

Print Your Plan



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Basic Information

Plan Entity Name: FY 2027 Coshocton City One Plan
(0)

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 043828

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Literacy deficiencies across all grades stem from a combination of early skill gaps, broad instructional needs, and external factors. Many students enter school with limited kindergarten readiness—particularly in phonemic awareness and vocabulary—often linked to socio-economic barriers such as reduced access to preschool and literacy resources. These gaps persist when evidence-based literacy practices are not implemented consistently or with fidelity. Additionally, chronic absenteeism interrupts the cumulative nature of reading development, while behavior and engagement challenges reduce instructional time. Limited family support for literacy at home further restricts practice and reinforcement, resulting in ongoing reading difficulties across grade levels.

1.2. SMART Goal Statement

By **06/30/2029** we will improve the performance of **All Students, All Grades** students at/in **Coshocton City** to **increase 30.00 %** in **English Language Arts** using **Proficiency rate on Ohio State Test**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester, English Language Arts - MAP Assessment** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **increase 30.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

1.3.1. Student Measure #2

All Students will be monitored for **English Language Arts - universal screeners and assessment tools** every **Semester** by **Assistant Superintendent, Principal, Classroom Teacher/s, Instructional Coach/es** with an overall improvement of **increase 30.00 %** by end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

1.3.1. Student Measure #3

Principal, Classroom Teacher/s, Instructional Coach/es will monitor **English Language Arts - Writing Formative Assessments** for **All Students** each **Semester** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

To address literacy deficiencies across all grade levels, the district will implement a comprehensive, data-driven approach grounded in evidence-based instructional practices and responsive to identified root causes. MAP assessment data will be used consistently to guide instructional decision-making, allowing educators to identify skill gaps, adjust instruction, and align curriculum to meet student needs. Universal screeners will be administered across all grade levels to ensure early identification of deficits in phonemic awareness, word recognition, fluency, and comprehension, with targeted interventions provided through a multi-tiered system of supports and effectiveness monitored.

In addition, the district will strengthen writing instruction by embedding regular opportunities for students to respond to a variety of prompt types across content areas, emphasizing structured writing, critical thinking, and the use of evidence. Ongoing, job-embedded professional development will support staff in implementing these practices with fidelity, including training in data analysis, differentiated instruction, literacy interventions, and strategies to increase student engagement and attendance.

Recognizing the impact of external factors, the district will also promote consistent

attendance, address challenges in behavior and engagement, and increase opportunities for literacy reinforcement beyond the classroom. Collectively, these strategies are designed to close early skill gaps, ensure high-quality instruction, and improve overall ELA proficiency rates across the district.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Implement a systematic process for analyzing MAP assessment data at regular intervals to identify student strengths, gaps, and growth trends. Use this data to inform instructional adjustments, including flexible grouping, targeted interventions, and differentiation within the classroom. Curriculum planning will be refined to ensure alignment with identified student needs, with a focus on prioritizing essential standards and embedding evidence-based literacy practices across all grade levels.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Administer universal literacy screeners across all grade levels to identify deficiencies in phonemic awareness, word recognition, fluency, and comprehension. Establish a tiered system of support (MTSS) to provide timely, targeted interventions based on screening results. Progress monitoring will be conducted regularly to ensure interventions are effective and adjusted as needed to accelerate student growth and close skill gaps.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

- Instructional Coaches

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2029

Enhance writing instruction by providing consistent opportunities for students to respond to a variety of prompt types, including narrative, informational, and argumentative writing. Emphasize structured writing frameworks, explicit instruction in grammar and composition, and the use of text-based evidence. Integrate writing across content areas to reinforce comprehension and critical thinking, while using rubrics and feedback cycles to guide student improvement.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

1.4.1.4.4. Start Action Step: 2027, End Action Step: 06/30/2029

Provide sustained, job-embedded professional development focused on evidence-based literacy instruction, data analysis, intervention strategies, and effective writing instruction. Support teachers in implementing best practices with fidelity through coaching, collaboration, and professional learning communities (TBTs). Training will also address strategies to increase student engagement, improve attendance, and support diverse learners to ensure consistent, high-quality instruction across classrooms.

Participant(s):

- District Administration
- Principals
- Building Leadership
- Instructional Coaches

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

English Language Arts - Completion of Task will be monitored each **Semester** by **Principal, Classroom Teacher/s, Instructional Coach/es, Assistant Superintendent**, focusing on **English Language Arts Teachers** with an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029
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1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

English Language Arts - OTES Professional Rating Components - Participation in Required Training will be monitored each **180 days** by **Principal, Assigned OTES Rater**, focusing on **English Language Arts Teachers** with an overall improvement of **increase 100.00 %** by the end of the plan.

