

Department of Education & Workforce

ED STEPS:
ONE NEEDS ASSESSMENT AND ONE PLAN

Cohort 2 Webinar

January 15, 2025

Department of Education & Workforce

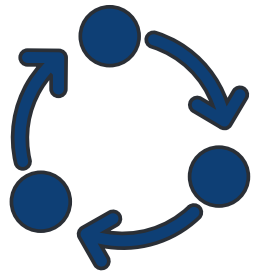
LEARNING OBJECTIVES

- I can describe the ED STEPS process.
- I can support my organization(s) with…
  - Completing the One Needs Assessment.
  - Accessing and analyzing the Equitable Gap Analysis Tool
  - Utilizing One Plan templates to complete the plan.
  - The One Plan approval process.
- I can find supporting ED STEPS documentation and resources.

WARM-UP

QUESTION 1

What ED STEPS Cohort is beginning their 3-year planning process in January?



QUESTION 2

When is the One Needs Assessment and One Plan due?



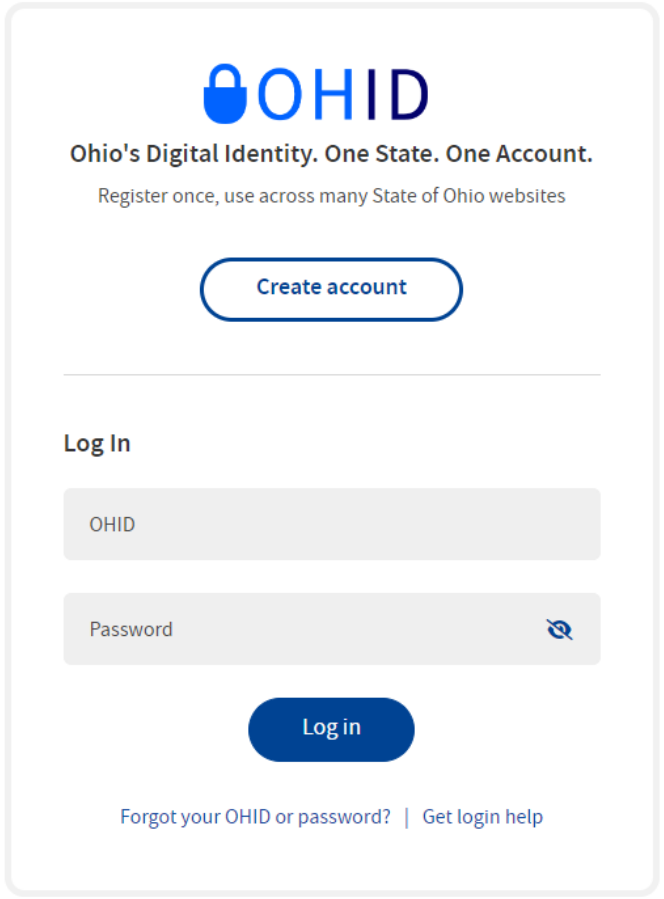
QUESTION 3

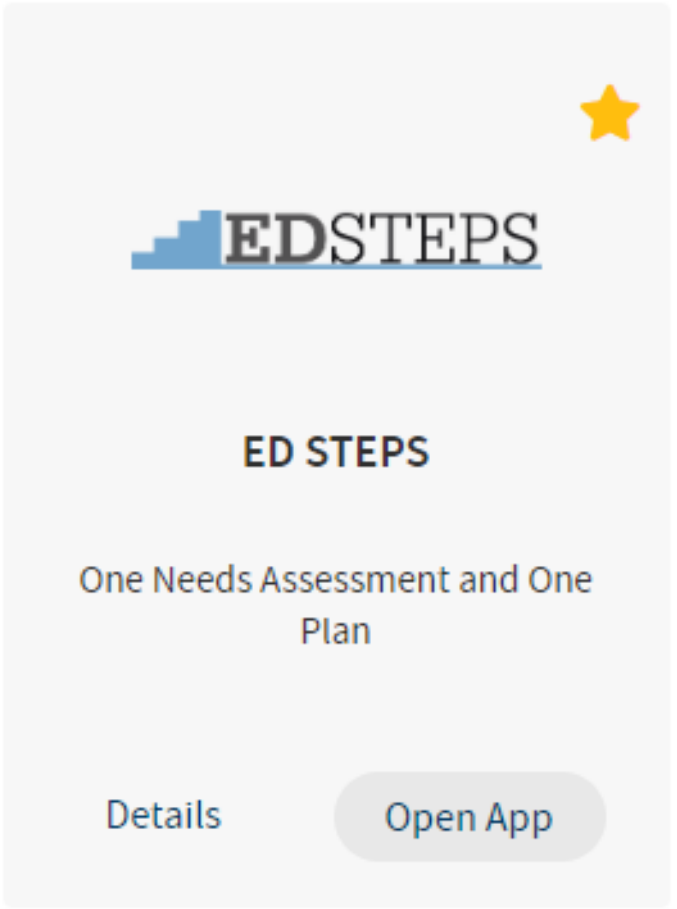
What is the recommended number of SMART goals for the One Plan?



