

Assessing Academic Needs

Staff engaged in GAP Analysis at the end of the 2019-20 school year and worked towards adjusting curriculum maps for the 2020-21 school year to help address some of the learning gaps that happened over the COVID closure. We began the school year discussing Power Standards and how to look for those items that are most important to cover first to help our students move forward. Over the course of the year, it has been a continual challenge to evaluate student needs and make continual adjustments to curriculum maps. We are in the process of engaging staff in protocols to make these appropriate changes through various methods, including use of coaches in the buildings, developing precise procedures and protocols, group professional development and individual coaching.

Student growth has been monitored in the buildings using STAR Early Literacy, Reading and Math. Teachers have also used formative and summative assessments to continually monitor progress and growth throughout the year. These include, but are not limited to: common quarterly assessments, unit or chapter assessments, and other assessments on various learning platforms like IXL. We also engaged in ODE's Restart Readiness Assessments to gauge how are students have progressed so far this year.

We will continue to use these assessments in the next years as well.

Addressing Academic Needs

We will continue to use all assessments in future years to help guide us in determining the academic needs of our students. We will use this information to continue assessing for learning gaps and implement a Multi-Tiered System of Support to help provide a tiered approach to addressing the needs of our students. Tier 1 will focus on providing quality rigorous instruction that is universally designed for all students. Tier 2 will consist of in classroom support provided by the general classroom teachers, this will mostly be in the form of small group instruction, but may, in some circumstances, be provided by support staff. Tier 3 will consist of intensive supports/interventions provided by support staff on an individual basis.

Resources and Budget

As our district has been working diligently over the last several years to maintain a balanced budget, the impact of COVID has been severe and we have had to rely on Elementary and Secondary School Emergency Relief funds to address pandemic related costs. We are currently finalizing the budget plans for our ESSER II funds. We have engaged in surveys and discussions with various entities in the school community to ensure that we are working towards an appropriate budget. At this time, we intend to allocate our funds for the following categories: Academics, Student Services, Safety & Security, Technology, Transportation, Facilities and Community.

Some of the budget items may include, but are not limited to:

Hiring additional staff to support after school services like tutoring and other activities/clubs.

Additional student service staff like social work, mental health and nursing.

Adding data coaches and instructional coaches to help support teachers in data driven instruction and best practices.

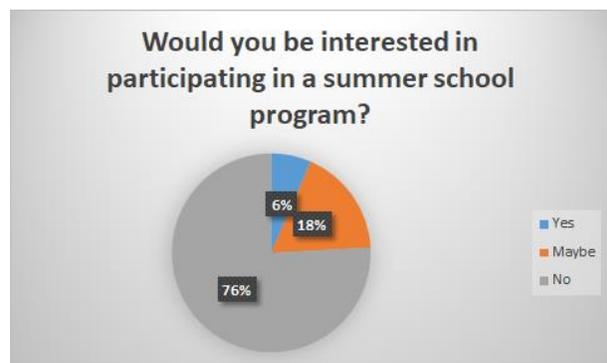
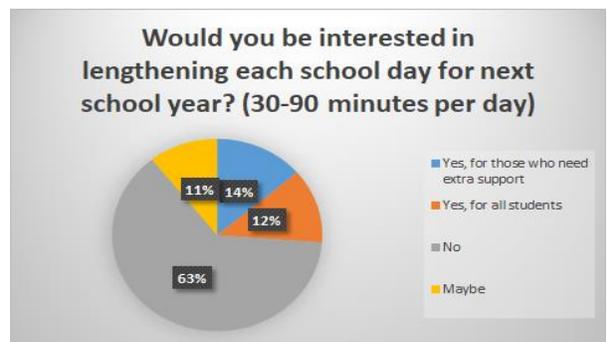
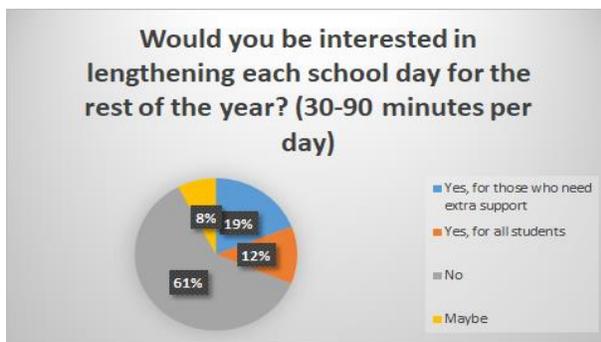
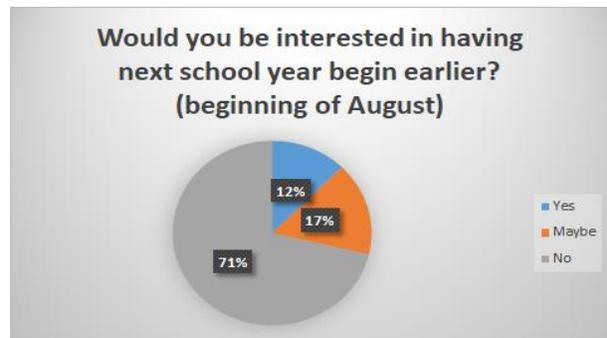
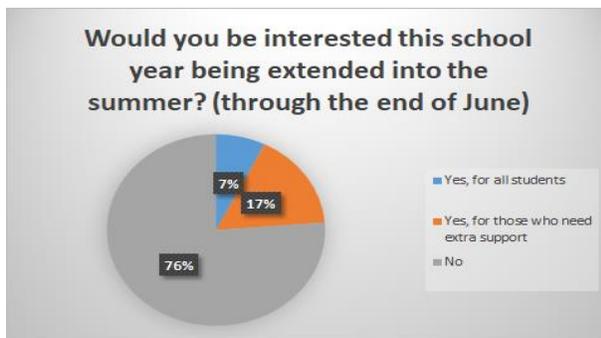
Add and replace Chromebooks and accessories to maintain 1:1 initiative for grades K-12.

