2.6	Office for Early Learning and School Readiness.....	45
2.7	Office of Whole Child Supports – Vulnerable Youth .....	46
2.8	Office of Whole Child Supports – Attendance and Chronic Absenteeism.....	48
2.9	Office of Whole Child Supports - Positive-Behavior Intervention Supports .....	50
2.10	Office of Intensive Supports.....	52
2.11	Office of School Sponsorship: .....	53
2.12	Office of Federal Programs.....	54
2.13	Office of Learning and Instructional Strategies.....	56

# 1 One Plan Navigation

## 1.1 Log In and Access CCIP

Access the Ohio ID Portal using your OH|ID Account.

**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** 1

**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** 2

Steps	Action
1	If a teacher, superintendent, parent or other customer of the Department of Education, click <b>“OH ID PORTAL”</b>
2	If an employee of the Department of Education click <b>“MYOHIO PLATFORM”</b>

You will see a tile with ED STEPS. Select the EDSTEPS tile to enter the new EDSTEPS system. The One Needs Assessment and One Plan systems will be located in this tile.

OH|ID SECURITY DEVELOPERS **MANAGE OH|ID ACCOUNT** Log Out Help Search

MY APPS APP STORE ACCOUNTS  FRANCE RECENT ACTIVITY DEVICES

### My Apps

Scott May | OHID: 10180796 | Scott.May@education.ohio.gov

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

- CCIP**  
Grant application & planning system
- Compliance**  
Tracks grant monitoring, program analysis, data
- ED STEPS**  
One Needs Assessment and One Plan
- Monitoring**  
Tracks grant monitoring, program analysis, data
- Nonpublic Data System**  
Enrollment & federal program information

Ohio Department of Education

## 1.2 Main Dashboard

The screenshot shows the EDSTEPS Main Dashboard. At the top, there is a search bar and a navigation menu with 'Home', 'Data Links', and 'Help'. Below the navigation menu, there is a 'Welcome to ED STEPS!' message and a 'Program Period' dropdown menu. The dashboard is divided into several sections: 'One Need Assessment', 'One Plan' (circled in green), and 'CCIP'. There is also an 'Upcoming Events' section with a calendar icon and a 'Step by Step Planning Cycle' section with a progress bar. A 'Messages' section is visible on the right side of the dashboard.

Priority	Sender Name	Subject and Content	Date
★	Pan, Ying	Review Results: Office for Improvement and Innovation Your plan was very well written and feasible. I like that... FY2024-Adena Local School District (J-P)	Oct 31, 2021 11:23 AM
★	Neal, Diane	Review Results: Office of Approaches to Teaching and Your... well written and feasible. I like that... FY2024-Adena Local School District (J-P)	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... FY2024-Adena Local School District (J-P)	Oct 31, 2021 11:23 AM

### Help Details

- [Address Book](#)
- [Document Library \(Resource Center\)](#)
- [EDSTEPS Website](#)

### Websites

- [Email Addresses](#)
- [Documents](#)
- [Data Links Details](#)

- [District Profile Link](#)
- [Data Center](#)
- [SPED Profile](#)
- [Report Card](#)
- [Dashboard](#)

Welcome to ED STEPS

This Dashboard will have additional components added periodically.













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.

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

1	Click on Make Plan to begin writing plan. *As you complete your plan, more links will populate in this section.
2	Watch for reminders and messages to appear in this section.
3	You can find the name of your federal programs and grants management consultant here with contact information. It also will show you who in the district is also a contact for your district.
4	District demographics and status will appear in this section.
5	You can see the progress and status of your plan in this section.
6	Look for helpful tips and resources here.

### 1.3 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.

## 1.4 Writing the Plan

To begin writing the plan, select “make plans” 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.

The screenshot shows the 'Make Plans' interface for 'FY 2022 Chardon Local'. At the top, there is a search bar with the text 'Enter your search term' and a 'Submit' button, marked with a green circle '2'. Below the search bar is a dropdown menu currently set to 'Chardon Local'. To the right of the search bar is a 'Tips' box that says 'You can click the plans on the left navigation bar to view previous plans.' Below the search bar, the page title is 'FY 2022 Chardon Local Plan (0)'. Underneath is a 'Plan Status' progress bar with six stages: 'In Progress', 'Submitted For Fiscal Representative Review', 'Approved For Authorized Representative Review', 'Approved For Agency Review', 'Approved For Execution', and 'Archived'. A green circle '3' is placed over the 'Archived' stage. Below the progress bar is a 'SMART Goals' table. A green circle '1' is placed over the first row of the table. The table has three columns: 'Smart Goal Title/Priority Need', 'Status', and 'Status'. The rows are: 'English Language Arts' (In progress), 'Instruction' (In progress), 'Mathematics' (Completed), and 'Post-secondary' (In progress). At the bottom of the table is a 'Submit' button.