12/27/2026	06/25/2027	12/22/2027	06/19/2028	12/16/2028	06/14/2029	06/29/2029
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1.6. Funding Sources

1.6.1. FY 2027,2028,2029

Implement a systematic process for analyzing MAP assessment data at regular intervals to identify student strengths, gaps, and growth trends. Use this data to inform instructional adjustments, including flexible grouping, targeted interventions, and differentiation within the classroom. Curriculum planning will be refined to ensure alignment with identified student needs, with a focus on prioritizing essential standards and embedding evidence-based literacy practices across all grade levels.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
Title III Language Instruction for English Learners	Title IV-A Student Support and Academic Enrichment	
	Title V-B Rural and Low-Income	

1.6.1. FY 2027,2028,2029

Administer universal literacy screeners across all grade levels to identify deficiencies in phonemic awareness, word recognition, fluency, and comprehension. Establish a tiered system of support (MTSS) to provide timely, targeted interventions based on screening results. Progress monitoring will be conducted regularly to ensure interventions are effective and adjusted as needed to accelerate student growth and close skill gaps.

General Fund	Title I-A Improving Basic Programs	Title III Language Instruction for English Learners
Title IV-A Student Support and Academic Enrichment	Title V-B Rural and Low-Income	
IDEA-B Special Education	IDEA Early Childhood Special Education	IDEA Parent, Community, and Educator Collaboration
	Early Childhood Education	

1.6.1. FY 2027,2028,2029

Enhance writing instruction by providing consistent opportunities for students to respond to a variety of prompt types, including narrative, informational, and argumentative writing. Emphasize structured writing frameworks, explicit instruction in grammar and composition, and the use of text-based evidence. Integrate writing across content areas to reinforce comprehension and critical thinking, while using rubrics and feedback cycles to guide student improvement.

Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction	Title III
Language Instruction for English Learners	Title IV-A Student Support and Academic	
Enrichment	Title V-B Rural and Low-Income	General Fund

1.6.1. FY 2027,2028,2029

Provide sustained, job-embedded professional development focused on evidence-based literacy instruction, data analysis, intervention strategies, and effective writing instruction. Support teachers in implementing best practices with fidelity through coaching, collaboration, and professional learning communities (TBTs). Training will also address strategies to increase student engagement, improve attendance, and support diverse learners to ensure consistent, high-quality instruction across classrooms.

Title V-B Rural and Low-Income	Title IV-A Student Support and Academic Enrichment	Title
III Language Instruction for English Learners	Title II-A Supporting Effective Instruction	Title I-
A Improving Basic Programs	General Fund	Early Childhood Education
Childhood Special Education	IDEA-B Special Education	IDEA Early

2. Goal #2 of 3

2.1. Root Cause Analysis

Math deficiencies result from gaps in foundational skills, inconsistent use of evidence-based instruction, and inconsistent application of higher-level problem-solving and critical thinking experiences, compounded by attendance, engagement, and limited practice outside of school.

2.2. SMART Goal Statement

By **06/30/2029** we will improve the performance of **All Students, All Grades** students at/in **Coshocton City** to **increase 30.00 %** in **Math** using **Proficiency rate on Ohio State Test**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, Math - MAP Assessment** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **increase 30.00 %** by the end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029
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2.3.1. Student Measure #2

All Students will be monitored for **Math - universal screeners and assessment tools** every **Semester** by **Assistant Superintendent, Principal, Classroom Teacher/s, Instructional Coach/es** with an overall improvement of **increase 30.00 %** by end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029
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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:

To achieve the district's mathematics proficiency goal, Coshocton City Schools will implement a comprehensive, data-driven instructional framework that uses ongoing analysis of MAP Assessments, universal screeners, classroom formative assessments, and the Ohio State Tests to inform instruction and intervention.

Grade-level and building teams will engage in structured data cycles at least every 4–6 weeks to monitor student progress, identify trends, and adjust Tier 1 core instruction and Tier 2/3 interventions within a Multi-Tiered System of Supports. Instruction will intentionally prioritize the development of academic vocabulary, mathematical problem-solving, and critical thinking skills through evidence-based strategies, including explicit vocabulary instruction, math discourse, and standards-aligned problem-based tasks.

Progress monitoring data will be used to identify and address learning gaps among student subgroups, ensuring targeted supports are implemented with fidelity. District and building leadership teams will regularly review aggregated data to evaluate effectiveness, provide professional learning, and ensure alignment of instructional practices across all grade levels. This continuous improvement process will strengthen student achievement in mathematics and reduce performance gaps over time.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Grade-level and building teams at Coshocton City Schools will engage in structured data cycles every 4–6 weeks to analyze results from MAP Assessments, universal screeners, and common formative and summative assessments. Teams will identify student strengths, gaps, and subgroup trends, then adjust Tier 1 core instruction and Tier 2/3 interventions within a Multi-Tiered System of Supports. Instructional plans will explicitly target academic vocabulary, problem solving, and critical thinking in mathematics, with progress monitored and documented at each cycle.

