Print Your Plan

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Basic Information

Plan Entity Name: FY 2027 Bellevue High School One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 002246
Plan Status: Plan Agency Approved
Revision #: 0

Primary Contact: undefined (OEDS_Principal)
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Plan Information

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

    "The district ensures that all students have the appropriate access to the general education curriculum with the needed supports prescribed in their IEPs. Each student''s IEP is reviewed and updated annually. Progress reports are issued every 9 weeks. When developing IEP goals, the intervention specialist reviews a variety of assessment data. Each student participates in a reading diagnostic (Amplify MClass) and takes all applicable subtests for the given grade level. The results of the reading diagnostic are reviewed, and goals are set based on each student''s individual areas of weakness, and a rate of improvement is calculated. The intervention specialist plans specially designed instruction in the targeted areas and progress monitors each student throughout the year. Progress Monitoring schools are charted to see if the student is making adequate progress. If a student is not responding to the interventions, the IEP team gathers to determine if the IEP goals, interventions, and specially designed instruction are appropriate or need to be adjusted. If a student meets his or her goal, the team comes together to develop a new goal. Intervention Specialists also participate in reviewing Ohio State Testing data. Students'' progress in each standard area is reviewed to see where each student''s strengths and weaknesses are. Students participate in intervention groups based on their individual needs."

1.2. SMART Goal Statement

By **06/01/2029** we will improve the performance of **All Students**, **Tenth Grade** students at/in **Bellevue High School** to **increase 3.00 %** in **English Language Arts** using **State Report Card**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester**, **Reading/Literacy - Dibels** of **All Students** will be monitored by **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

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:

Integrate disciplinary literacy practices across all content areas

1.4.1.3. Action Steps

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

Analyze EOC and benchmark data to identify priority students

Participant(s):

- Teachers
- Principals

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

Provide PD on disciplinary literacy and writing strategies

Participant(s):

- Teachers
- Principals

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

Implement common writing expectations across departments.

Participant(s):

- Teachers
- Principals

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

Offer targeted intervention (support classes/labs)

Participant(s):

- Teachers

- Principals

1.4.1.3.5. Start Action Step: 2027, End Action Step: 06/01/2029
Monitor progress quarterly using EOC-aligned assessments

Participant(s):
- Teachers
- Principals

1.4.1.3.6. Start Action Step: 2027, End Action Step: 06/01/2029
Communicate progress with families and provide supports

Participant(s):
- Teachers
- Principals

1.4.1. Strategy #2: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:
Provide sustained professional leearning aligned with SoR and guidance from ReadOhio

1.4.1.3. Action Steps

1.4.1.3.1. Start Action Step: 2027, End Action Step: 06/01/2029
Provide sustained professional learning aligned with SoR and guidance from ReadOhio

Participant(s):
- Teachers
- Principals

1.4.1.3.2. Start Action Step: 2027, End Action Step: 06/01/2029
Implement instructional coaching cycles led by our District Literacy Specialist.

Participant(s):
- Teachers
- Principals

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

Participant(s):
- Teachers
- Principals

1.4.1.3.4. 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):
- Teachers
- Principals

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

Participant(s):
- Teachers
- Principals

1.4.1.3.6. Start Action Step: 2027, End Action Step: 06/01/2029
Prioritize placement and support of highly effective educators and literacy coaching resources in classrooms

Participant(s):
- Teachers
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Reading/Literacy - Dibels** of **Tenth Grade 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

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester**, **Reading/Literacy - Dibels** of **Tenth Grade 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. 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**, **High School** students at/in **Bellevue High School** to **increase 3.00 %** in **Math** using **State Report Card**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester**, **Math - ALEKS** of **All Students** 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 curriculum pacing with EOC standards and IEP goals

Participant(s):

- Teachers
- Principals

2.4.1.3.2. Start Action Step: 2027, End Action Step:

Provide PD on co-teaching and differentiation in math

Participant(s):

2.4.1.3.3. Start Action Step: 2027, End Action Step: 06/01/2029
Implement math intervention period focused on foundational skills

Participant(s):
- Teachers
- Principals

2.4.1.3.4. Start Action Step: 2027, End Action Step:
Use frequent formative assessments aligned to EOC content

Participant(s):

2.4.1.3.5. Start Action Step: 2027, End Action Step: 06/01/2029
Monitor IEP math goal progress monthly

Participant(s):
- Teachers
- Principals

2.4.1.3.6. Start Action Step: 2027, End Action Step: 06/01/2029
Conduct monthly data meetings to adjust instruction and supports

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

Participant(s):

- Teachers
- Principals

2.4.1.3.2. Start Action Step: 2027, End Action Step:
Review disaggregated math data to identify specific skill gaps, grade levels and instructional breakdowns for students with disabilities.

Participant(s):

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 core 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 targeted 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
Biweekly math data TBT meetings to analyze progress monitoring results for tracking student growth and adjusting interventions 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 students with disabilities to ensure equitable access to effective math instruction.

Participant(s):
- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - ALEKS** of **High 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 - ALEKS** of **High 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