1	Click on the edit icon next to the goal to begin developing the goal.
2	This bar shows the completion status for the goal.
3	This progress bar shows the completion status for the plan.



## 1.5 Writing Your Goal Statement

### Define Your SMART Goal Statement

Please click the blue highlighted text below to complete the SMART Goal Statement with your customized details.

#### Attendance

The role of states and districts in supporting root cause analysis can vary. For instance, a state or district may require schools to use a specific model of root cause analysis as part of school improvement planning; alternatively, a state or district may allow schools to engage in root cause analysis at their own discretion and in their own way.

By **01/25/2020** we will improve the performance of **Students with Disabilities, English Language Learner, Students in Military Families, Elementary, Middle School, Junior High** students at/in **Ohio Department of Education** to **increase 8 %** in **Attendance**.

2

#### DATE

Please pick a date within the plan dates (07/01/2022 - 06/30/2023) by which you expect to reach your goal:

01/25/2020

3

#### TARGET GROUP

#### GRADE LEVEL

#### SCHOOL OR DISTRICT

#### PERFORMANCE LEVEL

#### SUBJECT AREA

1	The Goal Title is imported into the One Plan from the One Needs Assessment
2	The SMART Goal Statement is completed by adding the responses to the statement that are BLUE
3	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.

By **01/25/2020** we will improve the performance of **Students with Disabilities, English Language Learner, Students in Military Families, Elementary, Middle School, Junior High** students at/in **Ohio Department of Education** to **increase 8 % in Attendance.**

**DATE** ▼

---

**TARGET GROUP** ▲

Please select Target Group(s):

- Students with Disabilities
- Homeless Students
- English Language Learner
- Students in Military Families
- Gifted Student
- Low-Economic Status Students
- Foster Children
- Migrant Children
- Justice Involved Youth
- Priority School
- Focus School
- Watch School

☰
📄

1	Select the items for your goal statement and provide your district's response for the goal statement.
2	Click the save icon outside the box or in the sentence to save the selection. Complete each item in the goal statement to complete the statement. When you select the save icon, the next section opens to complete your statement.

## 1.6 Adding Student Progress Measure

+ Student Measures \*

✓ Strategy & Actions

1 Intro

2 Goals

3 Strategy

4 Resources

5 Submit

**Define Your Student Measure**

For the SMART Goal Statement you just created, at least one student 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 student measure below.

**Your List of Student Measures**

**Sequence #1:**

Target Date	Student Measures Statement
12/31/2022	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"> <p>Every <b>6 Months, Graduation of Students with Disabilities, Homeless Youth, Foster Children, English Language Learners &amp; Immigrant/Migrant Students, Students of Military Families, Justice Involved Youth, Low-Economic Status Students and Gifted Student</b> will be measured, with a final improvement of <b>increase 4%</b> at the end of the plan.</p> </div> <div style="text-align: right;"> <span style="border: 1px solid gray; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">3</span> </div> </div>
06/30/2023	
12/31/2023	
06/30/2024	
12/31/2024	
06/30/2025	

2
✎
🗑️

**Sequence #2:**

**Sequence #3:**

←

1

+

🗑️

→

1	Add another student measure by selecting the + sign or use the arrow keys to navigate to next screen or back arrow to navigate back.
2	Edit the student measure by selecting the edit icon.
3	The student measure statement appears in the description.
4	This shows all the dates that the district will monitor the student measure. A minimum of twice a year is required.

Page 10 | ED STEPS Cohort 1 Plan Review Guide | January 2022

Ohio | Department of Education

## Define a Student Measure 1

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

Every **Semester**, **Math - District Short Cycle Assessments** of **Justice Involved Youth** students will be measured, with a final improvement of **decrease 2 %** at the end of the plan. 2

### TIME PERIOD ^

Please select a frequency:

- Monthly
- Quarterly
- Semester
- Trimester
- Other



### WHAT MEASURE v

### TARGET GROUP v

### HOW MUCH v



3

1

1	The edit page for student measure will open to this screen.
2	You can complete or update the student measure by clicking on the blue words in the statement.
3	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.

