

# ED STEPS One Plan Cohort Assignment Summary

## PURPOSE AND EXPECTATIONS

As part of the Ohio Department of Education's ED STEPS process, organizations within Ohio are being assigned to one of three One Plan cohorts. To learn more about ED STEPS, please visit the Department's [ED STEPS webpage](#). These cohorts will be the vehicle for transitioning organizations from one- to three-year planning.

Each cohort is associated with a starting year. Cohorts 1, 2 and 3 have starting fiscal years of 2021, 2022 and 2023, respectively. In each year, the organizations that are part of that cohort will begin three-year planning to include three school years. This will include identifying needs in a three-year format and writing three-year plans. The organizations always will be able update their One Needs Assessments and Plans at any time to reflect their unique situations and changing needs. Organizations are not required to make changes before the end of the three-year period unless an update is needed because of a change in an applicable state or federal law or a change in accountability status.

The ED STEPS process includes the identification and consolidation of all the various needs assessments and programmatic planning requirements into a comprehensive planning process. This process has started but is not complete. Therefore, some of the cohorts still may be required to complete other Department planning requirements that reside outside of the first iteration of the One Needs Assessment and One Plan annually until the entire ED STEPS system is completed.

Every year, by June 30, organizations will submit funding applications aligned to their plans. Over time, a goal of the ED STEPS system is to streamline the funding applications to only require basic budget information.

Figure 1 outlines the cohort groups, starting year and school years that will be included in the three-year plan cycle.

*Figure 1: Cohort planning cycles. The activities to be performed during the beginning of the cohort cycle include conducting a needs assessment and writing a three-year plan.*

Starting in:	Cohort	School Years Included in Three-Year Plan				
January 2020 (FY 20)	Pilot	2020-2021	2021-2022	2022-2023		
January 2021 (FY21)	Cohort 1		2021-2022	2022-2023	2023-2024	
January 2022 (FY22)	Cohort 2			2022-2023	2023-2024	2024-2025
January 2023 (FY23)	Cohort 3				2023-2024	2024-2025 2026-2026

The Department partnered with a group of 39 organizations to pilot three-year planning. This pilot group will join Cohort 3 in 2023 for its second round of three-year planning. The pilot included the concept of a Department cross-office review, which shifts the plan submission timeline from the end of June — when the funding application is due — to the end of March. This shift allows time for Department review and communication with the organizations on their plans. Feedback and lessons learned from the pilot has been incorporated into the processes used by the cohort groups.

Figure 2 summarizes the deadlines associated with planning and funding applications that fall within the three-year cycles.

Figure 2: Anticipated three-year cycle planning and funding application timeline.

Process Step	Deadline	Frequency	Cohort 2 Example
Identify three-years of needs in the One Needs Assessment system and submit the three-year plan in the One Plan system	March 31	First year of three-year cycle	District: March 31, 2022 Buildings: April 30, 2022
Department Plan Review and Support	April-June	First year of three-year cycle	April-June, 2022
Funding Application	June 30	Annually	June 30, 2022 June 30, 2023 June 30, 2024

### COHORT ASSIGNMENT METHODOLOGY

As previously mentioned, members of the pilot were assigned to Cohort 3. Organizations that submitted completed Pilot Partnership Agreements but were not selected for the pilot were assigned to Cohort 1. The remaining organizations were randomly distributed across the three cohorts using identification criteria similar to the pilot selection and based on organization type. This random assignment methodology was used to achieve an even distribution of organizations between the three cohort groups as demonstrated in Figure 3. To maintain this random and even distribution, cohort assignments will not be changed.

For organization types outside of community schools and public districts, at this time only entities that currently complete consolidated applications have been assigned to cohorts. If other entities within these organization types become eligible, they will be added accordingly.

Figure 3: Organization type distribution by cohort group

Organization Type	Cohort 1	Cohort 2	Cohort 3
Public District	204	203	204
Community School	100	114	110
Development Disabilities Organization	17	18	18
Educational Service Center	13	13	13
STEM	2	3	2
State Supported Organization	1	1	2

The list of organizations and their assigned cohorts can be found [here](#). If there are any questions regarding these cohorts, please email [EDSTEPS@education.ohio.gov](mailto:EDSTEPS@education.ohio.gov).