Participant(s):

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

- District Leadership Team
- Instructional Coaches

2.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Coshocton City Schools will provide ongoing, job-embedded professional development focused on strengthening teachers' ability to deliver explicit instruction in academic vocabulary, facilitate mathematical discourse, and implement problem-solving and critical thinking strategies. Training will include modeling, coaching, and collaborative planning aligned to data from MAP Assessments and other assessment sources. Implementation fidelity will be monitored through walkthroughs, coaching cycles, and staff feedback to ensure consistent, high-quality instructional practices across all grade levels.

Participant(s):

- District Administration
- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Math Teachers will be monitored for **Math - Completion of Task** every **Semester** by **Principal, Classroom Teacher/s, Instructional Coach/es, Assistant Superintendent** with an overall improvement of **increase 100.00 %** by end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029
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2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Math - OTES Professional Rating Components - Participation in Required Training will be monitored each **180 days** by **Principal, Assigned OTES Rater**, focusing on **Math Teachers** with an overall improvement of **increase 100.00 %** by the end of the plan.

12/27/2026	06/25/2027	12/22/2027	06/19/2028	12/16/2028	06/14/2029	06/29/2029
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2.6. Funding Sources

2.6.1. FY 2027,2028,2029

Grade-level and building teams at Coshocton City Schools will engage in structured data cycles every 4–6 weeks to analyze results from MAP Assessments, universal screeners, and common formative and summative assessments. Teams will identify student strengths, gaps, and subgroup trends, then adjust Tier 1 core instruction and Tier 2/3 interventions within a Multi-Tiered System of Supports. Instructional plans will explicitly target academic vocabulary,

problem solving, and critical thinking in mathematics, with progress monitored and documented at each cycle.

Title II-A Supporting Effective Instruction	Title IV-A Student Support and Academic Enrichment
Title V-B Rural and Low-Income Childhood Education	Title I-A Improving Basic Programs
IDEA-B Special Education	IDEA Early Childhood Special Education

2.6.1. FY 2027,2028,2029

Coshocton City Schools will provide ongoing, job-embedded professional development focused on strengthening teachers' ability to deliver explicit instruction in academic vocabulary, facilitate mathematical discourse, and implement problem-solving and critical thinking strategies. Training will include modeling, coaching, and collaborative planning aligned to data from MAP Assessments and other assessment sources. Implementation fidelity will be monitored through walkthroughs, coaching cycles, and staff feedback to ensure consistent, high-quality instructional practices across all grade levels.

General Fund	Early Childhood Education	IDEA Early Childhood Special Education	IDEA-B Special Education
Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction	Title IV-A Student Support and Academic Enrichment	Title V-B Rural and Low-Income

3. Goal #3 of 3

3.1. Root Cause Analysis

Discipline data indicate that incidents are more frequent among students with special education needs, low socio-economic status, or limited adult supervision, particularly among middle school students, during certain times of day, and in specific locations, with some staff reporting higher referral rates. While PBIS Tier 1 interventions are being reinforced, Tier 2 and Tier 3 supports require further development to provide targeted, proactive behavioral interventions.

3.2. SMART Goal Statement

By **06/30/2029** we will improve the performance of **All Students, at Coshocton City Schools** students at/in **Coshocton City** to **decrease 10.00 %** in **Tier 2 supports** using **progress monitoring data**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Quarter, PBIS/Culture Club/Lighthouse Team - progress monitoring data** of **All Students** will be monitored by **Principal, Classroom Teacher/s, PBIS Teams**, with an overall improvement of **decrease 10.00 %** by the end of the plan.

11/01/2026	01/01/2027	04/01/2027	06/01/2027	11/01/2027	01/01/2028	04/01/2028
06/01/2028	11/01/2028	01/01/2029	04/01/2029	06/01/2029		

3.3.1. Student Measure #2

Every **Semester, Tier 2 - progress monitoring data** of **Tier 2 Implementation for Students** will be monitored by **Principal, Classroom Teacher/s, PBIS/Culture Club/Lighthouse Teams**, with an overall improvement of **decrease 10.00 %** by the end of the plan.

01/01/2027

06/01/2027

01/01/2028

06/01/2028

01/01/2029

06/01/2029

3.4. Strategies and Actions

3.4.1. Strategy #1: School Climate and Supports

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

This strategy addresses the professional development requirements for LEA Plans under ESEA Section 1114, Section 2102(b)(2)(D), and 3115(c)(2) by ensuring staff receive ongoing, targeted training in evidence-based classroom and building-level practices. Professional development will focus on improving student behavior, increasing attendance, and fostering a stronger sense of pride and connection to the school community. Additionally, staff will be supported in implementing frameworks such as Leader in Me, Energy Bus, and Positive Behavioral Interventions and Supports (PBIS) to help students build leadership capacity, develop self-management skills, and positively influence others.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2027, End Action Step: 06/30/2029

Provide targeted professional development: Deliver ongoing training for staff on evidence-based classroom and building-level strategies that improve student behavior, attendance, and school engagement.