Updating HVAC systems in the High School Building to improve air quality and potentially allow for summer programming.

Adding new busses and increasing our driving staff to allow for greater transportation opportunities, including after school to increase ability to offer tutoring services.

Approaches

We were very intentional with our survey of our school community to illicit feedback and make sure we are choosing appropriate avenues that fit their wants and needs. Our survey indicated that our families, staff and students, for the most part, do not want the year or the days extended. Here is some data from our survey:



We have decided that the best approach is to engage in those activities that do allow for some choice from the families. Therefore, we will be focusing our efforts on presenting engaging summer school activities for our students and after school tutoring options.

In addition, as stated earlier, we learned that 11% of our families are interested in a fully remote option for next year and 17% may be interested in the same. We are currently engaging in a planning process for an online learning option for students for next year. We are evaluating the current practices and activities from this year and focusing on lessons learned and feedback from students, families and staff to direct our plans.

We intend to continue illiciting feedback from our school community to ensure we are doing our best to meet their needs.

Partnerships

As we engage in our planning process, we are working on plans to contract with our Educational Services Center to for any additional staffing needs. In addition, we are reaching out to our local Health Services agencies to work towards a clinic on our campus and our local mental health agencies to provide additional needed services to our students and families. We are also reaching out to various agencies to see if we can make additional connections for resources for our most vulnerable youth. Lastly, we partnered with the city on a city parks wireless project that was funded through the Broadband Ohio Connectivity grant and we hope to explore other options with them in the future to further this project and provide even more wireless connections to the students of Coshocton City Schools.

Alignment

This plan will align with all of our current initiatives and plans that we are currently implementing within the district. Our current goals in our Comprehensive Continuous Improvement Plan for the state focus on: Literacy, Math, At-Risk Students, and Learning Environment. Our school improvement plans focus on the same goals as our Comprehensive Continuous Improvement Plan, but are differentiated to meet the needs of the individual buildings.

As we have recently spent much time in our District Leadership Team meetings reviewing our district initiatives, we continually refer back to district and school plans to ensure that we are maintaining alignment throughout our various plans and programs. A couple areas we have focused on heavily the last couple years have been the development of our Portrait of a Learner and the implementation of UDL. We feel strongly that now, more than ever, our students need us to help focus our efforts on developing 21st century skills and keeping them engaged by providing multiple means of engagement, representation, action and expression in the classroom. We will continue to move forward with our initiatives and implementation of various ways to engage students to ensure we are continuing to address the various needs of our students.