## 1.7 Completing Your Strategies

### Make Plans

- Strategy & Actions #1 \* High School Graduation
- Strategy & Actions #2 College and Career Readiness
- Strategy & Actions #3 Reading Improvement
- Adult Measure



Dashboard / Make Plans / Plan / Goal / Strategy #1

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

### Define Your Strategy #1 And Actions

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: High School Graduation



##### Part 1: Description

Sponsored by the Children's Aid Society, the Carrera Adolescent Pregnancy Prevention program is a comprehensive youth development program for economically disadvantaged teens who enter the program at ages 13-15 and usually participate for three years, sometimes longer. The program is provided after school at local community centers, and runs for about three hours each weekday.

Evidence-Based Strategy Level: Level 1



##### Part 2: Action Steps

	Plan Year	Target Date	Description	
	2022	01/03/2022	This is a 2022 really awesome action step description.	
	2023	01/04/2023	This is a 2023 really awesome action step description.	
	2024	01/04/2024	This is a 2024 really awesome action step description.	

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.
3	In the progression bar, you can see that you are now in the strategy development stage for writing the goal.

## Make Plan

-  Strategy \*
-  Strategy & Action

4

Dashboard / Make Plans / Plan / Goal / Strategy #1 / Details

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

### Define Your Strategy: High School Graduation

- 1. Please select strategy level: Level 1 
- 2. Please describe your strategy: 

1

2

Sponsored by the Children's Aid Society, the Carrera Adolescent Pregnancy Prevention program is a comprehensive youth development program for economically disadvantaged teens who enter the program at ages 13-15 and usually participate for three years, sometimes longer. The program is provided after school at local community centers, and runs for about three hours each weekday.

3

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	Strategy titles for the goal will appear in a list on the right-hand side of the screen.

Make Plan

- Strategy \*
- Strategy & Action

Dashboard / Make Plans / Plan / Goal / Strategy #1 / Details

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

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

2

Search:

3

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	If you select search for Ohio's Evidence-Based Clearinghouse from the strategy page, you will land on a page like this.
2	Type in key words to search for strategies to address the need and root cause analysis. Selections will appear below.
3	To select a strategy, click on the selection icon. If you want to learn more about the strategy, select the exclamation point icon at the end of the row.

## 1.8 Completing Action Steps

### Part 2: Action Steps

2

	Plan Year	Target Date	Description	
	2022	01/03/2022	This is a 2022 really awesome action step description.	
	2023	01/04/2023	This is a 2023 really awesome action step description.	
	2024	01/04/2024	This is a 2024 really awesome action step description.	
	2022	01/15/2022	test	
	2021	01/14/2022	test	
				

1 

- |   |   |
|---|---|
| 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.               |



Make Plan



Dashboard / Make Plans / Plan / Goal / Strategy #1 / Action  
 1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

Define Your Action

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

		Plan Year	Action Completion	Action Description	
1	2	Year 1	07/31/2023	First Test Action	5
	6	Year 2	07/31/2024	Second Test Action	
		Year 3	07/31/2025	Third Test Action	
		Year 2	06/30/2024	align math curriculum	

2 + [icon]

1	Once you select to edit or add an action step to the plan, you will land on this page. The magnifying glass will take you to items in the action step bank. There are examples of action steps developed by SSTs and a variety of offices in the agency. The bank will increase as the agency continues to develop the system.
2	To add an action step select the + sign at the bottom of the page. You can save your action steps here as well. The system does auto save as well.
3	The Year selection identifies, in what year, the district believes they will begin implementing the action step. Some actions the district will need to begin right away in year one, while some action steps will not begin until a later year in the plan once some of the foundational action steps have been implemented. The system defaults the year to July 1 <sup>st</sup> each year.
4	The date selection identifies when the district believes the action step will be completely implemented. For example, you may begin an action step in year 1 and anticipate that it will be completed by Dec. 30, 2024. Select the date of completion for the action step here. This information will be helpful later as you annually review what is planned for each year of your plan.
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	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.

