Print Your Plan

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Basic Information

Plan Entity Name: FY 2027 Bellevue Elementary School One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 042424
Plan Status: Plan Agency Approved
Revision #: 0

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Plan Information

1. Goal #1 of 2
   1.1. Root Cause Analysis

   Bellevue relies on ODEW’s guidance documents and updates as well as math professional learning offered by North Point ESC to follow and support Ohio''''s Plan for K-12 Mathematics. It is within our adult local control to implement policies and best practices to meet the needs of all students, including our special populations, and to identify, monitor, and support mathematics across the district. With that said, student math performance has not improved at the desired rate because districtwide implementation of high-quality, standards-aligned math instruction is not yet fully consistent across classrooms, grade levels, and student groups. While Bellevue provides math curriculum resources, professional learning, mentoring and coaching, the district has identified a need to strengthen staff capacity to use student data consistently, align instruction to grade-level expectations, and provide timely instructional adjustments and targeted interventions. Family understanding of math expectations and support strategies also needs to be more intentionally connected to classroom instruction. As a result, students do not yet experience a fully coherent, consistently implemented math system across the district.

   1.2. SMART Goal Statement

By **06/01/2029** we will improve the performance of **All Students**, **Elementary** students at/in **Bellevue Elementary School** to **increase 3.00 %** in **Math** using **benchmarking tool**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester**, **Math - iReady benchmark** of **Low-Economic Status Students** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 3.00 %** 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:

Strengthen curriculum-aligned mathematics instruction and assessment by engaging families in
supporting student learning at home and reinforcing grade-level expectations.

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: 06/01/2029

Communicate district mathematics curriculum, instructional practices, and grade-level
learning expectations with families through newsletters, the district website, and school
communication platforms.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/01/2029

Provide family math engagement opportunities, such as curriculum-focused math nights or
workshops, that explicitly connect home activities to classroom learning objectives.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/01/2029
Share curriculum-aligned resources and strategies with families to reinforce classroom
instruction and support skill mastery at home

Participant(s):
- District Administration
- Teachers
- Principals

1.4.1.4.4. Start Action Step: 2027, End Action Step: 06/01/2029
Provide regular updates to families on student mathematics progress using district
assessments, benchmarks, and classroom performance data.

Participant(s):
- District Administration
- Teachers
- Principals

1.4.1.4.5. Start Action Step: 2027, End Action Step: 06/01/2029
Encourage two-way communication between families and school staff to discuss student
progress, understanding of the curriculum, and instructional needs.

Participant(s):
- District Administration
- Teachers
- Principals

1.4.1.4.6. Start Action Step: 2027, End Action Step: 06/01/2029
Collect and analyze family feedback regarding math support activities to refine instructional
practices and family engagement strategies, ensuring alignment with district curriculum and
assessments.

Participant(s):
- District Administration
- Principals

1.4.1. Strategy #2: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Strengthen teacher capacity to deliver effective mathematics instruction by implementing a targeted
MTSS approach for math that strengthens Tier 1 core instruction for all while providing data-driven,
evidence-based interventions specifically for students with disabilities.

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: 06/01/2029

Provide targeted math professional development aligned with Ohio's Plan for K-12

Mathematics on differentiated math instruction for students with disabilities, effective co-
teaching models, and the use of data to drive instruction and intervention.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.2. Start Action Step: 2027, End Action Step: 06/01/2029

Review disaggregated math data (OST, iReady) to identify specific skill gaps, grade
levels, and instructional breakdowns for students with disabilities.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/01/2029

Conduct walkthroughs to ensure consistent use of high-quality, standards-aligned Tier 1 core
math instruction with explicit modeling, math discourse and problem-solving, and UDL
strategies to increase access for students with disabilities.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.4. Start Action Step: 2027, End Action Step: 06/01/2029
Use monthly math data TBT meetings to analyze progress monitoring results for tracking
student growth and adjusting interventions and to make decisions.

Participant(s):

- Teachers
- Principals

1.4.1.4.5. Start Action Step: 2027, End Action Step: 06/01/2029
Encourage two-way communication between families and school staff to discuss student
progress, understanding of the curriculum, and instructional needs.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.6. Start Action Step: 2027, End Action Step: 06/01/2029
Collect and analyze family feedback regarding math support activities to refine instructional
practices and family engagement strategies, ensuring alignment with district curriculum and
assessments.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.7. Start Action Step: 2027, End Action Step: 06/01/2029
Provide coaching, modeling, and co-teaching support to teachers, prioritizing classrooms
serving students with the greatest academic needs and students with disabilities to ensure
equitable access to effective mathematics instruction.

Participant(s):

1.5. Adult Measures

1.5.1. Adult Measure #1

- Professional Capital

Every **Semester**, **Math - Completion of Task** of **Math Teachers** will be monitored by **Principal, Curriculum Director**, 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

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - Completion of Task** of **Math Teachers and Intervention Teachers** will be monitored by **Principal, Curriculum Director**, 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

2. Goal #2 of 2

2.1. Root Cause Analysis

At Bellevue Elementary School we rely on our guidance documents such as Ohio's Plan to Raise Literacy Achievement, Ohio's Dyslexia Guidebook, and The Third Grade Reading Guarantee Manual in addition to utilizing the Science of Reading Toolkit and ReadOhio Tip Sheets. We continue to follow and support state initiatives such as the ReadOhio Initiative. We take that guidance seriously and implement it at a local level to meet the needs of our specific population of students. Our Literacy Specialist in conjunction with administrators across the district identifies areas of focus annually which are addressed with all staff through a District-wide Initiatives document coupled with coaching throughout the year. We ensure that all new staff are privy to our Bellevue Elementary School Literacy Framework, curriculum, materials, assessments, and procedures through our New Staff Literacy Overview document. Professional learning takes place on district-wide professional development days, at TBT meetings, and in individual teacher meetings. Implementation is supported by observations, modeling, coaching, and co-teaching in ongoing fashion. Collaboration and communication are at the forefront of developing an effective MTSS framework at Bellevue Elementary School. Our local documents are reviewed annually and direct teacher support is cyclical. This process must continue in a cyclical manner in order to refine and continue to make sudent progress.