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## Basic Information

**Plan Entity Name: FY 2023 Stambaugh Charter Academy One Plan**

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 000855

Plan Status: Plan Approved For Agency Review

Revision #: 0

Primary Contact: Braun, Kerry (OEDS Superintendent Designee)

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## Plan Information

1. Goal #1 of 2
  0. Root Cause Analysis

Based on the analysis of information above, Stambaugh would benefit from implementing a PBIS/Restorative Justice Program with fidelity.

1. SMART Goal Statement

By **06/30/2025** we will improve the performance of **Students with Disabilities, Low-Economic Status Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Stambaugh Charter Academy** to **decrease -5.00 %** in **Behavior** using **Discipline Occurrences**.

2. Student Measures

0. Student Measure #1

Every **Trimester, Behavior - Level 2 and 5** of **All Students** will be measured, with a final improvement of **decrease 10.00 %** at the end of the plan.

06/17/202503/01/202512/01/202406/17/202403/01/202412/01/202306/17/202303/01/202312/01/2022

3. Strategies and Actions

0. Strategy #1: School Climate and Supports

0. Strategy Level: Level 1

1. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS but declined in the schools that did not implement SWPBIS.

2. Strategy Rubric Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

3. Action Steps

- (Plan Year: 2023)

06/30/2026 - Stambaugh Academy will seek to involve parents in the education of their child(ren) by inviting

them to actives at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Stambaugh will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. Their will activities as well with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

Participants:

- Teachers
  - Staff
  - Principals
  - Support Staff
  - Instructional Coaches
  - Positive Behavior Intervention Support Team
- (Plan Year: 2023)  
06/30/2026 - The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

Participants:

- Related Service Personnel
  - Positive Behavior Intervention Support Team
- (Plan Year: 2023)  
06/30/2026 - The Student Family Liaison (SFL) will work with students who experience difficulty in the school and community setting as a result of social emotional or family issues that result in educational time loss or other challenges to academic achievement. The SFL will also act as a mentor to students, will make home visits, and will also focus on community outreach.

Participants:

- Related Service Personnel
- Positive Behavior Intervention Support Team

- (Plan Year: 2023)  
06/30/2026 - IDEA- B and ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

Participants:

- Teachers
  - Staff
  - Principals
  - Support Staff
  - Positive Behavior Intervention Support Team
- (Plan Year: 2023)  
07/01/2023 - PBIS committee will observe and evaluate staff throughout year one.

Participants:

- (Plan Year: 2024)  
07/01/2025 - PBIS Committee will create and implement a plan to help eliminate the occurrences of Level 3 and 4 behavior incidence.

Participants:

- Positive Behavior Intervention Support Team
- (Plan Year: 2024)  
06/30/2026 - Parents will be included in their students' education in a variety of ways. Parents are involved each year in the School Improvement Planning process, in which they are able to provide their input into the overall goals that drive the improvement work of the school and the investment of all grant dollars. Parent Teacher Conferences are held as well as more informal meetings with the principal and other leadership staff in order to keep communication between the school and parents open and also to encourage parent participation in their students' education.

Participants:

- Positive Behavior Intervention Support Team

#### 4. Adult Measures

0. Adult Measure #1

0. School Climate and Supports

Every **Trimester, Behavior - Fidelity Instrument** of **All Staff** will be measured, with a final improvement of **decrease 10.00 %** at the end of the plan.

06/17/202503/01/202512/01/202406/17/202403/01/202412/01/202306/17/202303/01/202312/01/2022

5. Funding Sources

0. FY 2023

PBIS committee with observe and evaluate staff throughout year one.

1. FY 2023,2024,2025,2026

Stambaugh Academy will seek to involve parents in the education of their child(ren) by inviting them to actives at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Stambaugh will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. Their will activities as well with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

General Fund Title I-A Improving Basic Programs

2. FY 2023,2024,2025,2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

McKinney-Vento Homeless Assistance Program Title I-A Improving Basic Programs

3. FY 2023,2024,2025,2026

The Student Family Liaison (SFL) will work with students who experience difficulty in the school and community setting as a result of social emotional or family issues that result in educational time loss or other challenges to academic achievement. The SFL will also act as a mentor to students, will make home visits, and will also focus on community outreach.

