

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.

Print Your Plan



Print Time: 6/14/2022 4:04:08 PM
Print by: Schiefen, Michelle
Email: (not available)

Basic Information

Plan Entity Name: FY 2023 Pinnacle Academy One Plan (0)
Plan Fiscal Year: FY 2023
Cohort #: 3
District IRN: 000543
Plan Status: Plan Approved For Agency Review
Revision #: 0

Primary Contact: undefined (OEDS_Principal)
Primary Contact Email: (not available)
Primary Contact Phone: (216) 731-0127
Address: null null null null null

Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

In order to improve overall student behavior teacher must use be trained to find root causes of behaviors, develop goals, create an action plan, and choose indicators to track progress and follow the plan with fidelity in order to see a positive change in minor disruptive behavior.

1.2. SMART Goal Statement

By **06/09/2025** we will improve the performance of **All Students, Elementary** students at/in **Pinnacle Academy** to **decrease -15.00 %** in **Behavior** using **Discipline Occurrences**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Trimester, Behavior - Leadership Experience Report** of **All Students** will be measured, with a final improvement of **decrease 15.00 %** at the end of the plan.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024	03/01/2025	06/17/2025
------------	------------	------------	------------	------------	------------	------------	------------	------------

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 1

1.4.1.2. 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.

1.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

1.4.1.4. Action Steps

1.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Building Leadership Teams
- Instructional Coaches
- Positive Behavior Intervention Support Team

1.4.1.4.2. Plan Year: 2024, Action Completion: 06/07/2024

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Positive Behavior Intervention Support Team

1.4.1.4.3. Plan Year: 2025, Action Completion: 06/06/2025

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Positive Behavior Intervention Support Team

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Behavior - Implementation Data of Elementary Staff** will be measured, with a final improvement of **decrease 15.00 %** at the end of the plan.

01/01/2023	06/01/2023	01/01/2024	06/01/2024	01/01/2025	06/01/2025
------------	------------	------------	------------	------------	------------

1.6. Funding Sources

1.6.1. FY 2023

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

General Fund	Title I-A Improving Basic Programs
--------------	------------------------------------

1.6.1. FY 2024

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Title II-A Supporting Effective Instruction	General Fund
---	--------------

1.6.1. FY 2025

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Title I-A Improving Basic Programs

2. Goal #2 of 2

2.1. Root Cause Analysis

Pinnacle Academy gen ed teachers, intervention staff and intervention specialist need more professional development and training on implementing Reading and ELA best practices in the classroom. They also need training and PD on differentiated learning and formative assessment practices to assist all struggling students and close large learning gaps.

2.2. SMART Goal Statement

By 06/06/2025 we will improve the performance of All Students, All Grades students at/in Pinnacle Academy to increase 10.00 % in Reading/Literacy using District Formative Assessments.

2.3. Student Measures

2.3.1. Student Measure #1

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

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024	06/01/2024	11/01/2024
01/01/2025	04/01/2025	06/01/2025						

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Incorporate small group instruction during reading group, using two teachers in the classroom. The benefits of small-group instruction, which include more efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023

Provide ongoing professional development opportunities aligned to the Ohio Professional Development Standards.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff

2.4.1.4.2. Plan Year: 2024, Action Completion: 06/07/2024

Develop forms to document the work of the TBTs/BLTs as well as provide evidence of the implementation of the 5-step process.

Participants:

- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams

2.4.1.4.3. Plan Year: 2025, Action Completion: 06/06/2025

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every Month, Reading/Literacy - Completion of Task of English Language Arts Teachers, Reading/Literacy Teachers and Intervention Teachers will be measured, with a final improvement of increase 10.00 % at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023	02/28/2023	03/31/2023
04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023	09/30/2023	10/31/2023	11/30/2023	12/31/2023
01/31/2024	02/29/2024	03/31/2024	04/30/2024	05/31/2024	06/30/2024	07/31/2024	08/31/2024	09/30/2024
10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025

2.6. Funding Sources

2.6.1. FY 2023

Provide ongoing professional development opportunities aligned to the Ohio Professional Development Standards.

Title II-A Supporting Effective Instruction ESSER

2.6.1. FY 2024

Develop forms to document the work of the TBTs/BLTs as well as provide evidence of the implementation of the 5-step process.

General Fund Title I-A Improving Basic Programs

2.6.1. FY 2025

TBTs will gather data regarding the implementation of the evidence-based strategy and share at the TBT meetings, for the purpose of team growth and learning.

Title II-A Supporting Effective Instruction General Fund