



District Plans and Initiatives

Presented to the Board
Thursday, April 15, 2021

Mission Statement

Coshocton City Schools, in partnership with families and the community, will empower individuals to become literate, respectful, responsible, and independent lifelong learners in an ever-changing global society.

Vision Statement

The Coshocton City Schools will become a community hub for learning by transforming into a service organization existing to maximize the unique educational potential of each individual (students and staff) through these commitments:

- Helping all teachers learn, through the significance of collaboration, professional development, and relationships so that all students can learn
- Embracing Professional Learning Communities to improve the learning process
- Utilizing technology to enhance learning opportunities
- Applying an evidence-based approach to teaching and learning
- Monitoring district goals and providing timely and appropriate feedback
- Demonstrating that **Excellence in Action** leads to **Excellence in Results**

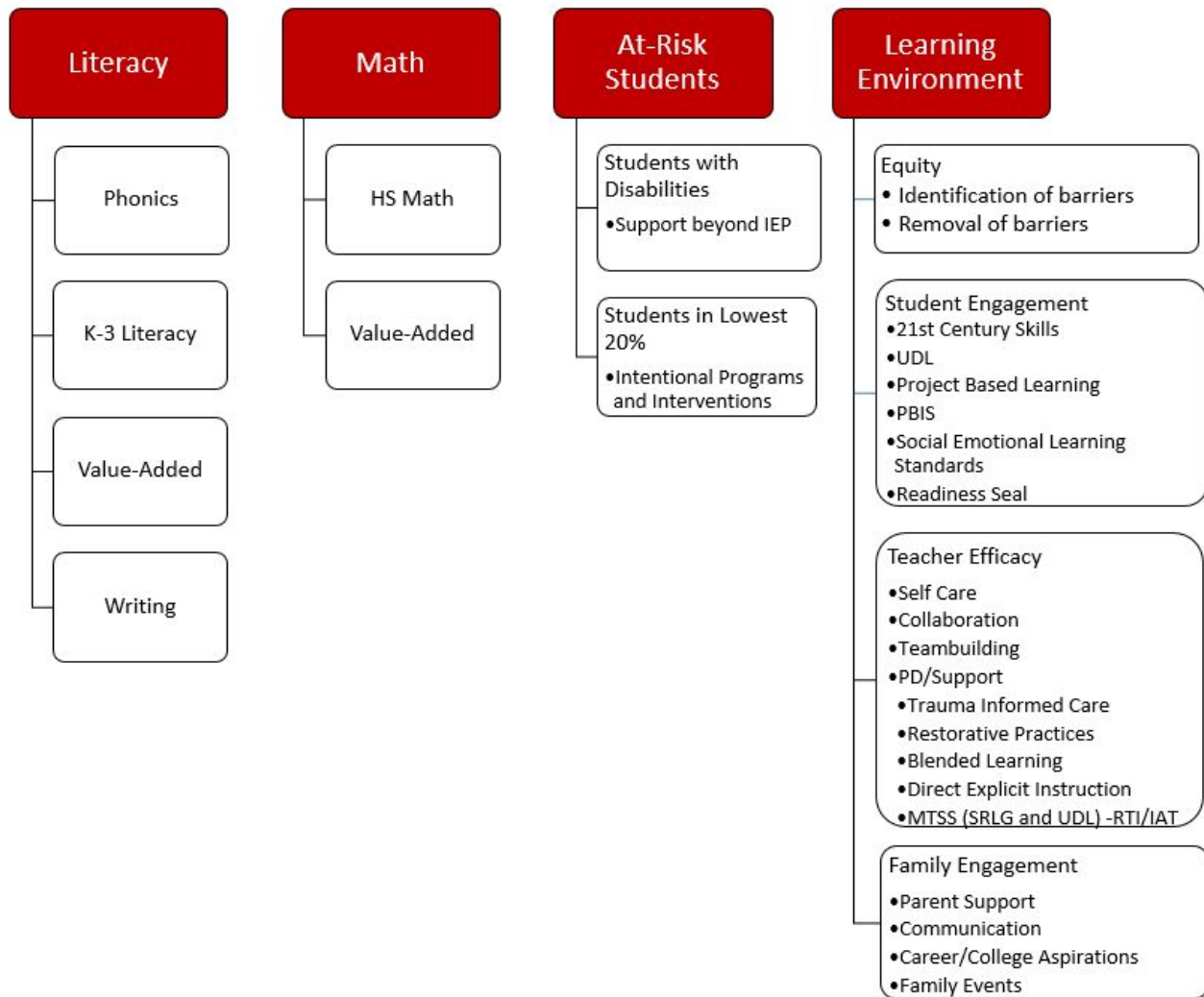
Core Beliefs

A thriving Culture built on Respect, Relationships and Service.