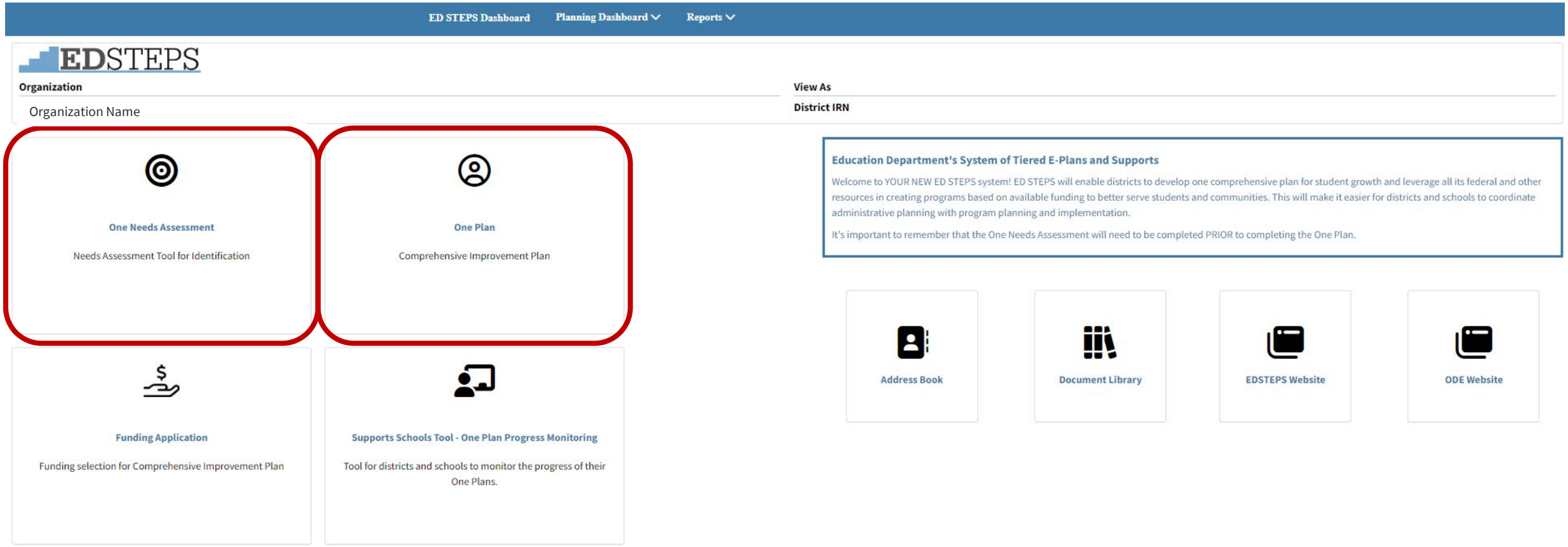
ED STEPS
NAVIGATION

OHID ACCOUNT AND APPLICATIONS

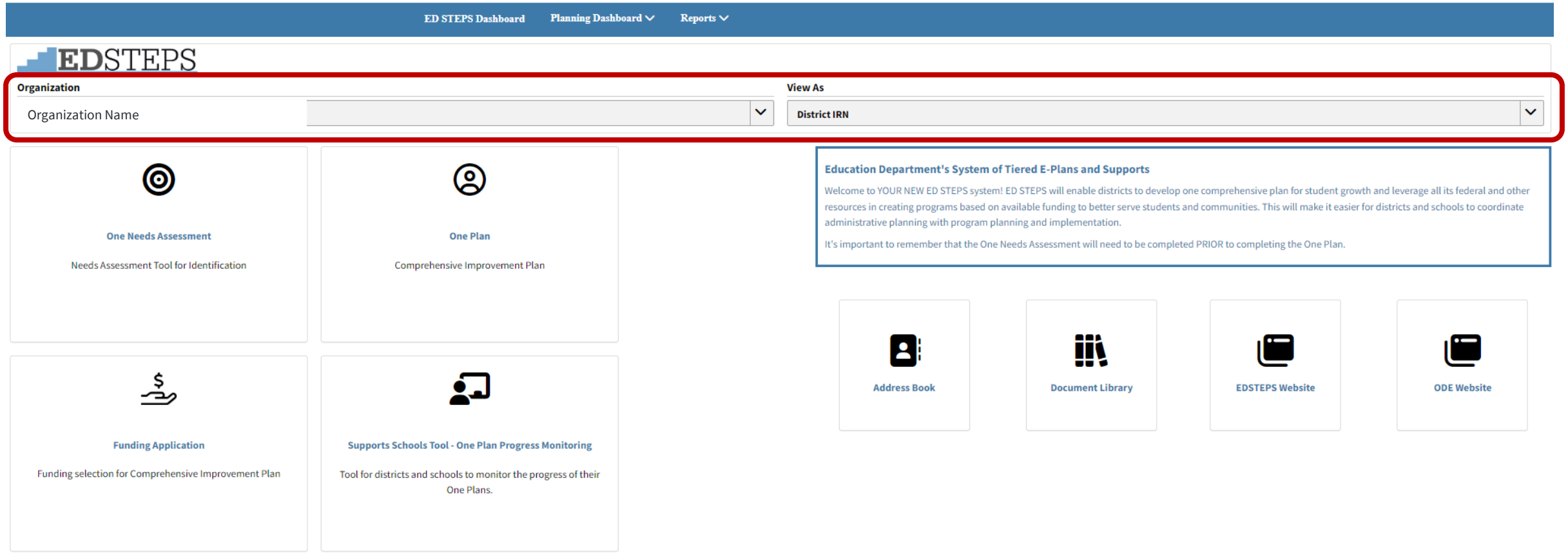




ED STEPS DASHBOARD



ED STEPS DASHBOARD- MULTIPLE ENTITIES



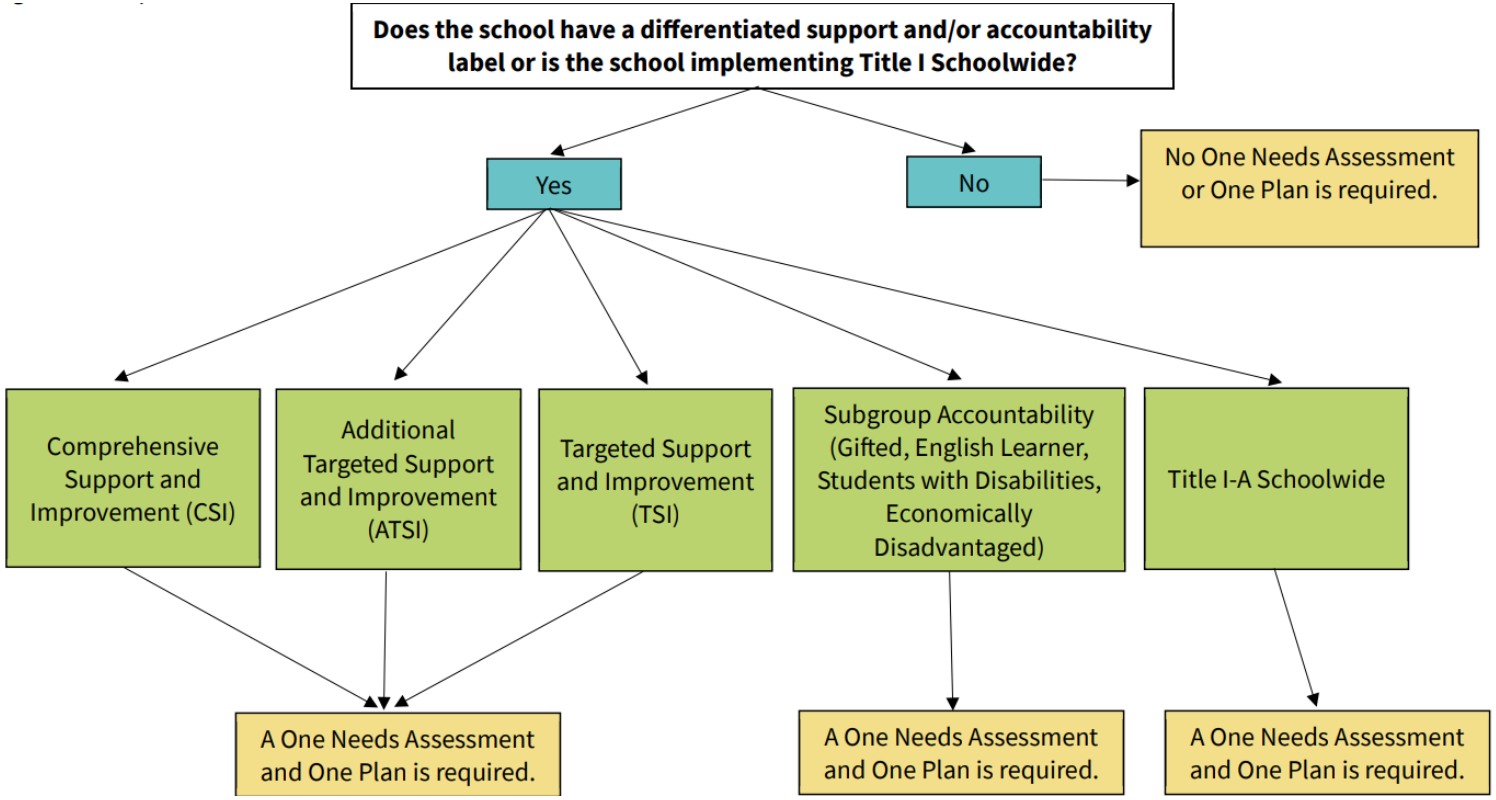
ONE NEEDS ASSESSMENT

ED STEPS PLANNING CYCLE CONNECTIONS

- The One Needs Assessment (ONA) is the **first step** In the ED STEPS Planning Cycle.
- The purpose of the One Needs Assessment is to determine the **priority needs** that will be addressed in the One Plan.
- The ONA will inform many elements of the One Plan including:
    - Goals
    - Strategies
    - Office Rubrics
    - Embedded Plans

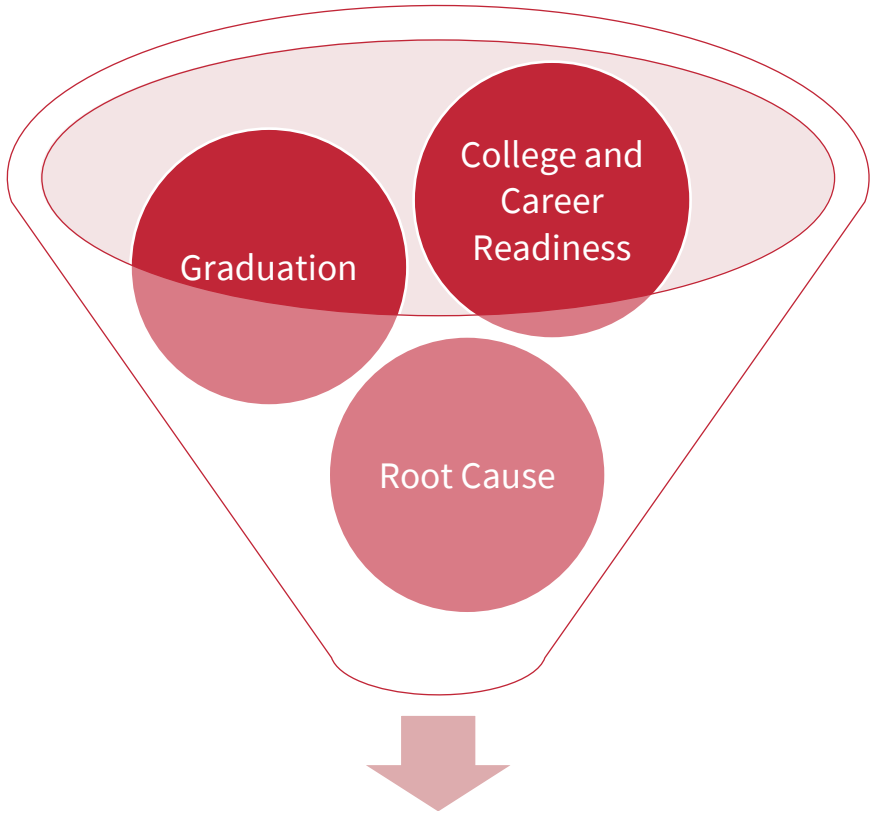
WHO NEEDS TO COMPLETE THE ONE NEEDS ASSESSMENT AND ONE PLAN?

- All Local Educational Agencies (including community schools) are required to complete the One Needs Assessment and One Plan



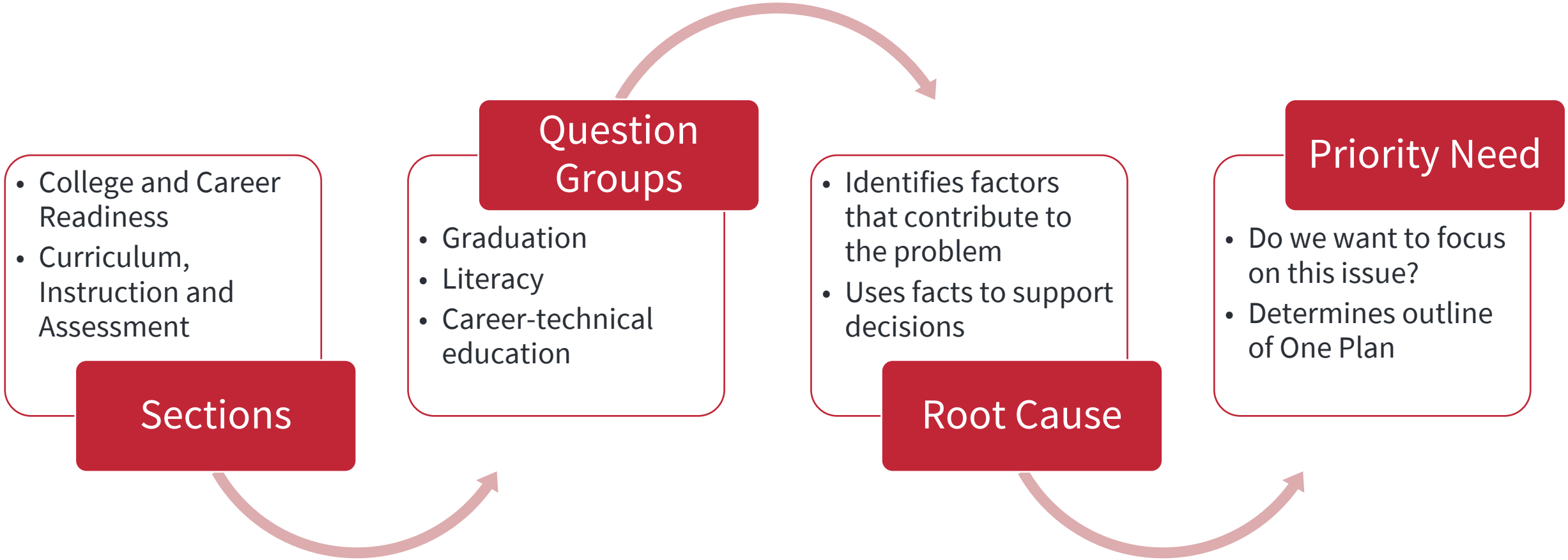
WHAT IS THE ONE NEEDS ASSESSMENT?

- Data driven, comprehensive pre-planning tool
- Creates the structure for the One Plan (SMART Goals and Strategy Areas)



One Plan

OUTLINE OF THE ONE NEEDS ASSESSMENT

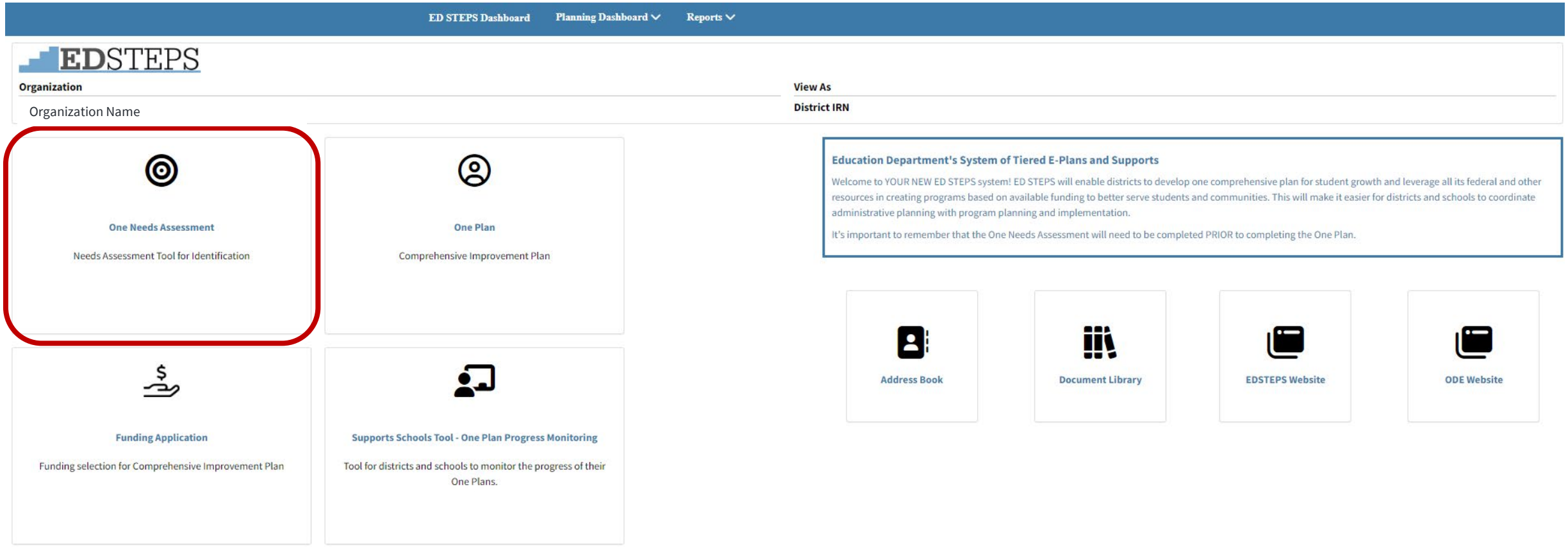


FLEXIBILITY OF THE ONE NEEDS ASSESSMENT

- **33 SMART Goal options**
  - Based on question groups
    - Early Warning System
    - Post-secondary
    - Safe and Healthy Schools
    - Educator Equity
    - English Language Arts
    - Mathematics