2.2. SMART Goal Statement

By **06/01/2029** we will improve the performance of **All Students**, **Third Grade, Fourth Grade, Fifth Grade** students at/in **Bellevue Elementary School** to **increase 3.00 %** in **English Language Arts** using **Ohio State Tests**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester**, **Reading/Literacy - Dibels and/or mClass** of **All Students** will be monitored by **Curriculum Director, District Literacy Specialist**, with an overall improvement of **increase 3.00 %** by the end of the plan.

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

2.3.1. Student Measure #2

Every **Semester**, **Reading/Literacy - mClass Assessment and/or Dibel's** of **Students with Disabilities** will be monitored by **Curriculum Director, Literacy Specialist**, with an overall improvement of **increase 3.00 %** 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:

Strengthen family engagement and communication to actively support student literacy development,
reinforce evidence-based reading practices at home, and enhance student achievement.

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: 06/01/2029

Provide curriculum-aligned family literacy workshops or informational sessions that explicitly
connect home activities to classroom instruction and evidence-based practices in the Science
of Reading.

Participant(s):

- Teachers
- Principals
- District Literacy Specialist

2.4.1.4.2. Start Action Step: 2027, End Action Step: 06/01/2029

Deliver regular, structured communication to families regarding student reading progress,
curriculum expectations, and targeted interventions via conferences,

progress reports, and/or
emails.

Participant(s):

- Teachers
- Principals
- District Literacy Specialist

2.4.1.4.3. Start Action Step: 2027, End Action Step: 06/01/2029
Share research-based resources and instructional guidance with families, including reading
strategies, skill-building activities, and tips aligned with the Science of Reading framework.

Participant(s):

- Teachers
- Principals
- District Leadership Team
- District Literacy Specialist

2.4.1.4.4. Start Action Step: 2027, End Action Step: 06/01/2029
Provide home literacy materials and structured practice activities that reinforce classroom
instruction and target identified skill gaps.

Participant(s):

- Teachers
- Principals
- District Literacy Specialist

2.4.1.4.5. Start Action Step: 2027, End Action Step: 06/01/2029
Facilitate two-way communication between families and school staff to discuss student literacy
progress, curriculum alignment, and individualized support strategies.

Participant(s):

- Principals
- District Literacy Specialist

2.4.1.4.6. Start Action Step: 2027, End Action Step: 06/01/2029
Collect and analyze family feedback through surveys, focus groups, or structured meetings to evaluate the effectiveness of literacy engagement strategies and inform future planning.

Participant(s):

- Principals

2.4.1. Strategy #2: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:
Ensure equitable access to effective literacy instruction by strengthening educator capacity through high-
quality professional learning and instructional 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: 06/01/2029
Provide sustained professional learning aligned with the Science of Reading and guidance from
our state's ReadOhio Initiative.

Participant(s):

- District Administration
- Principals
- District Literacy Specialist

2.4.1.4.2. Start Action Step: 2027, End Action Step: 06/01/2029
Implement instructional coaching cycles led by our District Literacy Specialist that include
modeling, observation, feedback, and reflective practice.

Participant(s):

- Teachers
- District Literacy Specialist

2.4.1.4.3. Start Action Step: 2027, End Action Step: 06/01/2029
Provide structured onboarding and mentoring for new teachers to ensure consistent
implementation of our District Literacy Plan.

Participant(s):

- District Administration
- Teachers
- Principals
- District Literacy Specialist

2.4.1.4.4. Start Action Step: 2027, End Action Step: 06/01/2029

Utilize weekly or monthly TBT meetings to analyze student literacy data and adjust instruction
and interventions.

Participant(s):

- District Administration
- Teachers
- Principals
- District Literacy Specialist

2.4.1.4.5. Start Action Step: 2027, End Action Step: 06/01/2029
Conduct administrative and instructional walkthroughs to monitor implementation fidelity and
provide targeted support.

Participant(s):

- District Administration
- Principals
- District Literacy Specialist

2.4.1.4.6. Start Action Step: 2027, End Action Step: 06/01/2029
Prioritize placement and support of highly effective educators and literacy coaching resources
in classrooms serving students with the greatest academic needs to promote equitable access
to effective instruction.

Participant(s):

- District Administration
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Professional Capital

Every **Semester**, **Reading/Literacy - Completion of Task** of **English Language Arts Teachers and Intervention Teachers** will be monitored by **Curriculum Director, Literacy Specialist**, 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

2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester**, **Reading/Literacy - Completion of Task** of **English Language Arts Teachers, Intervention Teachers and Reading/Literacy Teachers** will be monitored by **Curriculum**

Director, Literacy Specialist, 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