## Make Plan

-  Action \*
-  Strategy & Action

Dashboard / Make Plans / Plan / Goal / Strategy #1 / Action

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




### Action Database

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

Show  entries

1 Search:

2

Action Description		
	[Private] Book fairs providing summer reading over three consecutive years starting at the end of first or second grade	
	[Private] Randomized controlled trial shows a sizable increase in high school graduation rates, and decrease in criminal b...	
	[Private] Randomized controlled trial shows a sizable positive impact on students' reading ability	

Showing 1 to 3 of 3 entries

First Previous **1** Next Last



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

## 1.9 Identifying Components:

### Part 3: Coming: Required Components:

An important outcome for the new ED Steps systems is to provide a platform that allows for all plans/improvement efforts that districts are required to implement to be combined into one cohesive improvement plan. The One Plan is focused on addressing key needs that can impact student learning across the district or building while meeting all state and federal requirements. This section provides the mechanism for districts to identify the strategies that address the required plans based on district data. Some of these requirements may include:

- Reading Plan** for districts that are required to have a reading improvement plan as a result of the early literacy component on the state report card.
- Equity Plan** for districts that identify a gap in equitable access to effective teachers in the One Needs Assessment.
- District Improvement Plan** for districts that are identified as intense or moderate D/F with priority and focus buildings in the district.
- Professional Development Plan** for districts that receive Title I and Title IIA funds in their consolidated funding application and Title I SW buildings.
- Parent Engagement Plan** for districts that receive Title I funds in the consolidated application and buildings that receive Title I SW services.
- ADC Exit Plan** for districts that have an exit plan for exiting Academic District Commission.

This section will be available soon after the system opens.

## 1.10 Linking Building Goals to District Goal (Building Plans Only)

### Part 4 (Building Plans Only)

Please select which of the following District Goals that your strategy is in line with. You can selected multiple, or none at all.

- By 10/01/2022 we will, improve the performance of Students with Disabilities, Grade 1, student at/in Abc High School to A+ in Mathematics.
- By 11/01/2022 we will, improve the performance of Students, Grade 4, student at/in Xyz High School to A+ in Reading.
- None above

1	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.
---	---

## 1.11 Add Adult Implementation Measure

### Make Plans

- Adult Measures +  
College and Career Readiness
- Strategy & Actions #2  
Community, Family Engagement

Dashboard / Make Plans / Plan / Goal / Strategy & Actions / Adult Measures

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

#### 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

Target Date	Adult Measures Statement
12/01/2022	Every <b>Trimester</b> , <b>Math of Math Teachers</b> will be measured, with a final improvement of <b>increase 10%</b> at the end of the plan.
03/01/2023	
06/17/2023	
12/01/2023	
03/01/2024	
06/17/2024	
12/01/2024	
03/01/2025	
06/17/2025	

1	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. 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.

Make Plans



Dashboard / Make Plans / Plan / Goal / Adult Measures / Statement

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

Define a Adult Measure

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

Every **Trimester**, **Math - Implementation Data of Math Teachers** will be measured, with a final improvement of **increase 10 %** at the end of the plan.

**TIME PERIOD** ^

Please select a frequency:

Monthly  
 Quarterly  
 Semester  
 Trimester  
 Other

**WHAT MEASURE** v

**TARGET GROUP** v

**HOW MUCH** v

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

## 1.12 Identifying Fiscal Resources:

Dashboard / Make Plans / Plan / Goal / Resources

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

Resources \*  
Review

### Plan Your Resources

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

Plan Year	Selected Resources
2022	General Fund 21st Century
2023	21st Century
2024	Expanding Opportunities for EACHCHILD (DSS)

Back arrow icon (2)

- |   |   |
|---|---|
| 1 | 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. 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 | If you need to go back the back arrow is in the bottom left-hand corner.  |

Make Plan

-  Funding Sources \*
-  Strategy & Action

Dashboard / Make Plans / Plan / Goal / Funding Sources

1 Intro 2 Goals 3 Strategy 4 Resources 5 Submit

Select Your Funding Sources - Attendance (2022)

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 5 entries

Search:

Plan Year	Action Description	Funding Sources	
2022	First Test Action	General Fund 21st Century	
2023	Second Test Action	21st Century	
2024	Third Test Action	Expanding Opportunities for EACHCHILD (DSS)	
2023	align math curriculum		

Showing 1 to 4 of 4 entries

First Previous 1 Next Last



1	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. The magnifying glass takes you to a page to select the funds.
2	All the action steps for a strategy appear on this page.
3	Selected funds will appear in this area once you have made your selections.



## Make Plan

-  Funding Sources \*
-  Strategy & Action

Dashboard / Make Plans / Plan / Goal / Funding Sources

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

### 1 Resource Bank - Attendance (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  entries Search:

	Funding Title	Funding Description	
	General Fund	Local Districts General Fund (001)	 
	21st Century	This program supports the creation of ...	
	Expanding Opportunities for E...		
	Expanding Opportunities for E...	The Expanding Opportunities for Each ...	
	McKinney-Vento Homeless Assi...	Through the McKinney-Vento Homeless...	