**June 2019*

Comprehensive Continuous Improvement Plan Goals (3 year plan)



**submitted to ODE June 2019*



Empowering individuals to become literate, respectful, responsible, and independent life-long learners in an ever-changing global society.

**adopted 2020*

CCS District Non-negotiables



- The system is responsible for the success of each student.
- The system is responsible for the engagement of each student.
- Instruction for each learner is premised on a rigorous core curriculum.
- High quality differentiated instruction and tiered interventions are intentionally planned to meet the needs of each learner.
- Teacher-Based Teams co-plan and co-serve through proactive instructional practices using aligned curriculum, instruction and assessment for each learner.

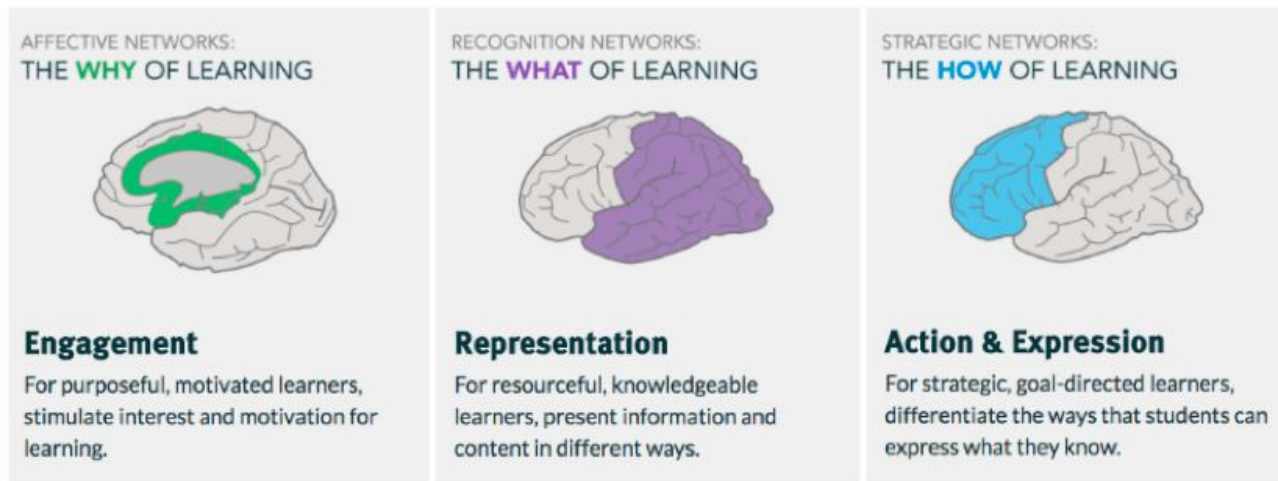
**adapted by District Leadership Team 2020*

Universal Design for Learning

Provides a framework for removing barriers and engaging students through multiple means of engagement, representation, action & expression.

Includes a **Multi-Tiered Systems of Support** Intentionally designed tiered supports for students who are struggling academically, behaviorally, or both.