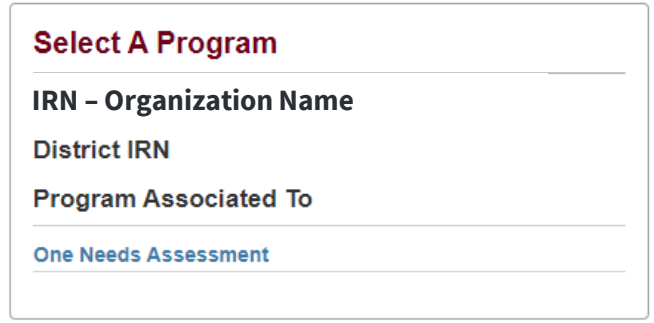
- **7 Strategy Areas**
  - Based on sections
    - College and Career Readiness
    - Community, Family Engagement
    - Curriculum, Instruction and Assessment
    - Leadership, Administration, Governance
    - Professional Capital
    - School Climate and Supports

ED STEPS DASHBOARD

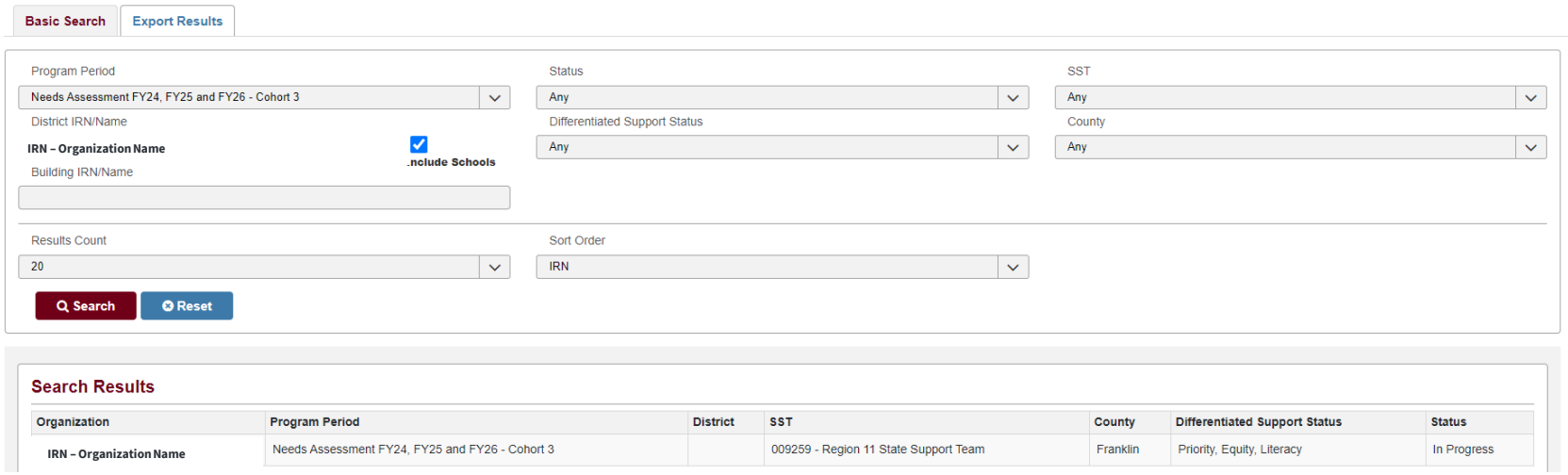


ONE NEEDS ASSESSMENT

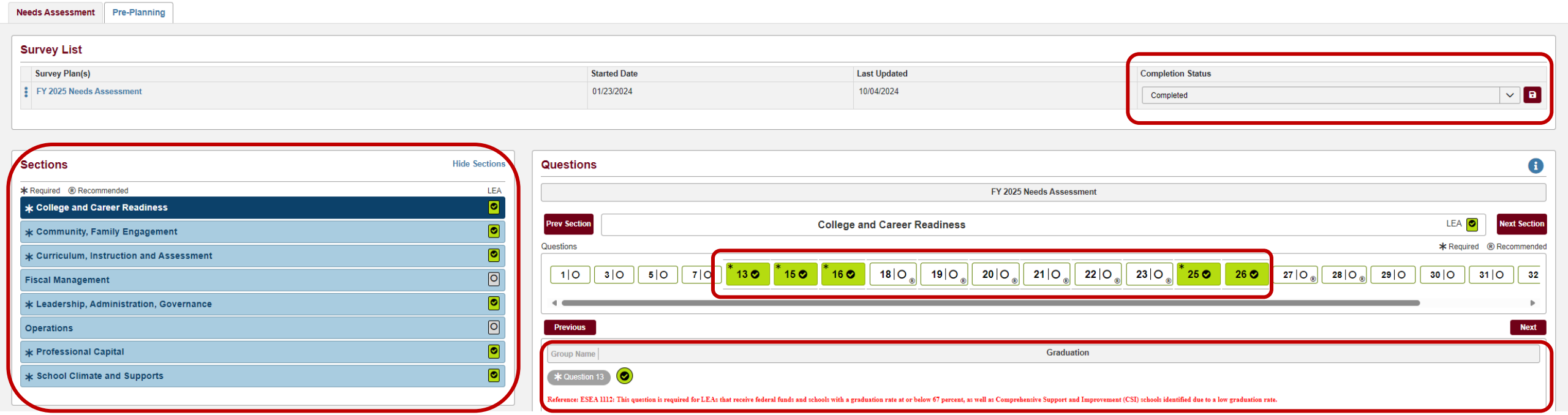
- Selecting One Needs Assessment will open the component level dashboard



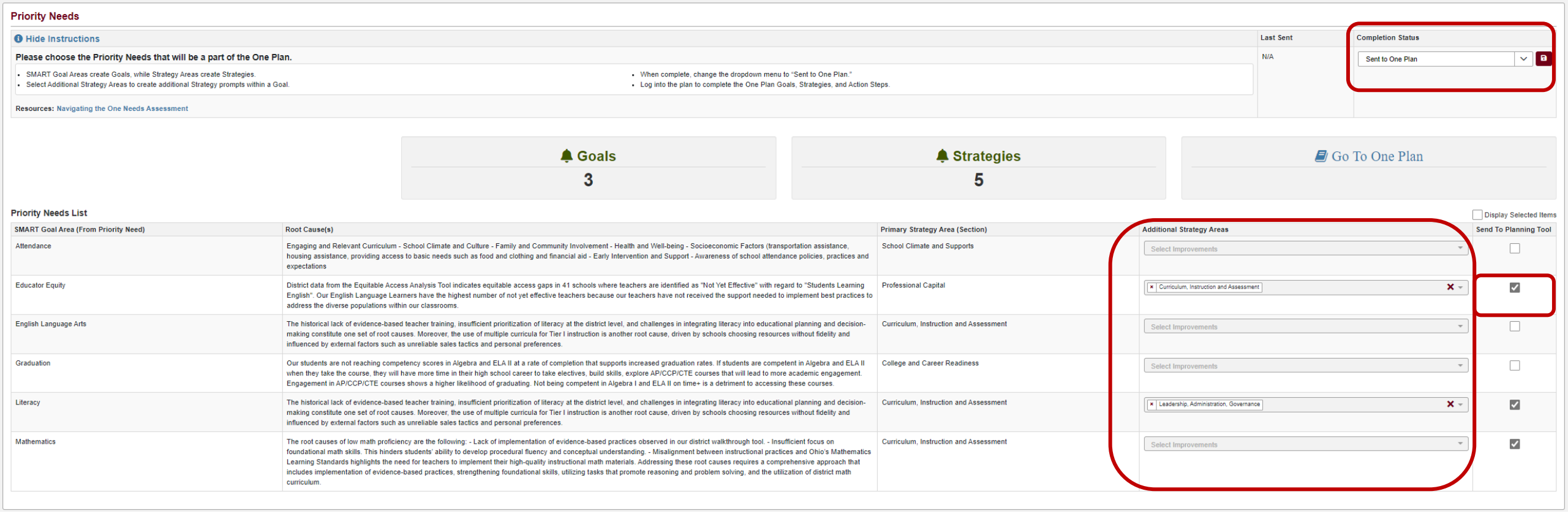
- Selecting a program will take you to that specific needs assessment



ONE NEEDS ASSESSMENT: QUESTIONS



ONE NEEDS ASSESSMENT: PRE-PLANNING



Priority Needs

Hide Instructions

Please choose the Priority Needs that will be a part of the One Plan.

- SMART Goal Areas create Goals, while Strategy Areas create Strategies.
- Select Additional Strategy Areas to create additional Strategy prompts within a Goal.
- When complete, change the dropdown menu to "Sent to One Plan."
- Log into the plan to complete the One Plan Goals, Strategies, and Action Steps.

Resources: Navigating the One Needs Assessment

Last Sent: N/A

Completion Status: Sent to One Plan

Goals: 3

Strategies: 5

Go To One Plan

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
Attendance	Engaging and Relevant Curriculum - School Climate and Culture - Family and Community Involvement - Health and Well-being - Socioeconomic Factors (transportation assistance, housing assistance, providing access to basic needs such as food and clothing and financial aid - Early Intervention and Support - Awareness of school attendance policies, practices and expectations	School Climate and Supports	Select Improvements	☐
Educator Equity	District data from the Equitable Access Analysis Tool indicates equitable access gaps in 41 schools where teachers are identified as "Not Yet Effective" with regard to "Students Learning English". Our English Language Learners have the highest number of not yet effective teachers because our teachers have not received the support needed to implement best practices to address the diverse populations within our classrooms.	Professional Capital	Curriculum, Instruction and Assessment	☑
English Language Arts	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Select Improvements	☐
Graduation	Our students are not reaching competency scores in Algebra and ELA II at a rate of completion that supports increased graduation rates. If students are competent in Algebra and ELA II when they take the course, they will have more time in their high school career to take electives, build skills, explore AP/CCP/CTE courses that will lead to more academic engagement. Engagement in AP/CCP/CTE courses shows a higher likelihood of graduating. Not being competent in Algebra I and ELA II on time+ is a detriment to accessing these courses.	College and Career Readiness	Select Improvements	☐
Literacy	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Leadership, Administration, Governance	☑
Mathematics	The root causes of low math proficiency are the following: - Lack of implementation of evidence-based practices observed in our district walkthrough tool. - Insufficient focus on foundational math skills. This hinders students' ability to develop procedural fluency and conceptual understanding. - Misalignment between instructional practices and Ohio's Mathematics Learning Standards highlights the need for teachers to implement their high-quality instructional math materials. Addressing these root causes requires a comprehensive approach that includes implementation of evidence-based practices, strengthening foundational skills, utilizing tasks that promote reasoning and problem solving, and the utilization of district math curriculum.	Curriculum, Instruction and Assessment	Select Improvements	☑

REMINDERS

- Only **THREE** parts of the One Needs Assessment get sent to the One Plan:
  - **Question Group** = SMART Goal Title
    - Examples: Graduation, Literacy, Mathematics, etc.
  - **Section** = Strategy Area Title
    - Examples: Curriculum, Instruction and Assessment, Professional Capital, etc.
  - **Root Cause**

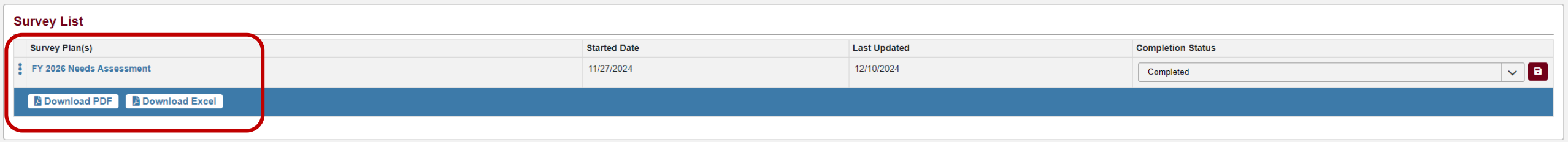
WHAT TO KNOW FOR FY26

- Optional Question Removed: All fully optional questions have been eliminated, reducing the total number of questions from 131 to 97.