1	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.
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 Sources section.
3	Selecting the 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.

## 1.13 Completing the Goal to the Plan

Home / My Plan / Create Goals

- 1 Intro
- 2 Goal
- 3 Strategy
- 4 Resources
- 5 Add to Plan



### Review Your Goal

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

### SMART Goal Statement

By DATE we will improve the performance of TARGET GROUP/GRADE LEVEL students at/in SCHOOL OR DISTRICT to PERFORMANCE LEVEL in SUBJECT AREA.

### Student Measures

Target Date	Student Measure Statement
6/30/2020	Every 6 months, English class scores of Grade 4 students will be measured by collecting the most recent final exam scores, with target improvement of 5% in each period.
12/30/2020	
6/30/2021	
12/31/2021	
6/30/2022	
12/31/2022	

### Strategy

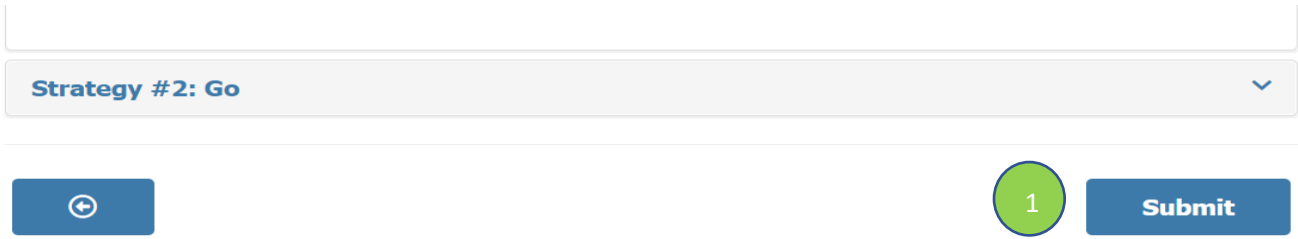
#### Human Capital

Strategy Title: Anim pariatur cliche reprehenderit

### Reminder Emails

You will receive reminder emails 7 days, 3 days and 1 day before your scheduled report dates for the measures Please log into this system and go to the corresponding page to fill in your results.

- |   |  |
|---|--|
| 1 | 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 Goal at the top in the progress bar or use the back arrows to go back to that section. |
|---|--|



1 Selecting the submit 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. If this is the final goal.

Dashboard / Make Plans / Plan / Goal / Review



1 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



1 The plan status bar at the top of the page will highlight where the entire plan is in the process. Once you submit the plan on the plan page, the Submitted for Fiscal Representative Review icon will be highlighted. While you are working on the plan it will show In Progress.

## 1.14 Plan Review Process (Coming Soon)

The screenshot shows the Ohio Department of Education's 'Approve Plans' interface. On the left, a sidebar contains navigation options: 'Approve Plans', 'Approve A Plan', 'Task List', 'History Log', and 'Dashboard'. The main content area displays 'FY2024: Adena High School' and 'Root Cause Analysis' sections. An 'Approval Notepad' form is overlaid on the right, featuring fields for 'To' (All related users of this plan), 'Subject' (Review Results: Office for Improvement and Innovation [FY2024: Adena Local School District (v.01)]), 'Priority' (High), and 'Plan in Reference' (FY2024: Adena Local School District (v.01)). The form includes a table with columns for 'No.', 'Criteria & Feedback', and 'Results'. Two entries are visible in the table, each with a 'Positive Comment' and 'Recommendations' section. At the bottom of the form are 'Save', 'Submit', and 'Clear' buttons.

1	Once a plan has gone through all steps for approval at the district level, the approval process in the agency will begin.
2	Cohort 2 Districts will be reviewed by multiple offices across the agency, dependent upon district data. The offices that will review a plan will be viewable on the One Plan Dashboard along with a PDF of the rubric that office will use to review the plan. On the approval page, the rubrics will be completed by the individual offices, and later districts will be able to view office determinations and comments. Be sure to meet all required items in a plan so that it can move to final approval in the approval process. Final approval will occur after all offices required to review a plan and all required items of a plan are complete.

## 1.15 Completing a Comprehensive District Plan

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.

Districts 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 Education Agency Level	School Level Needs Assessment and One Plan
ADC and ADC with Watch	Required	Required – All buildings

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 and Improvement Cycles

**Supporting Implementation:** Stakeholders and teams within the district create communication loops and meeting norms that foster discussion and a positive culture.

**1. One Needs Assessment** -Teacher, building, and district teams work with stakeholders to review data and identify critical needs and root causes.