Participant(s):

- District Administration
- Staff
- Principals
- Teacher-Based Teams
- Instructional Coaches
- Positive Behavior Intervention Support Team

3.4.1.4.2. Start Action Step: 2027, End Action Step: 06/30/2029

Implement research-based frameworks with fidelity: Train and support staff in the consistent use of Leader in Me, Energy Bus, and Positive Behavioral Interventions and Supports (PBIS) to build a positive school culture and

strengthen student leadership and self-management skills.

Participant(s):

- District Administration
- Staff
- Principals
- Teacher-Based Teams
- Instructional Coaches

3.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2029

Monitor impact and adjust practices: Use data on student behavior, attendance, and school climate to evaluate effectiveness, refine implementation, and ensure continuous improvement.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams
- Instructional Coaches
- Positive Behavior Intervention Support Team

3.4.1.4.4. Start Action Step: 2027, End Action Step: 06/30/2029

Provide structured opportunities for students to explore and engage in areas of personal interest by expanding access to diverse course offerings, clubs, and extracurricular activities. This will include gathering student interest data through scheduling meetings, conferences, and student recommendations, then using that information to develop and refine programs aligned to those interests while ensuring equitable access for all students. Staff will be supported through professional development to integrate student choice and voice into classroom instruction and activity planning, fostering increased engagement, improved attendance, and stronger connections to the school community.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches
- Positive Behavior Intervention Support Team
- School Counselors

3.5. Adult Measures

3.5.1. Adult Measure #1

- School Climate and Supports

Elementary Staff, Middle School Staff, High School Staff and Principals will be monitored for **PBIS/Energy Bus/Leader in Me - Fidelity Instrument** every **Quarter** by **Principal, BLT** with an overall improvement of **increase 100.00 %** by end of the plan.

11/01/2026	01/01/2027	04/01/2027	06/01/2027	11/01/2027	01/01/2028	04/01/2028
06/01/2028	11/01/2028	01/01/2029	04/01/2029	06/01/2029		

3.5.1. Adult Measure #2

- School Climate and Supports

Every **Quarter, Tier 1 - Fidelity Instrument** of **Teacher and Staff Implementation** will be monitored by **Principal, BLT**, with an overall improvement of **increase 100.00 %** by the end of the plan.

11/01/2026	01/01/2027	04/01/2027	06/01/2027	11/01/2027	01/01/2028	04/01/2028
06/01/2028	11/01/2028	01/01/2029	04/01/2029	06/01/2029		

3.6. Funding Sources

3.6.1. FY 2027,2028,2029

Provide targeted professional development: Deliver ongoing training for staff on evidence-based classroom and building-level strategies that improve student behavior, attendance, and school engagement.

Title II-A Supporting Effective Instruction	Title IV-A Student Support and Academic Enrichment	Title V-B Rural and Low-Income	Title I-A Improving Basic Programs	General Fund
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3.6.1. FY 2027,2028,2029

Implement research-based frameworks with fidelity: Train and support staff in the consistent use of Leader in Me, Energy Bus, and Positive Behavioral Interventions and Supports (PBIS) to build a positive school culture and strengthen student leadership and self-management skills.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
Title IV-A Student Support and Academic Enrichment	Title V-B Rural and Low-Income	

3.6.1. FY 2027,2028,2029

Monitor impact and adjust practices: Use data on student behavior, attendance, and school climate to evaluate effectiveness, refine implementation, and ensure continuous improvement.

General Fund	McKinney-Vento Homeless Assistance Program	IDEA-B Special Education
Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction	Title III Language Instruction for English Learners
Title IV-A Student Support and Academic Enrichment	Title V-B Rural and Low-Income	

3.6.1. FY 2027,2028,2029

Provide structured opportunities for students to explore and engage in areas of personal interest by expanding access to diverse course offerings, clubs, and extracurricular activities. This will include gathering student interest data through scheduling meetings, conferences, and student recommendations, then using that information to develop and refine programs aligned to those interests while ensuring equitable access for all students. Staff will be supported through professional development to integrate student choice and voice into classroom instruction and activity planning, fostering increased engagement, improved attendance, and stronger connections to the school community.

General Fund	IDEA-B Special Education	Title I-A Improving Basic Programs	Title II-A
Supporting Effective Instruction	Title III Language Instruction for English Learners		Title IV-A
Student Support and Academic Enrichment		Title V-B Rural and Low-Income	