

Print Your Plan



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Basic Information

Plan Entity Name: FY 2027 Coshocton Elementary

One Plan (0)

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 081810

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

Students are significantly below benchmark in reading, lack of exposure starting in kindergarten to track. Students are not coming into kindergarten prepared academically. We need to build communication with area preschools on what is needed. We are now seeing our Phonics curriculum done with fidelity and implemented a structured literacy in Kindergarten and have seen some success. We are becoming more proficient ourselves in using it to get the best from the program but still need some help navigating the system from time to time. We also have implemented a new intervention model to better help all students in Tier 2a, 2b and 3.

1.2. SMART Goal Statement

By **05/25/2029** we will improve the performance of **All Students and Students with Disabilities, Elementary** students at/in **Coshocton Elementary** to **increase 30.00 %** in **English Language Arts** using **State Report Card**.

1.3. Student Measures

1.3.1. Student Measure #1

All Students and Students with Disabilities will be monitored for **English Language Arts - Universal screeners and assessment tools** every **Quarter** by **Classroom Teacher/s, Principal, Instructional Coach/es** with an overall improvement of **increase 30.00 %** 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

1.3.1. Student Measure #2

Every **80 days, English Language Arts - MAP Assessment** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Instructional Coach/es**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

09/18/2026	12/07/2026	02/25/2027	05/16/2027	08/04/2027	10/23/2027
01/11/2028	03/31/2028	06/19/2028	09/07/2028	11/26/2028	02/14/2029
05/05/2029	06/29/2029				

1.3.1. Student Measure #3

Every **Quarter, English Language Arts - Writing Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Instructional Coach/es**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** 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

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 and students, the district will implement a comprehensive, data-driven approach grounded in evidence-based instructional practices and responsive to identified root causes. Students with disabilities are performing significantly below their peers. Spring 2026 data indicated that 3rd-grade SPED students were 28% proficient, while peers were 49% proficient; 4th-grade SPED students were 22% proficient, while peers were 41% proficient; and 5th-grade SPED students were 4% proficient, while peers were 46% proficient. Strategies are necessary to close these achievement gaps. Federal, state, and local funding sources will be allocated to support all students at CES, including those with disabilities.

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 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.

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: 05/25/2029

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.

Participant(s):

- District Administration
- Staff
- Principals
- Building Leadership Teams

1.4.1.4.2. Start Action Step: 2027, End Action Step: 05/25/2029

Classroom teachers, in collaboration with the principal and instructional coaches, will administer and analyze English Language Arts universal screeners and assessment tools on a quarterly basis to monitor all students' progress. Data will be reviewed during TBTs and scheduled data meetings to identify trends, adjust instruction, and implement targeted interventions or enrichment as needed. As part of this process, the district will establish and refine a Multi-Tiered System of Supports (MTSS) framework to systematically identify students requiring more intensive academic interventions and ensure that instructional supports are matched to individual student needs.

Through ongoing progress monitoring, collaborative problem-solving, and tiered intervention planning, the team will work to ensure an annual increase of at least 10% in student performance, progressing toward an overall improvement of 30% by the conclusion of the plan while meeting the needs of all learners.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership Teams
- Instructional Coaches

1.4.1.4.3. Start Action Step: 2027, End Action Step: 05/25/2029

Classroom teachers, in collaboration with instructional coaches, will administer and analyze English Language Arts writing formative assessments for all students each semester. Data will be used during collaborative planning and data team meetings to identify student strengths and areas for growth, inform instructional adjustments, and provide targeted support or enrichment. Progress will be monitored consistently to ensure instructional practices are aligned to student needs, resulting in an overall improvement of at least 30% by the end of the plan.

Participant(s):

- District Administration
- Teachers
- Principals
- Instructional Coaches

1.4.1.4.4. Start Action Step: 2027, End Action Step: 05/25/2029

Enhance writing instruction by providing writing strategy professional development and 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
- Building Leadership Teams
- Instructional Coaches

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **80 days, English Language Arts - MAP Assessment** of **All ELA Staff** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

09/18/2026	12/07/2026	02/25/2027	05/16/2027	08/04/2027	10/23/2027
01/11/2028	03/31/2028	06/19/2028	09/07/2028	11/26/2028	02/14/2029
05/05/2029	06/29/2029				