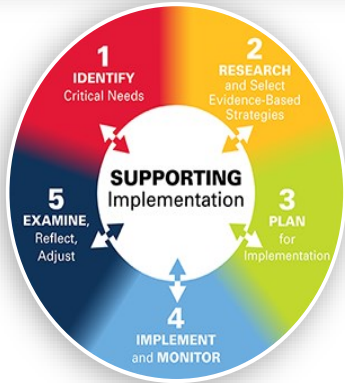
**2. ONA and One Plan** - Teams analyze critical needs and root causes to prioritize areas of focus and select SMART goals and research evidence-based strategies.

**3. One Plan** - Teams remove barriers, identify resources (local, state and federal **funding**) and consider ways to document and share adult and student measures for implementation and monitoring.

4. Teams implement **One Plan** strategies and action steps. Adult and student data are collected via evidence gathering and progress **monitoring**.

5. Teams examine, reflect and adjust support structures, as well as adult and student measures. This informs the next cycle.

EDSTEPS provides a process for implementing steps 1-3 in Ohio's Improvement Process while including stakeholder involvement.



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 plans and submits the plans 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.



## 2 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’s and building’s plans.

### 2.1 Office for Improvement and Innovation

**What specific criteria is this office looking for in the plan?**

The office will use the Department’s [Quality School Continuous Improvement Plan Rubric](#) to evaluate the plans. The office specifically is looking at the rubric items that align to the Ohio Improvement Process and areas of school improvement.

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
LEA Plans	#1. A variety of stakeholders partnered in the development of the local educational agency’s improvement plan, and evidence of this exists in the plan or the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	#2. 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: <a href="#">Appendix A</a> from <a href="#">Ohio’s ESSA Consolidated State Plan</a> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
LEA Plans	#3. The LEA describes its plan to support and monitor schools identified for comprehensive support and improvement (Priority schools).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			



<i>Recommendation Notes:</i>			
#4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
#5. The plan identifies resource inequities, 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
#6. The plan is comprehensive, meaning it addresses academic as well as school climate and culture needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
#7. The plan includes a realistic number of goals that are formatted as SMART goals and include strategies and action steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
#8. The plan includes at least two <a href="#">evidenced-based strategies</a> aligned to the identified improvement goals, and explains the rationale for these evidenced-based strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

<b>School Plans</b>	#1. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	#2. 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: <a href="#">Appendix A</a> from <a href="#">Ohio's ESSA Consolidated State Plan</a> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	#3. The school-level plan is approved by the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	#4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
#5. The plan identifies resource inequities, 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				

	<p>#6. The plan is comprehensive, meaning it addresses academic as well as school climate and culture needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>				
<p><i>Recommendation Notes:</i></p>				
	<p>#7. The plan includes a realistic number of goals that are formatted as SMART goals and include strategies and action steps.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>				
<p><i>Recommendation Notes:</i></p>				
	<p>#8. The plan includes at least two <a href="#">evidenced-based strategies</a> aligned to the identified improvement goals, and explains the rationale for these evidenced-based strategies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>				
<p><i>Recommendation Notes:</i></p>				

## 2.2 Office of Approaches to Teaching and Professional Learning – Literacy

What specific criteria is this office looking for in the plan?

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
Local Literacy Plan	<p><b>Analysis of Learner Performance Data</b></p> <ul style="list-style-type: none"> <li>▪ Infant Risk Factors;</li> <li>▪ Ohio’s Early Learning Assessment (or other comprehensive preschool assessment used by the program);</li> <li>▪ Kindergarten Readiness Assessment;</li> <li>▪ Ohio’s State Tests in English language arts (grades 3-8) and Ohio’s State Tests in other content areas (grades 3-8);</li> <li>▪ Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);</li> <li>▪ High School end-of-course tests;</li> <li>▪ Ohio English Language Proficiency Assessment (English learners);</li> </ul> <p>Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	<p><b>Analysis of Factors Contributing to Underachievement in Literacy</b></p> <ul style="list-style-type: none"> <li>• Analysis of additional factors believed to contribute to underachievement in literacy in the community served.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	<p><b>Measurable Learner Performance Goals</b></p> <ul style="list-style-type: none"> <li>• Description of the measurable performance goals addressing learners’ needs that the local literacy plan is designed to support progress toward.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			

<p><b>Action Plan Maps (Action Steps)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p><b>Plan for Monitoring the Progress Toward Learner Performance Goals</b></p> <ul style="list-style-type: none"> <li>Description of how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p><b>Evidence-based Practices and Interventions to Support Learners</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>Description of how the proposed evidence-based practices and interventions support specific learner needs</li> <li>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).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			