- Required Literacy and ELA Questions: These are now mandatory for specific entities:
  - LEAs that have been identified for a Reading Achievement Plan, identified for a subgroup group as part of Student Group Accountability (formerly Watch), contain a CSI, ATSI or TSI school, and/or have an assigned DEW case manager.
  - Schools identified as CSI, ATSI or TSI.

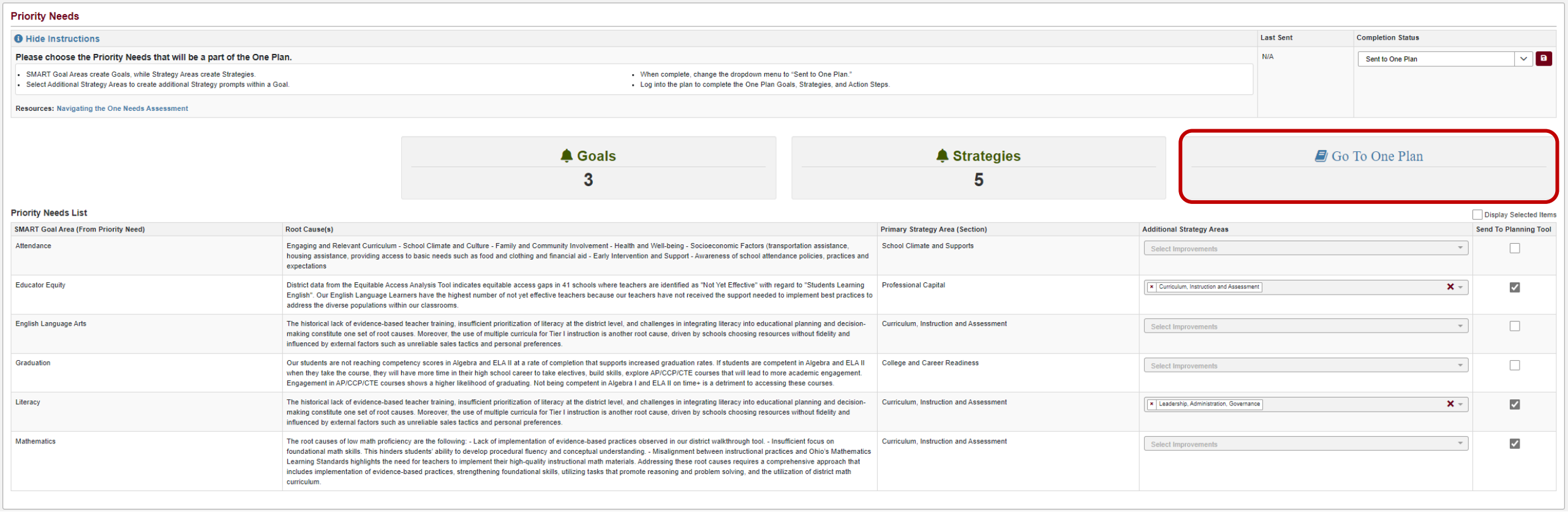
- Thinking about previous goals and progress made towards them…
  - Should you answer different or more questions?

ONE NEEDS ASSESSMENT ENHANCEMENTS



Section	Question Group	Required/Recommended/Optional	Question
College and Career Readiness	Early Warning System	Optional	How does the organization identify students who are at risk of dropping out?
College and Career Readiness	Early Warning System	Optional	How many students are identified as at-risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have success plans?
College and Career Readiness	Early Warning System	Optional	How many students are identified as at-risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have success plans?
College and Career Readiness	Early Warning System	Optional	How does the organization identify students who are at risk of dropping out? What does the data indicate about the effectiveness of efforts to prevent students from dropping out?
College and Career Readiness	Early Warning System	Optional	Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
College and Career Readiness	Graduation	Optional	Provide student graduation data.

ONE NEEDS ASSESSMENT ENHANCEMENTS



Priority Needs

Hide Instructions

Please choose the Priority Needs that will be a part of the One Plan.

- SMART Goal Areas create Goals, while Strategy Areas create Strategies.
- Select Additional Strategy Areas to create additional Strategy prompts within a Goal.
- When complete, change the dropdown menu to "Sent to One Plan."
- Log into the plan to complete the One Plan Goals, Strategies, and Action Steps.

Resources: Navigating the One Needs Assessment

Last Sent: N/A

Completion Status: Sent to One Plan

Goals: 3

Strategies: 5

Go To One Plan

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
Attendance	Engaging and Relevant Curriculum - School Climate and Culture - Family and Community Involvement - Health and Well-being - Socioeconomic Factors (transportation assistance, housing assistance, providing access to basic needs such as food and clothing and financial aid - Early Intervention and Support - Awareness of school attendance policies, practices and expectations	School Climate and Supports	Select Improvements	☐
Educator Equity	District data from the Equitable Access Analysis Tool indicates equitable access gaps in 41 schools where teachers are identified as "Not Yet Effective" with regard to "Students Learning English". Our English Language Learners have the highest number of not yet effective teachers because our teachers have not received the support needed to implement best practices to address the diverse populations within our classrooms.	Professional Capital	Curriculum, Instruction and Assessment	☑
English Language Arts	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Select Improvements	☐
Graduation	Our students are not reaching competency scores in Algebra and ELA II at a rate of completion that supports increased graduation rates. If students are competent in Algebra and ELA II when they take the course, they will have more time in their high school career to take electives, build skills, explore AP/CCP/CTE courses that will lead to more academic engagement. Engagement in AP/CCP/CTE courses shows a higher likelihood of graduating. Not being competent in Algebra I and ELA II on time+ is a detriment to accessing these courses.	College and Career Readiness	Select Improvements	☐
Literacy	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Leadership, Administration, Governance	☑
Mathematics	The root causes of low math proficiency are the following: - Lack of implementation of evidence-based practices observed in our district walkthrough tool. - Insufficient focus on foundational math skills. This hinders students' ability to develop procedural fluency and conceptual understanding. - Misalignment between instructional practices and Ohio's Mathematics Learning Standards highlights the need for teachers to implement their high-quality instructional math materials. Addressing these root causes requires a comprehensive approach that includes implementation of evidence-based practices, strengthening foundational skills, utilizing tasks that promote reasoning and problem solving, and the utilization of district math curriculum.	Curriculum, Instruction and Assessment	Select Improvements	☑

LOCAL EQUITABLE ACCESS PLANS

EQUITABLE ACCESS ANALYSIS TOOL

EAAT updated with 23-24 data

Used for Local Equitable Access Plans

- Can support additional human capital needs

EQUITY PLANNING MEASURES

Educator Measure	Definition
Out of field teachers*	Teachers who are teaching a core academic course for which they are not licensed to teach
Inexperienced teachers *	Teachers with fewer than two years of teaching experience
Not yet effective teachers*	Teachers who received a final summative rating of “ineffective” or “developing” on the Ohio Teacher Evaluation System (OTES) in the previous year’s round of evaluations
Frequently absent teachers	Teachers who are absent more than ten days a year, excluding absences counted as long-term illness (e.g., maternity leave)
No enrollment in advanced courses	Percent of students enrolled in at least one designated advanced course, including AP, IB, CCP and CTE CCP classes
Inexperienced principals	Principals with fewer than two years of experience

EQUITY PLANNING MEASURES CONT.

Student Group Name	Definition
Students of color*	Members of African-American, Multiracial, Hispanic, Native Hawaiian /Pacific Islander, American Indian/ Alaskan Native, or Asian ethnic and racial groups
Students with economic disadvantage*	Students reported to ODE as being economically disadvantaged, including all students in districts where there is community eligibility for free and reduced-price lunch
Students with disabilities	Students reported as having a disability condition
Students learning English	Students that are still learning (not yet proficient in) English as identified by the Ohio English Language Proficiency Assessment

LOCAL EQUITABLE ACCESS PLANS

- Three key parts:
  - LEA must select most concerning gap (found in the EAAT)
  - Determine the root cause
  - Select a strategy
- Where to include in ED STEPS:
  - Professional Capital section of ONA
  - One strategy written as either goal, strategy, or adult measure in One Plan