Title I-A Improving Basic Programs

4. FY 2023,2024,2025,2026

IDEA- B and ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

IDEA Early Childhood Special Education IDEA-B Special Education

5. FY 2024,2025

PBIS Committee will create and implement a plan to help eliminate the occurrences of Level 3 and 4 behavior incidence.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction General Fund

6. FY 2024,2025,2026

Parents will be included in their students' education in a variety of ways. Parents are involved each year in the School Improvement Planning process, in which they are able to provide their input into the overall goals that drive the improvement work of the school and the investment of all grant dollars. Parent Teacher Conferences are held as well as more informal meetings with the principal and other leadership staff in order to keep communication between the school and parents open and also to encourage parent participation in their students' education.

2. Goal #2 of 2

0. Root Cause Analysis



Problem Statement: During the 20-21 school year only 19% of students in the 3rd grade met proficiency in ELA. The root cause of this can be identified as lack of instruction with fidelity, lack of intervention strategies such as Reading Mastery and Corrective Reading.

1. SMART Goal Statement

By **06/24/2025** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade** students at/in **Stambaugh Charter Academy** to **increase 10.00 %** in **Reading/Literacy** using **District Formative Assessments**.

2. Student Measures

0. Student Measure #1

Every **Semester, Reading/Literacy - District Formative Assessments** of **All Students** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

06/01/202501/01/202506/01/202401/01/202406/01/202301/01/2023

3. Strategies and Actions

0. Strategy #1: Curriculum, Instruction and Assessment

0. Strategy Level: Level 1

1. Description:

Targeted Reading Intervention (TRI) is a one-to-one tutoring model designed in particular for isolated rural schools. TRI coaches use webcam technology to train teachers in how to use individualized reading instruction in the classroom and in one-on-one sessions with struggling readers. Focus is on oral language, decoding, writing, comprehension, vocabulary, and fluency skills. Teachers work individually with struggling readers in kindergarten and first grade for 15 minutes a day. Activities such as re-reading, word work, and guided oral reading are used during these sessions. Teachers receive professional development both for tutoring and for reading instruction in general in an initial face-to-face summer institute followed by weekly web conferencing from a university-based consultant to follow up training, discuss individual children, and resolve problems.

2. Strategy Rubric Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

### 3. Action Steps

- (Plan Year: 2023)  
06/30/2025 - Paraprofessionals will support small-group instruction. The Paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

#### Participants:

- Staff
  - Building Leadership
  - District Leadership Team
  - Instructional Coaches
- (Plan Year: 2023)  
06/30/2025 - Purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement ELA. These items will include a site-wide aimsweb subscription, Lexia subscription, Corrective Reading and Reading Mastery materials, Ready Reading, leveled readers, Common Core workbooks and supplemental extended learning time supplies and materials when applicable.

#### Participants:

- Teachers
  - Staff
  - Principals
  - Support Staff
  - Building Leadership Teams
  - Instructional Coaches
- (Plan Year: 2023)  
07/01/2023 - Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge on how to use data to differentiate instruction in the classroom,

utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Participants:

- Instructional Coaches
- Positive Behavior Intervention Support Team
- (Plan Year: 2024)  
06/30/2025 - All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

Participants:

- Staff
- Support Staff

#### 4. Adult Measures

##### 0. Adult Measure #1

##### 0. Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Fidelity Instrument** of **Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff, Reading/Literacy Teachers and Intervention Teachers** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

06/01/202501/01/202506/01/202401/01/202406/01/202301/01/2023

#### 5. Funding Sources

##### 0. FY 2023

Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge

on how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

1. FY 2023,2024,2025

Paraprofessionals will support small-group instruction. The Paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Title I-A Improving Basic Programs

2. FY 2023,2024,2025

Purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement ELA. These items will include a site-wide aimsweb subscription, Lexia subscription, Corrective Reading and Reading Mastery materials, Ready Reading, leveled readers, Common Core workbooks and supplemental extended learning time supplies and materials when applicable.

Title I-A Improving Basic Programs

3. FY 2024,2025

All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

Title I-A Improving Basic Programs General Fund