	<p><b>Ensuring Effectiveness and Improving Upon Strategies</b></p> <ul style="list-style-type: none"> <li>Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).</li> <li>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).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	<p><b>Professional Development Plan:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			

## 2.3 Office of Educator Effectiveness

**What specific criteria is this office looking for in the plan?** All Districts in Cohort 2 that have identified educator equity that have an identified gap in their One Needs Assessment for **Questions.....**

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Section 3. A.</b> The specific strategy or strategies to address the equitable access gap(s) are aligned to the root cause analysis findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Section 3. B.</b> Strategy implementation and supporting activities have been outlined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Section 3. C.</b> The plan notes the changes in data that would demonstrate progress and provides a date the anticipated goal will be met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

## 2.4 Office for Exceptional Children – 11 District Plan

What districts will this office review?

What specific criteria is this office looking for in the plan?

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>District Plans</b>				
	The plan includes specific items identified in the 11 District Plan for Objective 1 Language and Literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan includes specific items identified in the 11 District Plan for Objective 2 Professional Learning for IEP Supports and Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan includes specific items identified in the 11 District Plan for Objective 3 Professional Learning for Leadership and Teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan includes specific items identified in the 11 District Plan for Objective 4 Positive Behavioral Intervention and Supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan includes specific items identified in the 11 District Plan for Objective 5 Multi-tiered Systems of Support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*Positive Notes:*

*Recommendation Notes:*

The plan includes specific items identified in the 11 District Plan for Objective 6 Postsecondary Transition.




*Positive Notes:*

*Recommendation Notes:*

The plan includes specific items identified in the 11 District Plan for Objective 7 Universal Design for Learning and Assistive Technology.




*Positive Notes:*

*Recommendation Notes:*

The plan includes specific items identified in the 11 District Plan for Objective 8 Services through age 21. Transition.




*Positive Notes:*

*Recommendation Notes:*

The plan includes specific items identified in the 11 District Plan for Continuous Improvement including progress monitoring.




*Positive Notes:*

*Recommendation Notes:*

The plan includes specific goals and measurements aligned to the targets within the 11 District Plan.

*Positive Notes:*

*Recommendation Notes:*

## 2.5 Office of Exceptional Children – Special Ed Profile, Gifted, and Dispute Resolution

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>District Plans</b>				
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan includes references to students who are gifted where they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan describes how the district will monitor implementation of evidence-based strategies for students with disabilities through internal monitoring processes which should include but not limited to interventions, identification of students with disabilities, placement, discipline, and other areas affecting outcomes for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				
	The plan describes how the district will monitor implementation of evidence-based strategies for students who are gifted through internal monitoring processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>				
<i>Recommendation Notes:</i>				

<p>The plan addresses multi-tiered systems of support and school climate and culture needs – such as having polies for positive behavioral interventions and supports (PBIS), restraint and seclusion and a continuum of alternative placements for students with disabilities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p>The plan encourages inclusive leadership across special education, general education, gifted education, curriculum, PBIS/multi-tiered systems of support departments, etc., and with building leadership teams with shared ownership and responsibility.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p>The district plan includes references to the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) and an appropriate process to determine which students meet qualifications to be assessed with this assessment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p>The strategies/action steps describe how the district will monitor implementation and use of the Alternate Assessment Participation Decision-Making Tool.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			

*Recommendation Notes:*

**School Building Plans**

The plan includes evidence-based strategies to address the needs of students who are gifted based on specific building data.



*Positive Notes:*

*Recommendation Notes:*

## 2.6 Office for Early Learning and School Readiness

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Needs Assessment</b>			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Strategies/Action Steps</b>			
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

## 2.7 Office of Whole Child Supports – Vulnerable Youth

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Needs Assessment</b>			
Identifies the vulnerable youth population whose academic, physical, social-emotional and legal requirements need to be met and the underlying systemic barriers that prevent the vulnerable youth population from successfully meeting the state’s academic standards. (Vulnerable youth include students in foster care, students experiencing homelessness, English learners, students involved in the juvenile justice system and students whose parents are in the military).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Select Vulnerable Youth Population for Review</b>			
Check one: <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> English Learners <input type="checkbox"/> Court or Justice Involved Youth <input type="checkbox"/> Students in Military Families <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Strategies/action steps</b>			
Strategies/action steps provided align with needs assessment, are evidence-based, and meet the requirements of law (Ohio law and federal law such as ESEA, McKinney-Vento, Title I and Title III, <i>Lau v. Nichols</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

