REVIEWER CHECKLIST FOR ONE PLAN REVIEW

OFFICE OF COMMUNITY SCHOOLS – Revised 02/25/2026

SCHOOL INFORMATION SECTION

- ☐ School name is complete
- ☐ Operator information is complete (if applicable)
- ☐ Sponsor is identified
- ☐ Cohort number is listed
- ☐ Fiscal year is specified
- ☐ Federal identification groups/subgroups are listed/identified
- ☐ Special education indicators are documented

PURPOSE OF ONE PLAN

- ☐ Plan identifies organizational systems, processes, or resources that can be implemented for school improvement
- ☐ Ohio's IMTSS Framework is evidenced in the plan (Universal Screening, Data-Based Decision Making, Continuum of Supports, Progress Monitoring, Team-Based Problem Solving)
- ☐ Plan describes how strategies and action steps will be monitored, including student outcomes and adult indicators
- ☐ Data and timeline for evaluating plan effectiveness are specified
- ☐ Funding resources supporting action steps are identified
- ☐ Implementation timeline supports action steps, progress monitoring, and expenditures to reach SMART goals

GOALS

- ☐ Plan includes no more than two SMART goals **(For schools who may be required to have a Chronic Absenteeism Goal, they may have two ACADEMIC goals (Literacy and Math) and one Chronic Absenteeism Goal)***
- ☐ One SMART goal addresses literacy
- ☐ Schools with 30% or more chronic absenteeism and have chronic absenteeism questions in the One Needs Assessment, must address chronic absenteeism
- ☐ If the LEA is NOT required to have a chronic absenteeism goal, their second goal should be math
- ☐ SMART goal title is clear and descriptive

ROOT CAUSE ANALYSIS

- ☐ Analysis outlines the process, data, and known facts guiding goal creation
- ☐ Analysis addresses academic data, instructional strategies, culture, resources, training, and barriers
- ☐ Data noted in analysis supports all claims
- ☐ Analysis is not focused on individual staff or students

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- ☐ Analysis is not based on economic or educational background of individuals
- ☐ Analysis is not focused on blame
- ☐ Analysis does not cite uncontrollable environmental issues
- ☐ Analysis avoids general statements (e.g., "teachers don't care")
- ☐ Analysis contains more than one sentence
- ☐ Analysis is logical and coherent

SMART GOALS

- ☐ Goal is Specific
- ☐ Goal is Measurable
- ☐ Goal is Attainable
- ☐ Goal is Realistic
- ☐ Goal is Time-bound
- ☐ Dates cover the full length of the plan
- ☐ Percentage increase is both attainable and challenging
- ☐ Enrollment size is considered when setting percentage goals

WITHIN THE PLAN

- ☐ Progress monitoring tools beyond report card are identified (preferred)
- ☐ CSI schools seeking T1NC funds identify additional assessment tools, not just the state report card for tracking of data
- ☐ Goals based on student performance are realistic and attainable but stretching

STRATEGIES

- ☐ Each strategy matches its corresponding goal
- ☐ Correct Level of Evidence is selected (Level 1, 2, 3, or 4)
- ☐ Level 4 evidence includes rationale and logic model
- ☐ Evidence-based resources are appropriately referenced
- ☐ Federal funding cannot be used to fund a Level 4 strategy/action step

STUDENT MEASURES

- ☐ Student measures occur a minimum of twice per year (recommended)
- ☐ What is being measured is clearly identified
- ☐ How measurement occurs is specified
- ☐ When measurement occurs is documented
- ☐ Personnel responsible for monitoring data are identified
- ☐ Measures align with the overall goal
- ☐ Measures are logical and support plan goals
- ☐ Subgroups are mentioned and align with identification (if applicable)
- ☐ "Other" option is used with custom statements when appropriate In Ed Steps program
- ☐ "Numerical value" option includes description of what is tracked, how, and by whom

ADULT IMPLEMENTATION

- ☐ Adult implementation measure(s) aligns with stated goals
- ☐ Implementation measures address instructional strategies, professional development, collaborative teams, or training aligned to goals
- ☐ How measurement occurs is specified
- ☐ When measurement occurs is documented
- ☐ What is being measured is clearly identified
- ☐ Personnel responsible for collecting/measuring data are identified
- ☐ Implementation aligns with the overall goal
- ☐ Implementation is logical and coherent
- ☐ "Other" option is used with custom statements when appropriate in Ed Steps program

ACTION STEPS

- ☐ Action steps clearly describe how strategies are being implemented
- ☐ Action steps show evolution across years rather than repetition
- ☐ Appropriate Title fund is linked to action step (if allowable)
- ☐ Federal programs consultant has been contacted for funding questions (if needed)
- ☐ Action steps specific to federal identification show yearly progression
- ☐ Action steps address specific student groups

FISCAL RESOURCES

- ☐ Resources have been selected from bank in ED STEPS
- ☐ Funding sources are allowable for identified action steps
- ☐ OCS administrator has been contacted for uncertain funding questions (if needed)
- ☐ Federal funding cannot be used to fund a Level 4 strategy/action step

OVERALL PLAN QUALITY

- ☐ Plan is coherent, consistent, and focused toward the SMART Goal(s)
- ☐ Plan demonstrates clear progression toward goals
- ☐ Plan includes appropriate evidence-based strategies
- ☐ Plan shows realistic and attainable improvement targets
- ☐ Plan identifies action steps that support I-MTSS framework
- ☐ Plan addresses all required components

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REVIEWER NAME: _____ **DATE:** _____

REVIEW STATUS: ☐ Approved   ☐ Revisions Required   ☐ Resubmission Required

REVIEWER NOTES

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