*In year 3 of implementation at CHS and year 1 at CES through Novak Educational Consulting



Literacy at CES

Balanced Literacy Framework

Addressing Reading, Writing and Word Study to deliver instruction in a comprehensive way including whole group, small group and individual instruction and practice.

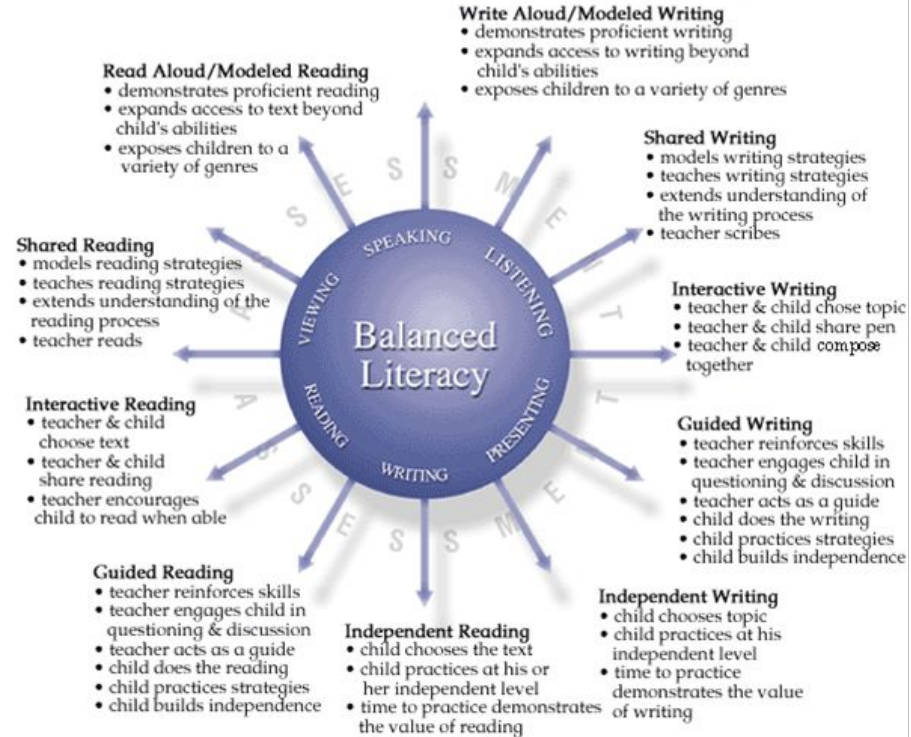
**adopted in 2015*

Comprehensive Literacy Needs

Assessment and Supports

from Novak Educational Consultants
beginning this year

What is Balanced Literacy?



Literacy at CHS

Striving Readers Literacy Grant - consortium with MVESC

Focus areas:

- Disciplinary Literacy
- Explicit Vocabulary Strategies
- Multi-Tiered Systems of Support

Supports:

- Professional Development for Teachers
- Part-time Literacy Coach for grades 7-8