BREAKOUT SESSION

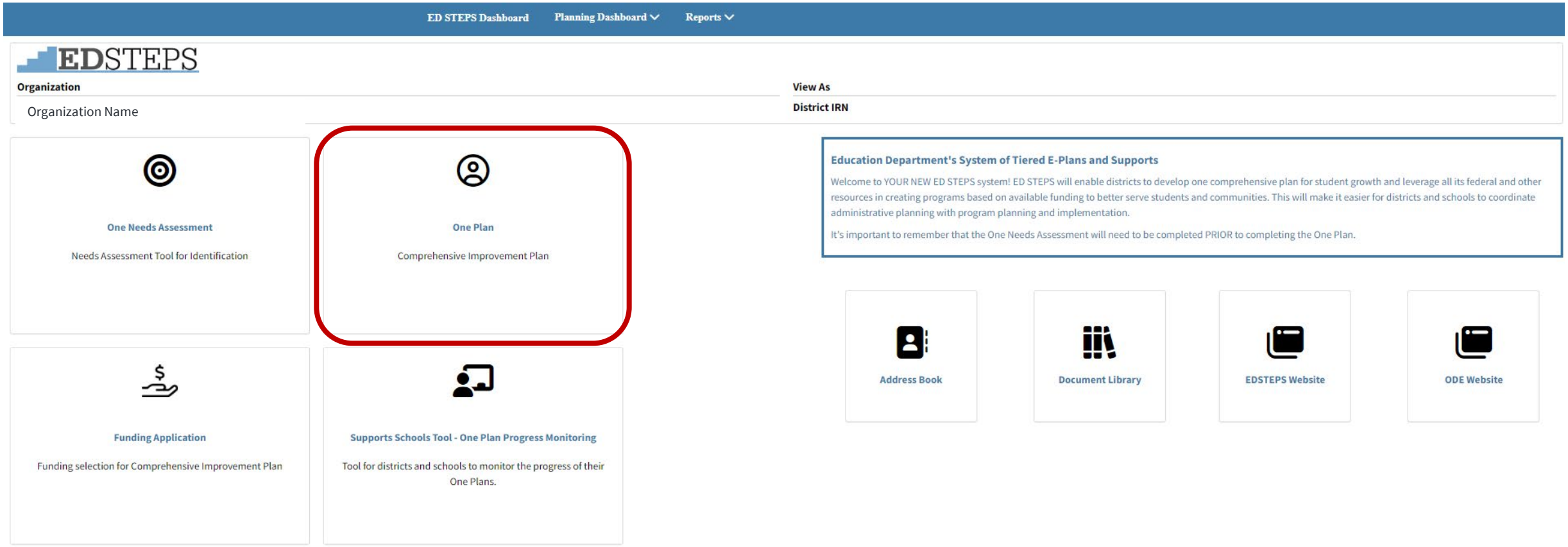


BREAKOUT SESSION INSTRUCTIONS

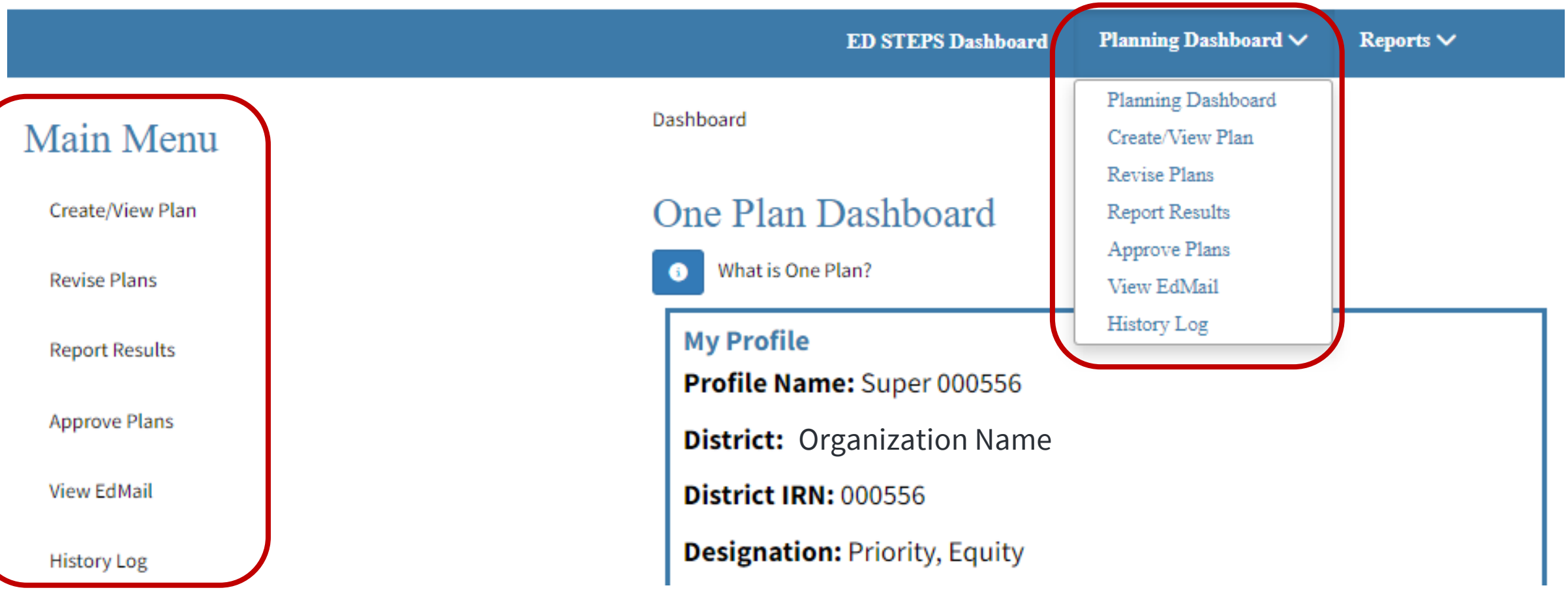
- Using your organizations' One Needs Assessment, answer the following questions:
  - How many required sections were assigned to my organization?
  - How many additional strategies were added?
  - When was the One Needs Assessment sent to the One Plan?

ONE PLAN

ED STEPS DASHBOARD



ONE PLAN


ED STEPS Dashboard
Planning Dashboard
Reports
Planning Dashboard
Create/View Plan
Revise Plans
Report Results
Approve Plans
View EdMail
History Log
Main Menu
Create/View Plan
Revise Plans
Report Results
Approve Plans
View EdMail
History Log
Dashboard
One Plan Dashboard
What is One Plan?
My Profile
Profile Name: Super 000556
District: Organization Name
District IRN: 000556
Designation: Priority, Equity

ONE PLAN: MENU ITEMS

- Create/View Plan
  - If you want to view a plan or make changes if the plan is “In Progress”
- Revise Plan
  - If a plan is in “Plan Agency Approved” status and edits need to be made
- Report Results
  - If a plan is in “Plan Agency Approved” status and progress monitoring data needs entered

ONE PLAN: MENU ITEMS

- Approve Plans
  - If a plan is in a status that needs approval
  - “Fiscal Representative Review” or “Authorized Representative Review”
- View EdMail
  - System changes to the plan and communications
- History Log
  - Only contains system changes (plan statuses and rubrics)

HOW DO I KNOW THE STATUS MY PLAN IS IN?

- Select ‘Create/View Plan’ in the menu
- Plan status icons under the plan title



ONE PLAN
COMPONENTS

WHAT IS INCLUDED IN THE ONE PLAN?

- It is recommended that a One Plan have between 3-5 SMART GOALS
- Each goal has several components that must be completed in this order:
    - SMART Goal
    - Student Measure
    - Strategy 1
        - Action Steps
    - Strategy 2
        - Action Steps
    - Adult Measure
    - Resources (if district level plan)

HOW FLEXIBLE IS THE ONE PLAN?

- Need to use a template
  - SMART Goal
  - Student Measure
  - Adult Measure
  - Fiscal resources
- Ability to write descriptions and change items
  - Strategies
  - Action Steps

GOAL TEMPLATES

1. By DATE we will improve the performance of TARGET GROUPS, GRADE LEVELS students at/in LOCATIONS to PERFORMANCE in SUBJECT AREA using WHAT MEASURE.

2. TARGET GROUPS students in GRADE LEVELS will PERFORMANCE in SUBJECT AREA at/in LOCATIONS by DATE as measured with WHAT MEASURE.

3. LOCATIONS will focus on SUBJECT AREA in GRADE LEVELS for TARGET GROUPS students to PERFORMANCE as measured with WHAT MEASURE by DATE.

4. Students in GRADE LEVELS at LOCATIONS will be progress monitored using WHAT MEASURE with an anticipated PERFORMANCE in SUBJECT AREA focusing for TARGET GROUPS students by DATE.

5. PERFORMANCE will be achieved by DATE with TARGET GROUPS students for SUBJECT AREA in GRADE LEVELS at/in LOCATIONS using WHAT MEA

6. SUBJECT AREA will PERFORMANCE at LOCATIONS in GRADE LEVELS with TARGET GROUPS using WHAT MEASURE by DATE.

7. Using WHAT MEASURE, TARGET GROUPS students in GRADE LEVELS attending LOCATIONS will PERFORMANCE in SUBJECT AREA by DATE.

STUDENT MEASURE TEMPLATES

1. Every TIME PERIOD, WHAT MEASURE of TARGET GROUPS will be monitored by BY WHOM, with an annual improvement of HOW MUCH ANNUALLY resulting in an overall improvement of HOW MUCH OVERALL by the end of the plan.

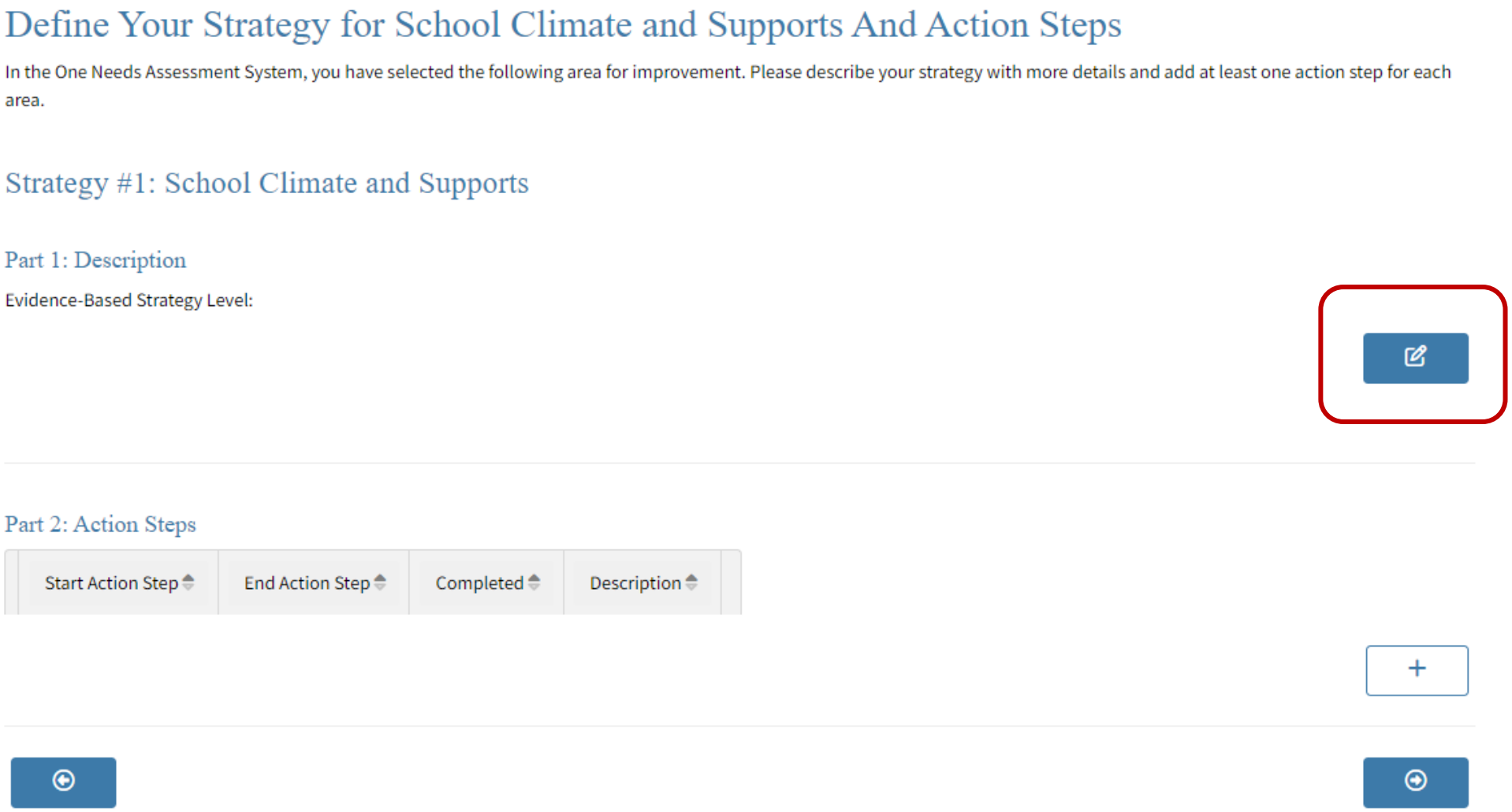
2. WHAT MEASURE will be monitored each TIME PERIOD by BY WHOM, focusing on TARGET GROUPS with an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan.

3. TARGET GROUPS will be monitored for WHAT MEASURE every TIME PERIOD by BY WHOM with an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan

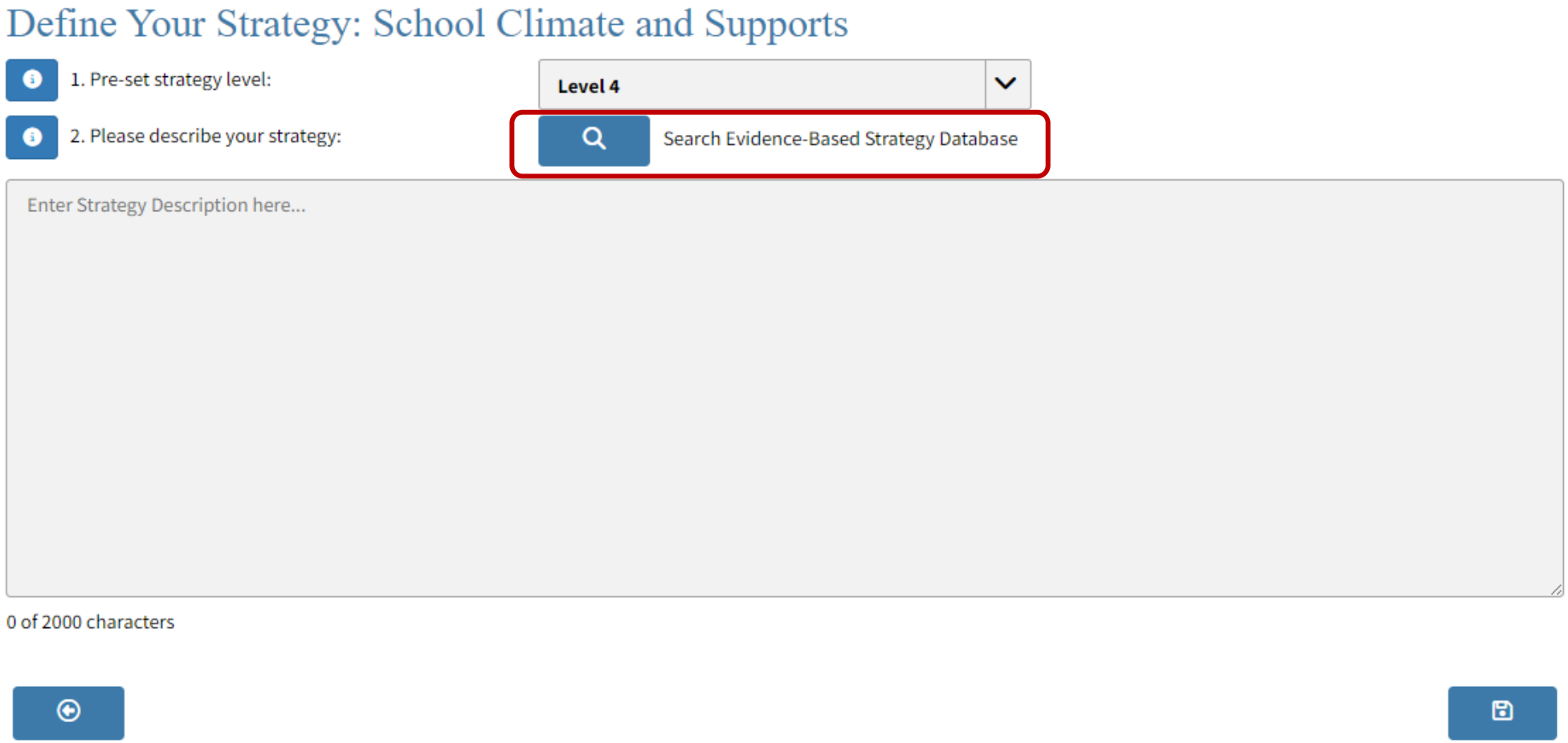
4. BY WHOM will monitor WHAT MEASURE for TARGET GROUPS each TIME PERIOD resulting in an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan.

5. An annual improvement of HOW MUCH ANNUALLY, totaling HOW MUCH OVERALL, will be reached for TARGET GROUPS in WHAT MEASURE as reported by BY WHOM each TIME PERIOD.

EVIDENCE-BASED STRATEGIES



EVIDENCED-BASED STRATEGIES



EVIDENCED-BASED STRATEGIES

Evidence-Based Strategy Database

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

Show 10 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...	

EVIDENCE-BASED STRATEGIES

Strategy #1: College and Career Readiness

Part 1: Description

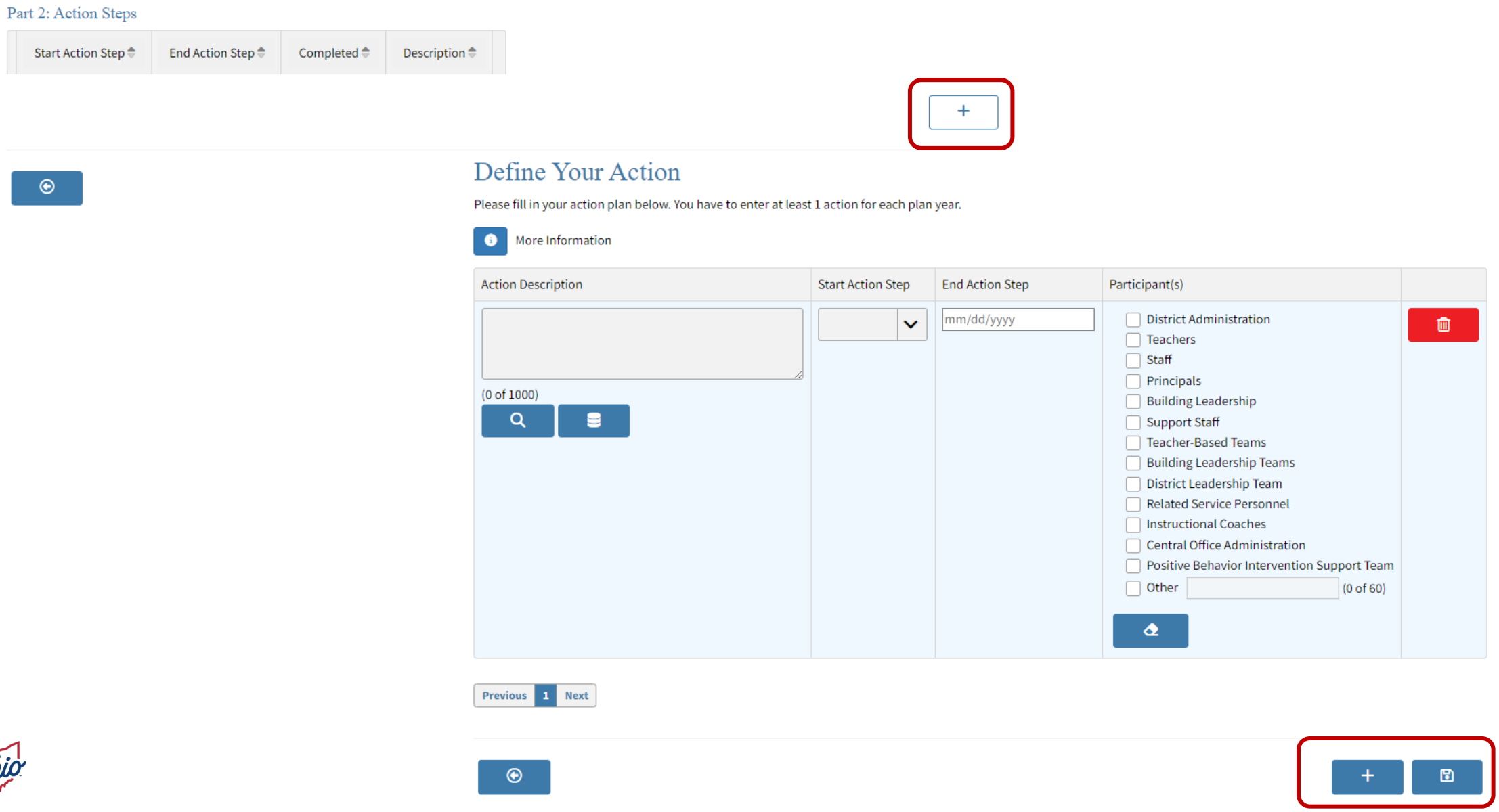
Research-based practices include the development of student-centered (based on each student's postsecondary goals), graduation plans that include implementation of credit attainment plan, career-focused alternative demonstrations of competency (industry-recognized credentials), work-based learning opportunities, and the Ohio Means Jobs Readiness Seal plan (starting in the 9th grade). The strategy will include having the building ensure that all students entering the 9th grade have a student-centered graduation plan in place, which is based on each student's assessed postsecondary goals. Students who may be at risk of not demonstrating competency through earning the requisite scores on the ELA 2 and the Algebra 1 OST will have a graduation plan to build opportunities for these students to demonstrate competency through the career-focused competency alternative. Graduation plans will be developed collaboratively with the student and his/her parent/guardian and will be reviewed and updated each semester and will include attendance data (Ohio Early Warning Intervention and Monitoring Power BI).

Evidence-Based Strategy Level: Level 4

Embedded Plan Requirement: Indicate if this strategy fulfills any of the required embedded plans listed below

- [x] This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- [x] This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- [ ] This strategy addresses a requirement for the district's Reading Achievement plan,
- [ ] This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- [ ] This strategy addresses the components required in 11 District Plan.

ACTION STEPS



ADULT MEASURE TEMPLATES

1. Every TIME PERIOD, WHAT MEASURE of TARGET GROUPS will be monitored by BY WHOM, with an annual improvement of HOW MUCH ANNUALLY resulting in an overall improvement of HOW MUCH OVERALL by the end of the plan.

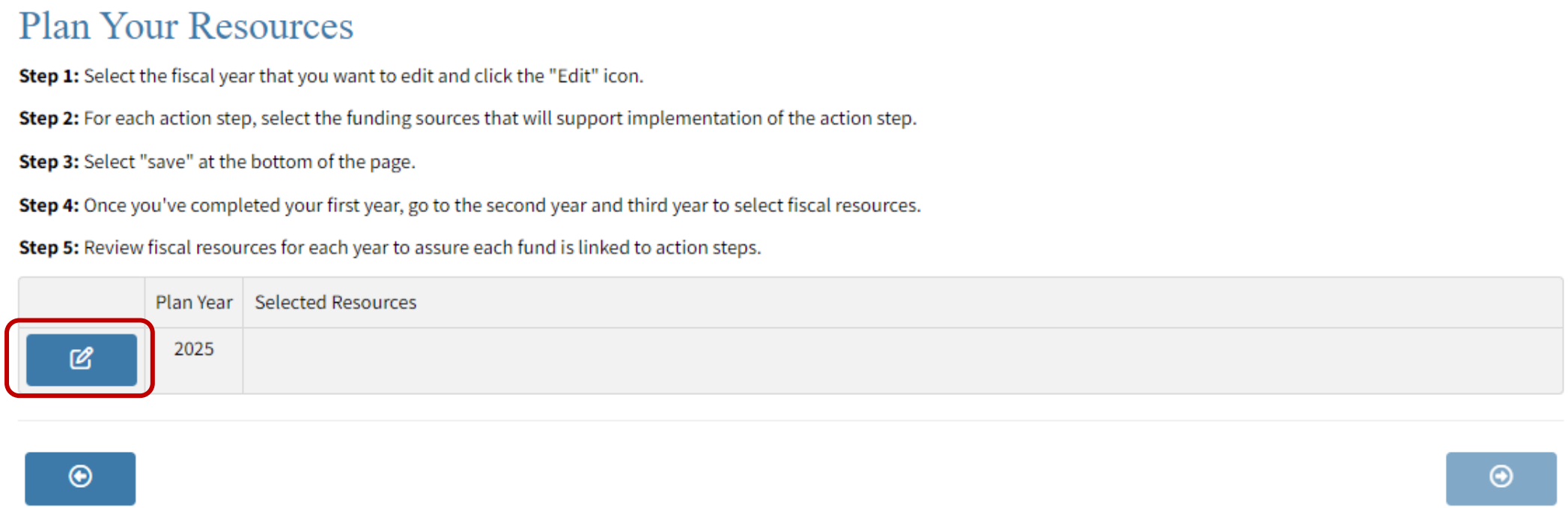
2. WHAT MEASURE will be monitored each TIME PERIOD by BY WHOM, focusing on TARGET GROUPS with an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan.

3. TARGET GROUPS will be monitored for WHAT MEASURE every TIME PERIOD by BY WHOM with an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan

4. BY WHOM will monitor WHAT MEASURE for TARGET GROUPS each TIME PERIOD resulting in an annual improvement of HOW MUCH ANNUALLY and an overall improvement of HOW MUCH OVERALL by the end of the plan.

5. An annual improvement of HOW MUCH ANNUALLY, totaling HOW MUCH OVERALL, will be reached for TARGET GROUPS in WHAT MEASURE as reported by BY WHOM each TIME PERIOD.