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

English Language Arts - Universal screeners and assessment tools will be monitored each **Quarter** by **Principal, Instructional Coach/es**, focusing on **All ELA Staff** 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

1.5.1. Adult Measure #3

- Curriculum, Instruction and Assessment

Every **Quarter, English Language Arts - Writing Assessments** of **All ELA Staff** will be monitored by **Principal, Instructional Coach/es**, 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

2. Goal #2 of 2

2.1. Root Cause Analysis

The primary underlying cause of the challenge is inconsistent implementation of high-quality Tier 1 instruction, largely due to the transition to a new curriculum and the need for continued professional learning and support. Strengthening instructional consistency, protecting instructional time, and building staff capacity will be critical to improving overall student achievement in mathematics.

2.2. SMART Goal Statement

By **05/25/2029** we will improve the performance of **All Students and Students with Disabilities, K-5** students at/in **Coshocton Elementary** to **increase 30.00 %** in **Math** using **State Report Card and the MAP Assessment**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **80 days, Math - MAP Assessment** of **All Students and Students with Disabilities** will be monitored by **Principal, Classroom Teacher/s, Instructional Coach/es**, with an overall improvement of **increase 30.00 %** by the end of the plan.

09/18/2026	12/07/2026	02/25/2027	05/16/2027	08/04/2027	10/23/2027
01/11/2028	03/31/2028	06/19/2028	09/07/2028	11/26/2028	02/14/2029
05/05/2029	06/29/2029				

2.3.1. Student Measure #2

All Students will be monitored for **Math - Universal screeners and assessment tools** every **Quarter** by **Principal, Classroom Teacher/s, Instructional Coach/es** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 30.00 %** 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

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 using MAP Assessments, universal screeners, classroom formative assessments, and Ohio State Test data to guide instruction and intervention. Grade-level and building teams will engage in structured data cycles every 4–6 weeks to monitor progress, identify trends, and adjust Tier 1 instruction and Tier 2/3 supports within a Multi-Tiered System of Supports (MTSS).

Instruction will prioritize academic vocabulary, mathematical problem-solving, and critical thinking through evidence-based practices, including explicit vocabulary instruction, math discourse, and standards-aligned problem-based learning tasks.

Focused support will be provided for students with disabilities whose mathematics

performance remains below that of their non-disabled peers. In spring 2026, 3rd-grade students with disabilities demonstrated 28% proficiency compared to 44% for peers; 4th-grade students demonstrated 28% proficiency compared to 54%; and 5th-grade students demonstrated 68% proficiency compared to 81%. Progress monitoring and disaggregated data analysis will be used to identify barriers, implement specially designed instruction and targeted interventions, and ensure accommodations align with individual student needs and IEP goals.

2.4.1.3. Action Steps

2.4.1.3.1. Start Action Step: 2027, End Action Step: 05/25/2029

The assistant superintendent, principal, classroom teachers, and instructional coaches will collaboratively administer and analyze math universal screeners and assessment tools for all students, with attention to students with disabilities, each semester. Data will be reviewed during structured data meetings to identify trends, guide instructional decisions, and implement targeted interventions or enrichment. Ongoing progress monitoring will ensure alignment of instruction to student needs, with a focus on achieving an overall increase of at least 30% in student performance by the end of the plan.

Participant(s):

- Teachers
- Principals
- Teacher-Based Teams
- Instructional Coaches

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

Teachers, principals, and teacher based teams will develop, implement, and refine a comprehensive Multi-Tiered System of Supports (MTSS) to systematically identify and respond to student academic needs through data-based decision making, targeted interventions, and ongoing progress monitoring. The MTSS framework will strengthen Tier 1 instruction, increase access to timely Tier 2 and Tier 3 supports, and improve outcomes for all students, including students with disabilities.

Participant(s):

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **80 days, Math - MAP Assessment** of **All Math Staff** will be monitored by **Principal, Instructional Coach/es**, with an overall improvement of **increase 100.00 %** by the end of the

plan.

09/18/2026	12/07/2026	02/25/2027	05/16/2027	08/04/2027	10/23/2027
01/11/2028	03/31/2028	06/19/2028	09/07/2028	11/26/2028	02/14/2029
05/05/2029	06/29/2029				

2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester, Math - MTSS Process** of **Elementary Staff** will be monitored by **Principal, Classroom Teacher/s, Curriculum Director**, with an overall improvement of **increase 100.00 participation in the MTSS process.** 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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