*Year 3 of 3 year grant -have supplemented some for 9-12 with SQIG funds

1 **Disciplinary literacy:** how to apply strategies to different types of text

2 **Support** to close gaps for struggling readers

3 Explicit **vocabulary instruction** to close proficiency gaps



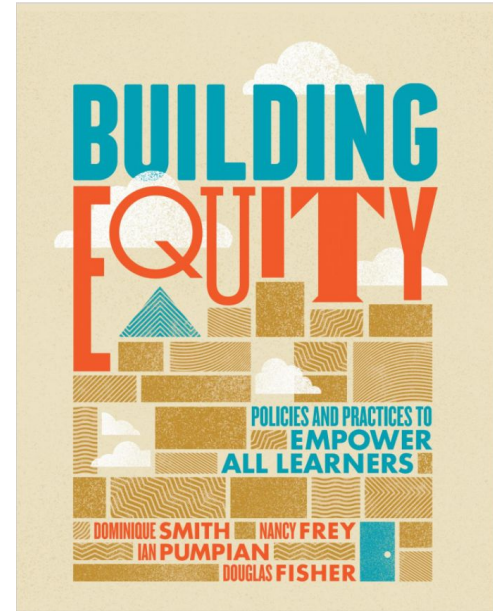
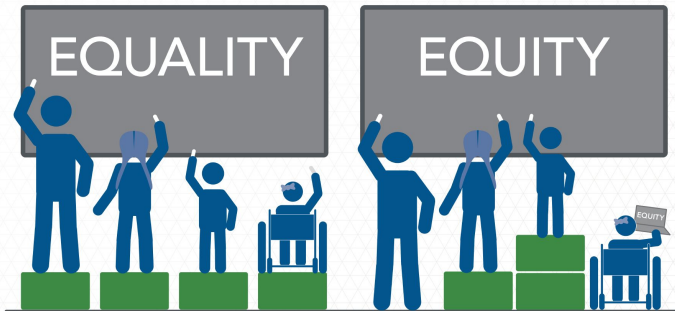
Equity

Dr. Pedro Noguera speech for whole district

Book study with Administrative team on Equity

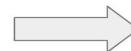
Continuing Book Study with District Leadership Team beginning this month

Equity is when every student has what they need to succeed.



Equity

Equitable Practice



Equal Outcomes /
"Success" for Every
Student

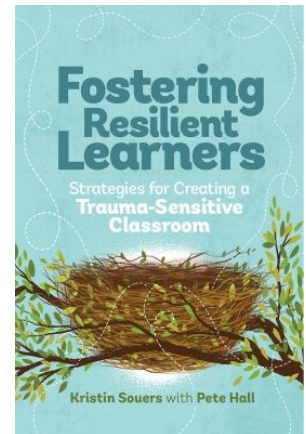
Trauma Informed Practices

Guest speakers at beginning of 2019 school year on Trauma and Hope

Ongoing PD for teachers all year

Book studies with small groups throughout the year

Committee started this year to spread knowledge and support for teachers



Project Based Learning

What is PBL?

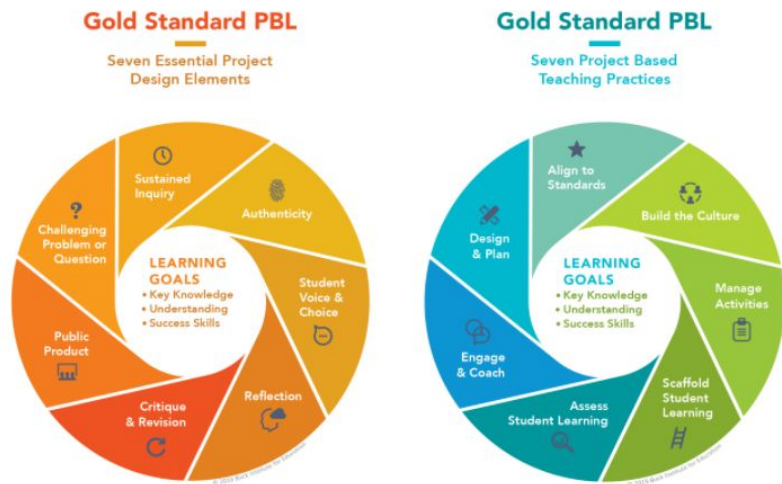
Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

In Project Based Learning, teachers make learning come alive for students.

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers.

**Next step in moving forward*



UDL is a framework that fits within the PBL method to redesign teaching systems in an effort to *re-engage* our students and *reignite* their passion for learning by taking part in projects based on real world learning experiences. The methods incorporate academic skills with 21st Century skills while removing barriers and meeting individual needs.

By nature, this will provide equity in the classroom and empower students to become the “literate, respectful, responsible, and independent lifelong learners” as we have stated in our Mission Statement.





We are about...

Providing:

Equity

Engagement

21st Century Learning

Rigorous Academic Content



Through:

Portrait of a Learner

UDL

PBL

Trauma Informed Practices

Quality Literacy Instruction



With a mindset of...

ALL IN