FISCAL RESOURCES



ADDING A FISCAL RESOURCE

Select Your Funding Sources - Graduation (2025)

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

Search:

Action Description	Funding Year(s)		Funding Sources	
All counselors and principals will receive access and training on how to enter College and Career Readiness obtainment, record student conferences to indicate any barriers to planning, and credit updates. Leaders will also be trained on how to monitor this data throughout the year for current students and newly transferred students inside the universal tracking system.	2025 2026 2027			
Create a cadence of meetings for counselors and students (group and individual) to monitor progress of graduation plans.	2025			
Develop a parent and family communication plan pulled from the student information system to provide information related to on-track status.	2025 2026 2027			

ADDING A FISCAL RESOURCE

Resource Bank - Graduation (2025)

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 10 entries

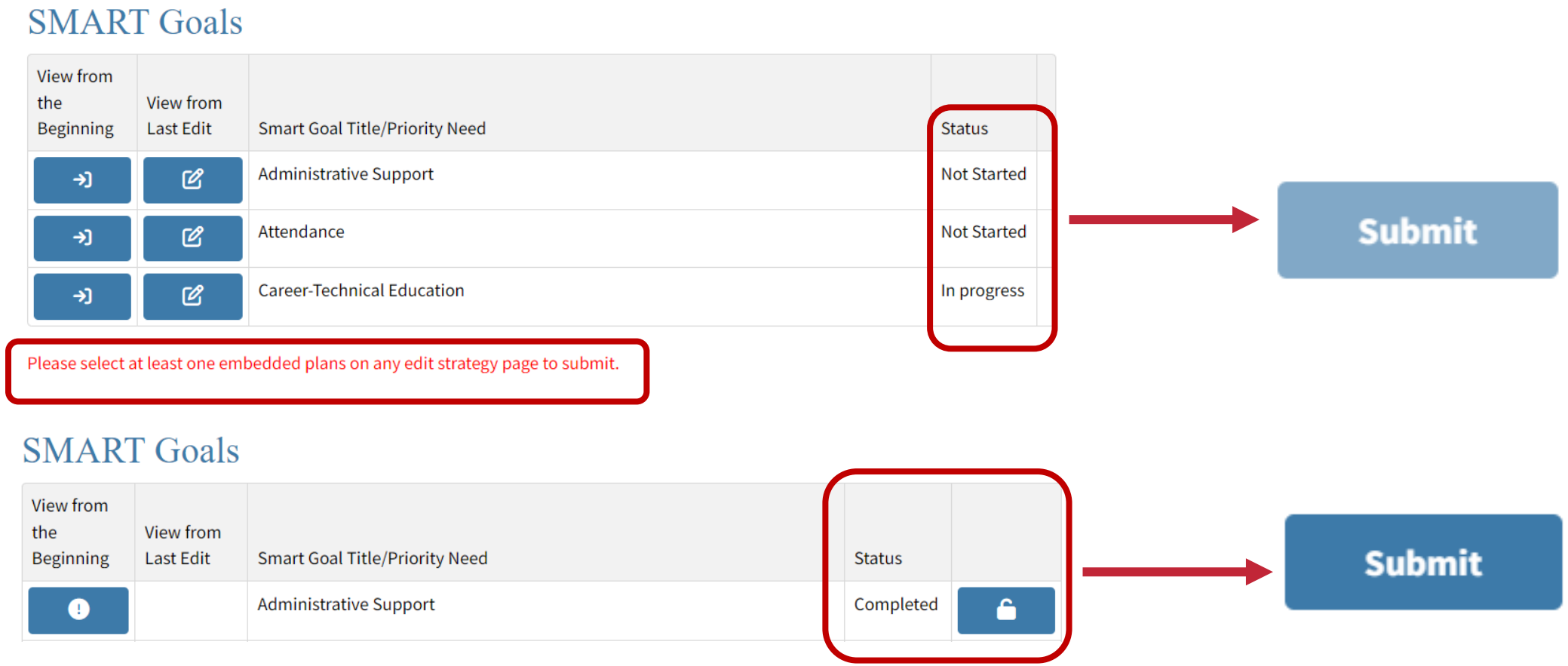
Search:

	Funding Title	Funding Description	
	General Fund	Local Districts General Fund (001)	
	Carl D. Perkins - Secondary	Funding for Career Technical Planning Districts	
	Carl D. Perkins - Adult	Funding for Ohio Technical Centers	
	Carl D. Perkins - 2 Year College	Funding for Community Colleges	
	Carl D. Perkins - 1% Corrections	Funding for State-Operated Programs (Youth and Adult)	
	CTE Categorical/State Funding	State funding for CTE	
	21st Century	This program supports the creation of community learning centers that provide academic enrichment opport…	

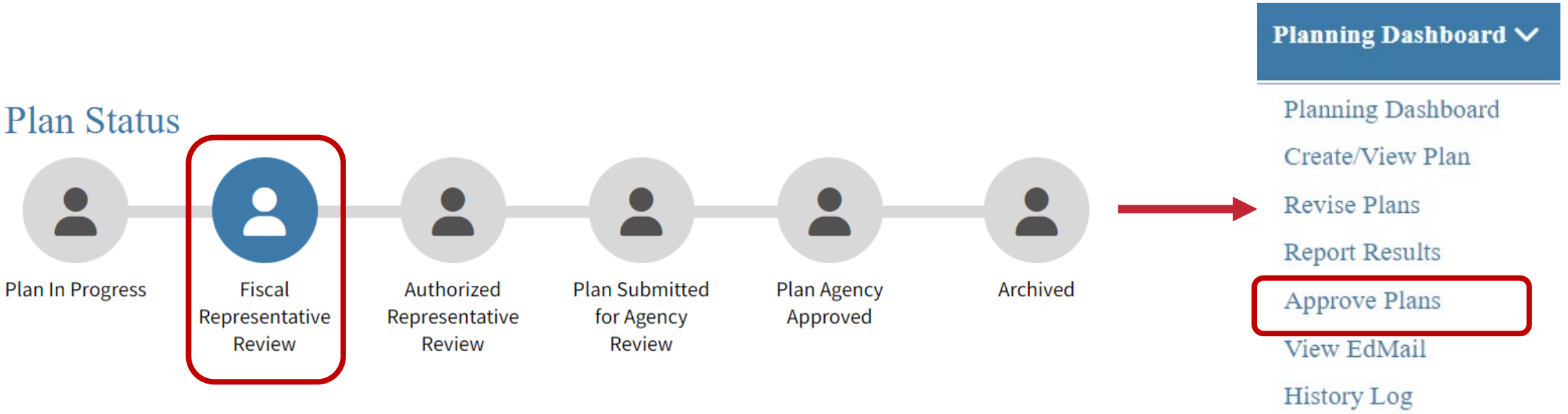
ONE PLAN
APPROVAL PROCESS

APPROVAL PROCESS: SUBMITTING PLAN

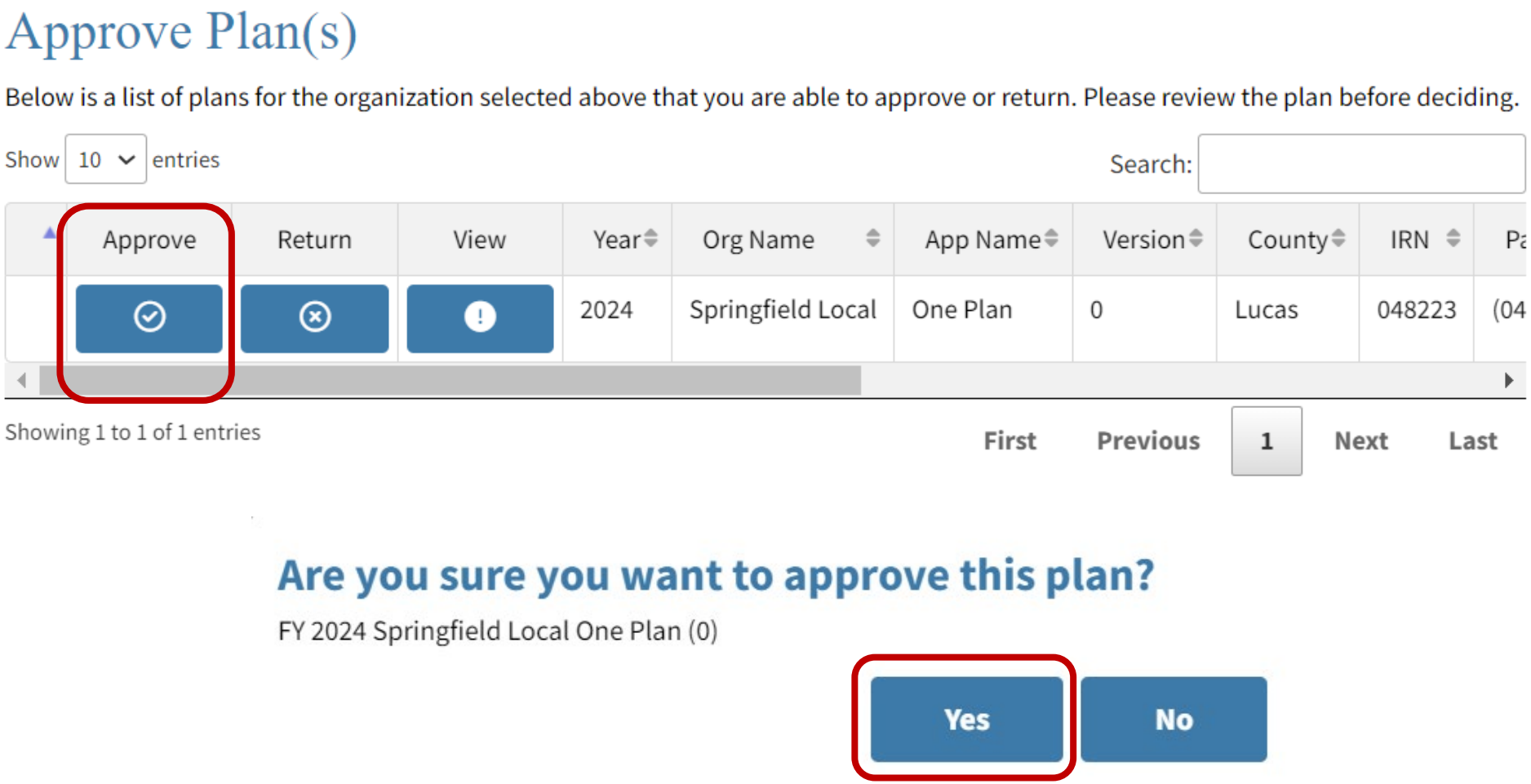
- All goals and plan requirements need to be complete