Professional development is job-embedded and on-going, resources are identified and aligned with evidence-based strategies legal requirements for serving vulnerable youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Strategies/action steps provided focus on meeting the legal requirements for identification of members in the vulnerable youth population and meeting the academic, physical, social or emotional needs of vulnerable youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Strategies/action steps identified an assigned coordinator/team with the designated time, authority and data to implement team decisions related to vulnerable youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			



## 2.8 Office of Whole Child Supports – Attendance and Chronic Absenteeism

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Needs Assessment</b>			
Student attendance needs, identified through data, are included in the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Systemic district attendance needs, identified through data, are included in the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>Strategies/action steps</b>			
Strategies/action steps align with attendance needs of students, are evidence-based, and support systemic implementation of attendance strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Professional development and resources are identified and sufficient to implement attendance strategies and interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

<p>The strategy or action steps include long-term planning, structures for decision-making, fiscal resources, and shared accountability among leadership.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			
<p>The strategy or action steps include regular use of attendance and chronic absenteeism data to identify district attendance needs and evaluate effectiveness of strategies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Positive Notes:</i></p>			
<p><i>Recommendation Notes:</i></p>			

## 2.9 Office of Whole Child Supports - Positive-Behavior Intervention Supports

What specific criteria is this office looking for in the plan?

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
Needs Assessment:	Student social, emotional and behavioral needs are included in the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	Systemic needs around school climate and culture are included in the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	<b>Strategies and Action Steps:</b> Strategies/action steps align with social-emotional needs of students, are evidence-based, and support systemic implementation of PBIS and/or strategies to impact school climate and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			
	<b>Strategies and Action Steps:</b> Professional development and resources are identified and sufficient to implement PBIS and/or school climate and culture initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			

	<b>Strategies and Action Steps:</b> The strategy or action steps prescribe a team approach to PBIS implementation that includes long-term planning, structure for decision-making, fiscal resources, data and evaluation of program, and leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Positive Notes:</i>			
	<i>Recommendation Notes:</i>			

## 2.10 Office of Intensive Supports

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Plan Requirements</b>			
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. PBIS 2. Any evidence of Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Is the One Plan incorporating the District Review Recommendations, as applicable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

## 2.11 Office of School Sponsorship:

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

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Needs Assessment</b>			
The school has completed a needs assessment that includes stated needs with supporting data. Needs assessment includes academic and school climate needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
<b>School Plan</b>			
The school provides a comprehensive plan with SMART goals, strategies and action steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

## 2.12 Office of Federal Programs

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
<b>Needs Assessment</b>			
Organization has completed the One Needs Assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder involvement section is completed. Parents were involved in needs assessment and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority, Focus and Title I buildings have completed the One Needs Assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs assessment addresses district and/or building identified areas for school accountability and student subgroups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Goals</b>			
The district and building plans have the recommended number of goals or number of goals are relative to district size. Very small or very large districts may need fewer or more goals due to size. Recommended goals 3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals are aligned to the district/building identified priority needs and supported by the district/building need assessment and root cause analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals are written in SMART goal format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buildings' goals support the district's goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is at least one student progress measure for each goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student measures align to goal/strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strategies</b>			
District and building/s plan/s has/have the recommended number of strategies for each goal or number of strategies is relative to district size. Very small or very large districts may need fewer or more goals due to size. Recommended strategies 3-5 for each goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies address concerns identified in the root cause analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one adult implementation measure is identified for each goal statement and linked to a strategy for the goal. The adult measure is measurable and aligns with an activity under the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Action Steps</b>			
The district/building plan has provided action steps for each strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The action steps in the district or buildings fully describe the steps the district will take to implement each strategy. Who, what, when, where and how the action step will occur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each action step has fiscal resources identified to support implementation of strategies and action steps and is aligned to the intent and purpose of the selected fund.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Plan</b>			
Plan provided is comprehensive, addresses the stated needs in the need assessment and is focused on assuring the most at-risk students receive the supports needed to achieve the states challenging academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development is an integral part of the plan and focuses on building the capacity of the district or building to sustain new approaches, strategies, programs, learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and community engagement are included in the plan to assure parent and community involvement and support in the district/building/student improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 2.13 Office of Learning and Instructional Strategies

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
To what extent is curriculum: aligned to the standards, based on research and designed to promote clear learning targets to promote student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			