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Basic Information

Plan Entity Name: FY 2027 Bellevue Middle School
One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 002253
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 (Ohio's Plan to Raise Literacy Achievement, Ohio's Dyslexia Guidebook, Science of Reading Toolkit, and ReadOhio Tip Sheets) to follow and support the ReadOhio Initiative. It is within our adult local control to implement policies and best practices to meet the needs of all students, including special populations, and to identify, monitor, and support literacy across the curriculum. With that said, student literacy performance at Bellevue has not improved at the desired rate because evidence-based literacy practices are not yet implemented with consistent fidelity across grade levels, buildings, and student groups. Although Bellevue has literacy frameworks, professional development, and coaching supports in place, the district has identified a need for tighter alignment among core instruction, intervention, progress monitoring, and the use of data to adjust instruction. In addition, family engagement around literacy has not been consistently connected to classroom expectations and targeted student needs. As a result, students, including special populations, do not yet experience a fully consistent, data-driven literacy system across the district.

   1.2. SMART Goal Statement

By **06/01/2029** we will improve the performance of **All Students**, **Middle School** students at/in **Bellevue Middle School** to **increase 3.00 %** in **Reading/Literacy** using **State Report Card – Progress Measure**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester**, **Reading/Literacy - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, 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:

1. Implement evidence based literacy instruction across all content areas.

1.4.1.3. Action Steps

1.4.1.3.1. Start Action Step: 2029, End Action Step: 06/01/2029

Administer OST aligned benchmark assessments (fall, winter, spring(

Participant(s):

- Teachers
- Principals

1.4.1.3.2. Start Action Step: 2029, End Action Step: 06/01/2029

Provide PD on structured literacy and comprehension strategies.

Participant(s):

- Teachers
- Principals

1.4.1.3.3. Start Action Step: 2029, End Action Step: 06/01/2029

Implement a daily intervention/enrichment block

Participant(s):

- Teachers
- Principals

1.4.1.3.4. Start Action Step: 2029, End Action Step: 06/01/2029

Deliver targeted small group reading interventions

Participant(s):

- Teachers
- Principals

1.4.1.3.5. Start Action Step: 2029, End Action Step: 06/01/2029
Monitor progress every 2-3 weeks using common assessments

Participant(s):
- Teachers
- Principals

1.4.1.3.6. Start Action Step: 2029, End Action Step: 06/01/2029
Provide family communication and literacy resources

Participant(s):
- Teachers
- Principals

1.4.1. Strategy #2: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:
Ensure equitable access to effective literacy instruction by strengthening educator capacity through high quality professional learning and instructional support.

1.4.1.3. Action Steps

1.4.1.3.1. Start Action Step: 2029, End Action Step: 06/01/2029
Provide sustained professional learning aligned with literacy goals

Participant(s):
- District Administration
- Principals
- Literacy Specialist

1.4.1.3.2. Start Action Step: 2029, End Action Step: 06/01/2029
Implement instructional coaching meetings led by district literacy specialist

Participant(s):
- District Administration
- Principals
- Literacy Specialist

1.4.1.3.3. Start Action Step: 2029, End Action Step: 06/01/2029
Provide structured onboarding and mentoring for new teachers to ensure consistent implementation of district literacy plan

Participant(s):

- District Administration
- Principals
- Literacy Specialist

1.4.1.3.4. Start Action Step: 2029, 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
- Principals
- Literacy Specialist

1.4.1.3.5. Start Action Step: 2029, End Action Step: 06/01/2029
Prioritize placement and support for highly effective educators and literacy coaching resources in classrooms serving students with the greatest academic needs.

Participant(s):
- District Administration
- Principals
- Literacy Specialist

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

Participant(s):
- District Administration
- Principals
- Literacy Specialist

1.5. Adult Measures

1.5.1. Adult Measure #1

- Professional Capital

Every **Semester**, **Reading/Literacy - Walkthrough Data** of **Middle School Staff** 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

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester**, **Reading/Literacy - Participation** of **Middle School Staff** 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

2. Goal #2 of 2
   2.1. 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.

   2.2. SMART Goal Statement

   By **06/01/2029** we will improve the performance of **Students with Disabilities**, **Middle School** students at/in **Bellevue Middle School** to **increase 3.00 %** in **Math** using **State Report Card**.

   2.3. Student Measures

      2.3.1. Student Measure #1

      Every **Semester**, **Math - District Formative Assessments** of **Students with Disabilities** will be monitored by **Principal, Classroom Teacher/s**, 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

   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:

         Deliver standards-based, specially designed math instruction aligned to IEPs (IDEA-B compliant).

2.4.1.3. Action Steps

2.4.1.3.1. Start Action Step: 2027, End Action Step: 06/01/2029
Align lesson plans with IEP goals and grade level standards

Participant(s):

- Teachers
- Principals

2.4.1.3.2. Start Action Step: 2027, End Action Step: 06/01/2029
Provide PD on explicit math instruction for SWD's

Participant(s):

- Teachers
- Principals

2.4.1.3.3. Start Action Step: 2027, End Action Step: 06/01/2029
Implement co teaching with defined instructional roles

Participant(s):

- Teachers
- Principals

2.4.1.3.4. Start Action Step: 2027, End Action Step: 06/01/2029
Conduct biweekly progress monitoring tied to IEP goals

Participant(s):

- Teachers
- Principals

2.4.1.3.5. Start Action Step: 2027, End Action Step: 06/01/2029
Provide small group math interventions during MTSS block

Participant(s):

- Teachers
- Principals

2.4.1.3.6. Start Action Step: 2027, End Action Step: 06/01/2029
Hold monthly meetings to adjust supports and services

Participant(s):

- Teachers
- Principals

2.4.1. Strategy #2: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

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

2.4.1.3. Action Steps

2.4.1.3.1. 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 instruction

Participant(s):

- Teachers
- Principals

2.4.1.3.2. Start Action Step: 2027, End Action Step: 06/01/2029
Review math data data (OST, ALEKS) to identify specific skill gaps, grade levels, and instructional breakdowns for students with disabilities

Participant(s):

- Teachers
- Principals

2.4.1.3.3. Start Action Step: 2027, End Action Step: 06/01/2029
Conduct walkthroughs to ensure consistent use of high quality, standards aligned Tier 1 math instruction with explicit modeling, math discourse and problem solving, and UDL strategies to increase access for SWD.

Participant(s):

- Teachers
- Principals

2.4.1.3.4. Start Action Step: 2027, End Action Step: 06/01/2029
Implement tier 2/3 interventions by providing evidence based math interventions with increased instructional time and small group/individualized support

Participant(s):

- Teachers
- Principals

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

Participant(s):

- Teachers
- Principals

2.4.1.3.6. 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 SWD to ensure equitable access to effective mathematics instruction

Participant(s):
- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - Participation** of **Middle School Staff** will be monitored by **Principal, Classroom Teacher/s**, 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

2.5.1. Adult Measure #2

- Professional Capital

Every **Semester**, **Math - Participation** of **Middle School Staff** will be monitored by **Principal, Classroom Teacher/s**, 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