APPROVAL PROCESS: FISCAL REPRESENTATIVE



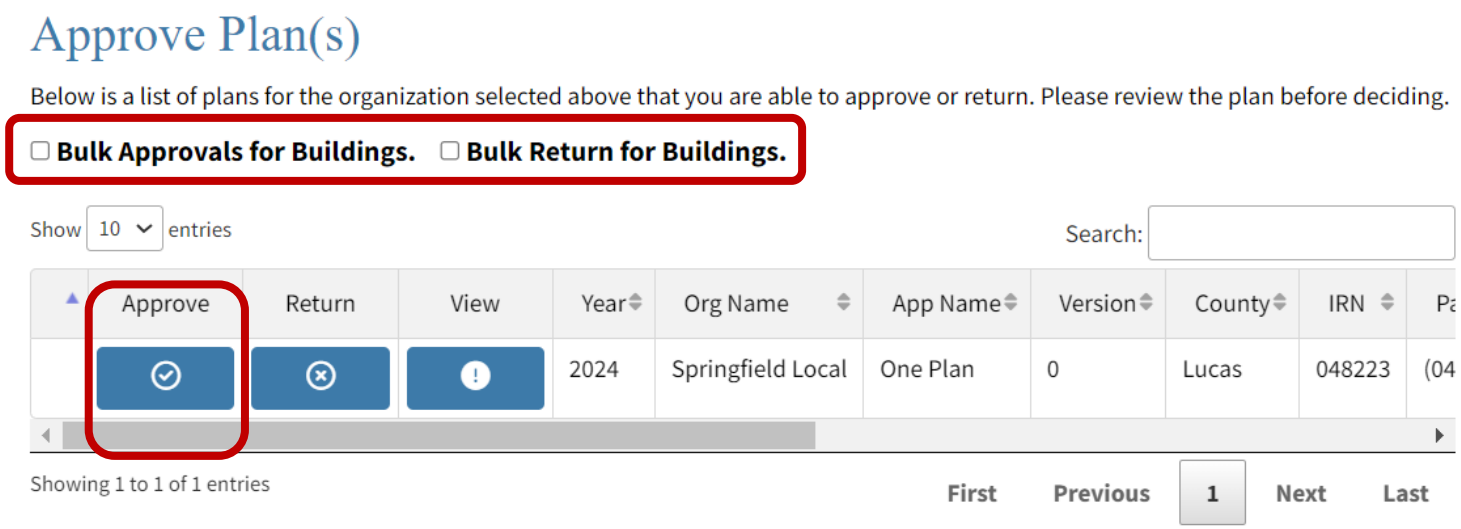
APPROVAL PROCESS: FISCAL REPRESENTATIVE

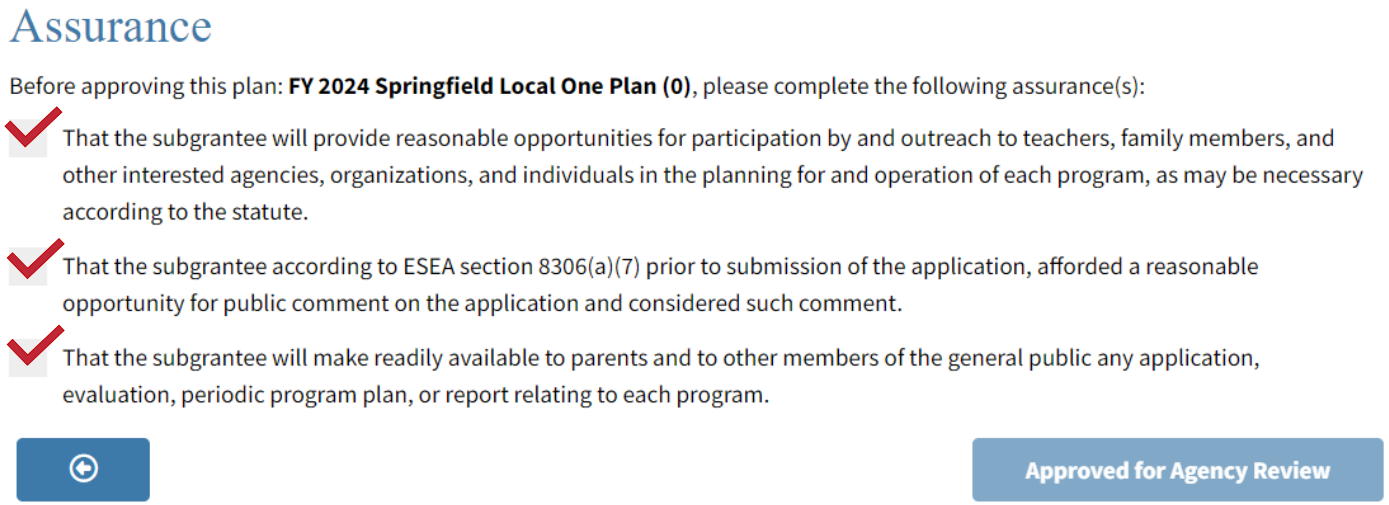


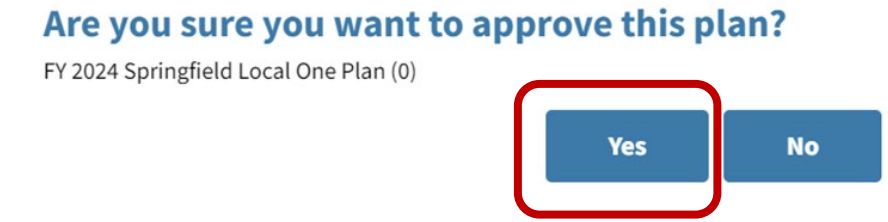
APPROVAL PROCESS: AUTHORIZED REPRESENTATIVE



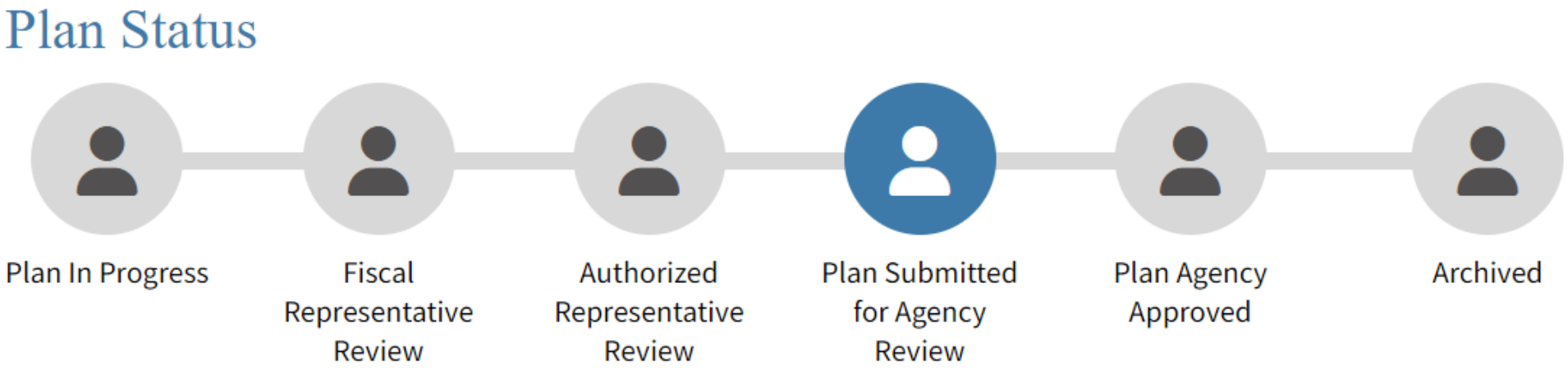
APPROVAL PROCESS: AUTHORIZED REPRESENTATIVE







APPROVAL PROCESS: AGENCY AND RUBRICS

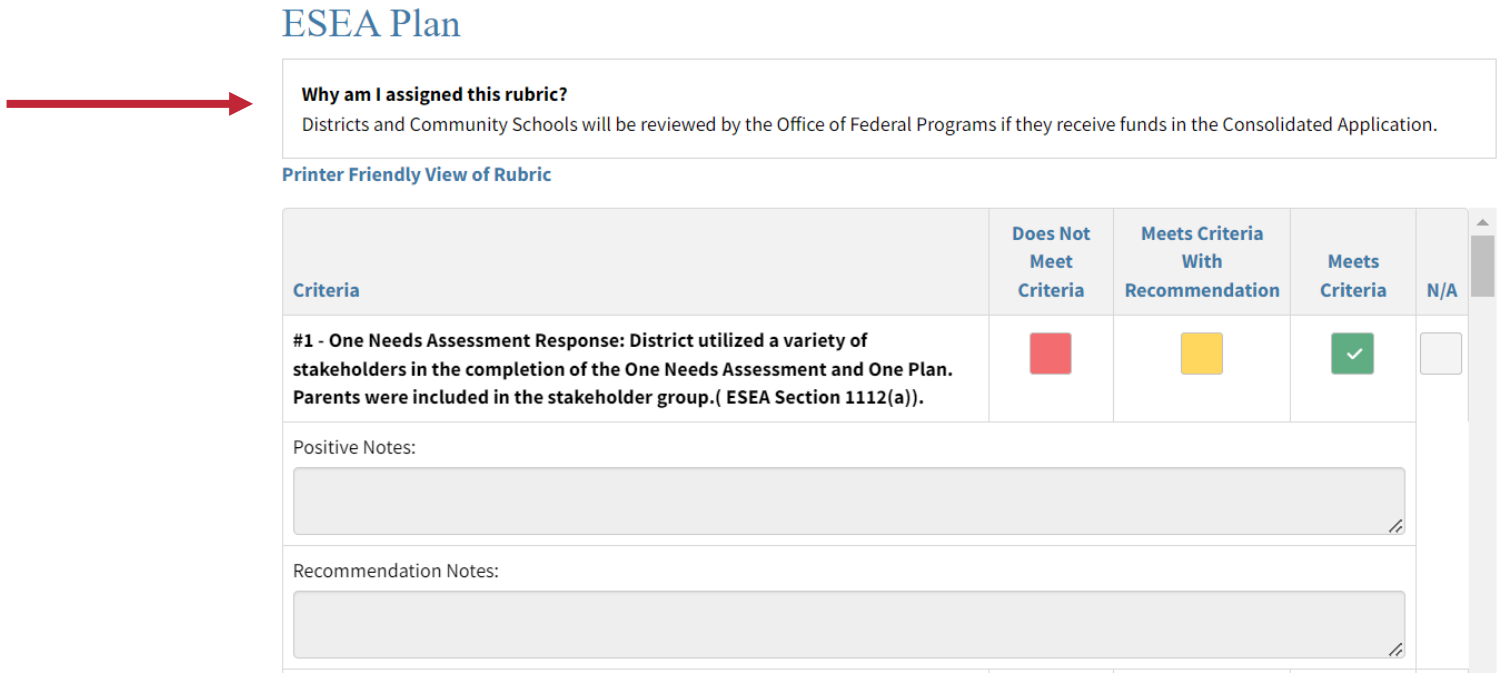


- Agency review occurs on the original plan only
  - Revisions go straight to “plan agency approved”
- Each plan will have at least one rubric assigned

APPROVAL PROCESS: AGENCY AND RUBRICS

Rubric Name	Rubric
ESEA Plan	✓
CSI District Plan	✗
Reading Achievement Plan	ℹ
Educator Equity	✗
Exceptional Children	✗
Intense Supports	✓
Whole Child Supports	✓
English Learners	✓
Early Learning	ℹ
11 District Plan	✗

Embedded Plans	Selected
Professional Development	✓
Parent Engagement - District	✓
Equity Plan	✓
11 District Plan	✓



- Green= Approved
- Yellow= Approved with recommendations
- Red= Returned

BREAKOUT SESSION



BREAKOUT SESSION INSTRUCTIONS

- Using your organizations' One Plan, answer the following questions:
  - What is my plan status?
  - How many rubrics are assigned to my plan?
  - If you wanted to update your plan, what steps would you take?

ED STEPS RESOURCES

ED STEPS TIMELINE

January

System opens for the ED STEPS Planning Cohort.

April

One Needs Assessments and One Plans are due by April 30th for those in their cohort year.

May-June

The Department conducts One Plan reviews.

September

All One Plans should have received their initial round of feedback. If a One Plan was returned, the organization should be making edits and re-submitting the plan.

OPEN OFFICE HOURS

- Do you have questions regarding the One Needs Assessment or One Plan? Come to open office hours! Held on the following Tuesdays from 1:00 PM to 2:00 PM.
  - January 28, 2025
  - February 11, 2025
  - February 25, 2025
  - March 11, 2025
  - March 25, 2025
  - April 22, 2025
- Information and dates are also on the ED STEPS Webpage

RESOURCES

- Websites
  - One Needs Assessment
  - One Plan
  - Ohio Improvement Process

One Plan Cohort Video Series

- Starting a Plan SMART Goals
- Navigating to the One Plan
- Adding Action Step Slides
- Adding a Student Progress Measure
- Adding Adult Implementation Measures
- Adding Evidence Based Strategies
- Identifying Fiscal Resources

- Documents
  - OEDS Role Document
  - ED STEPS Manual
  - ED STEPS Quality Plan Rubric
- Emails
  - EDSTEPS@education.ohio.gov
- ED STEPS Technical Assistance Bookings

EXIT TICKET

Thank you for taking the time to join us today! To continue to improve our trainings, please take the next two minutes to fill out the exit ticket.

EXIT Ticket Survey

QUESTIONS?

EDUCATION.OHIO.GOV

Department of Education & Workforce

Department of Education & Workforce

EDUCATION.OHIO.GOV