

Print Your Plan



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Basic Information

Plan Entity Name: FY 2027 Coshocton High School

One Plan (0)

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 007427

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

The PBIS Tier 1 Team identified the need for consistent, communicated, and taught classroom expectations as most office referrals come from classrooms. The team also identified limited scheduling practices as a contributing factor. Students are expected to attend to task for long periods of time without extended breaks and students with disabilities are often grouped together limiting diverse peer interactions.

1.2. SMART Goal Statement

Using **progress monitoring data**, **All Students**, **Students with Disabilities** and **Low-Economic Status Students** students in **High School** attending **Coshocton High School** will **decrease 10.00 %** in **Tier 2 supports** by **06/30/2029**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester**, **tiered interventions - progress monitoring data** of **Students with Disabilities**, **All Students** and **Low-Economic Status Students** will be monitored by **Principal**,

PBIS/Culture Club Team Members, 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

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

School data indicate a need to improve climate, culture, and student supports, as evidenced by elevated rates of behavioral referrals, inconsistent implementation of Tier 1 PBIS practices, and a higher-than-desired number of students requiring Tier 2 interventions. Classroom and whole-building matrices will be developed and utilized, with expectations explicitly taught and positive reinforcement for students modeling Tier 1 expectations.

Tier 2 strategies are in place to facilitate parent and community referrals for students at risk and potentially needing interventions to support success. Communication modalities will be created to promote two-way communication.

1.4.1.3. Embedded Plan Requirement(s):

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

1.4.1.4. Action Steps

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

Coshocton High School will provide professional development on PBIS to improve staff use of tiered interventions and reduce the need for higher-level supports.

Participant(s):

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

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

Coshocton High School will implement the Energy Bus fundamentals through staff training and consistent practice to promote a positive school culture and strengthen relationships among students and staff.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

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

The PBIS/Culture Team will create a referral tool that enables parents, guardians, and community members to initiate a referral for increased support for students.

Participant(s):

- Building Leadership
- Instructional Coaches
- Positive Behavior Intervention Support Team

1.4.1.4.4. Start Action Step: 2028, End Action Step: 06/30/2029

The PBIS/Culture team will create modalities for two-way communication between school personnel and parents/guardians.

Participant(s):

- Building Leadership
- Instructional Coaches
- Positive Behavior Intervention Support Team

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

All Staff will be monitored for **PBIS and Energy Bus Professional Development - Participation** every **Quarter** by **Principal, PBIS/Culture Club Team Members** with an overall improvement of **increase 100.00 %** by end of the plan.

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

2. Goal #2 of 3

2.1. Root Cause Analysis

Staff need increased opportunities to participate in professional development related to PBIS implementation, instructional engagement and personalized learning, along with improved professional development opportunities.

2.2. SMART Goal Statement

All Students and Students with Disabilities students in **High School** will **increase 30.00 %** in **English Language Arts** at/in **Coshocton High School** by **06/30/2029** as measured with **Proficiency rate on Ohio State Test**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, English Language Arts - MAP Assessment** of **Students with Disabilities and 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

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:

An effective MTSS strategy will include regular universal screening and ongoing progress monitoring to identify needs and track student growth. Educators will participate in continuous professional development focused on evidence-based interventions, data use, and differentiated instruction. Teams will hold routine data review meetings to analyze performance, adjust supports, and evaluate effectiveness. Instructional teams will collaborate consistently to align practices and ensure that all students, including those with disabilities and those identified as gifted, receive appropriate support.

2.4.1.3. Embedded Plan Requirement(s):

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

2.4.1.4. Action Steps

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

Universal screening, progress monitoring to identify needs and growth, and alignment of instructional needs for specialized groups or individual students. An expanded MTSS process will enable all students, including those with disabilities and those identified as gifted, to receive targeted, personalized supports more quickly and efficiently.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams

- Building Leadership Teams
- Instructional Coaches

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

Continuous professional development focused on evidence-based interventions, data use, and differentiated instruction will improve the ability to provide individualized, targeted interventions as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

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

All students, including students with disabilities, will receive targeted, personalized instruction during the WIN (what I need) period to increase their access to literacy instruction. Progress monitoring and formative assessment strategies will document the needs and achievements of special education students. This is necessary as these students are currently performing below their peers at the district and state levels.

Participant(s):

- Teachers
- Principals
- Support Staff

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

English Language Arts Teachers will be monitored for **English Language Arts - WIN and Advisory** every **Semester** by **Principal, 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

3. Goal #3 of 3

3.1. Root Cause Analysis

A lack of understanding of MAP assessment collection, analysis, and the personalization of instruction may be a root cause. The need for greater rigor in problem-solving and real-world applications may lead to higher student achievement.

3.2. SMART Goal Statement

All Students students in **High School** will **increase 30.00 %** in **Math** at/in **Coshocton High School** by **06/30/2029** as measured with **Proficiency rate on Ohio State Test**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Semester, Math - MAP Assessment** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an annual improvement of **increase 10.00 %** 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

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

An effective MTSS strategy will include regular universal screening and ongoing progress monitoring to identify needs and track student growth. Educators will participate in continuous professional development focused on evidence-based interventions, data use, and differentiated instruction. Teams will hold routine data review meetings to analyze performance, adjust supports, and evaluate effectiveness. Instructional teams will collaborate consistently to align practices and ensure all students receive appropriate support.

3.4.1.3. Action Steps

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

Universal screening, progress monitoring to identify needs and growth, alignment of instructional needs for groups, including students with disabilities and identified gifted, or individual students

Participant(s):

- District Administration
- Teachers
- Staff
- Teacher-Based Teams
- Building Leadership Teams
- Instructional Coaches

3.4.1.3.2. Start Action Step: 2028, End Action Step: 06/30/2029

Professional development focused on evidence-based interventions, data use, and differentiated instruction will support the needs of all students, including those with disabilities and those identified as gifted.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches

3.4.1.3.3. Start Action Step: 2028, End Action Step: 06/30/2029

An improved MTSS process will enable the identification of students at risk of falling behind their peers. The creation of a streamlined process will enable interventions to be personalized, analyzed, and additional supports provided if necessary.

Participant(s):

- District Administration
- Teachers
- Building Leadership
- Instructional Coaches

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Math Teachers will be monitored for **Math - Fidelity Instrument** every **Semester** by **Principal, Assistant Superintendent** with an overall improvement of **increase 100.00 participation** 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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