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Basic Information

Plan Entity Name: FY 2027 Bellevue City One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 043596
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, The Third Grade Reading Guarantee Manual, 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**, **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Tenth Grade** students at/in **Bellevue City** to **increase 3.00 %** in **English Language Arts** using **Ohio State Tests**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester**, **Reading/Literacy - mClass Assessment and/or Dibel's** of **All K-5 ELA students, 6-12 ELA Students with Disabilities and/or not Proficient** will be monitored by **the District Literacy Specialist, Curriculum Director**, 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

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

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. 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

1.4.1.4.2. 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

1.4.1.4.3. 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 Literacy Specialist

1.4.1.4.4. 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
- New Teachers, District Literacy Specialist

1.4.1.4.5. 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

1.4.1.4.6. 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
- District Literacy Specialist

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. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

1.4.1.4. Action Steps

1.4.1.4.1. 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

1.4.1.4.2. 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

1.4.1.4.3. 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

1.4.1.4.4. 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

1.4.1.4.5. 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

1.4.1.4.6. 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

1.5. Adult Measures

1.5.1. 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, District 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

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

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

1.6. Funding Sources

1.6.1. FY 2027,2028,2029

Collect and analyze family feedback through surveys, focus groups, or structured meetings to evaluate the effectiveness of literacy engagement strategies and inform future planning.

General Fund

1.6.1. FY 2027,2028,2029

Conduct administrative and instructional walkthroughs to monitor implementation fidelity and provide targeted support.

General Fund

1.6.1. FY 2027,2028,2029

Deliver regular, structured communication to families regarding student reading progress, curriculum expectations, and targeted interventions via conferences, progress reports, and/or emails.

General Fund | IDEA Early Childhood Special Education | IDEA-B Special Education | Title I-A Improving Basic Programs | Title IV-A Student Support and Academic Enrichment

1.6.1. FY 2027,2028,2029

Implement instructional coaching cycles led by our District Literacy Specialist that include modeling, observation, feedback, and reflective practice.

General Fund | Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

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.

General Fund

1.6.1. FY 2027,2028,2029

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.

General Fund | Title I-A Improving Basic Programs | Title IV-A Student Support and Academic Enrichment

1.6.1. FY 2027,2028,2029

Provide home literacy materials and structured practice activities that reinforce classroom instruction and target identified skill gaps.

General Fund

1.6.1. FY 2027,2028,2029

Provide structured onboarding and mentoring for new teachers to ensure consistent implementation of our District Literacy Plan.

General Fund

1.6.1. FY 2027,2028,2029

Provide sustained professional learning aligned with the Science of Reading and guidance from our state's ReadOhio Initiative.

General Fund

1.6.1. FY 2027,2028,2029

Share research-based resources and instructional guidance with families, including reading strategies, skill-building activities, and tips aligned with the Science of Reading framework.

General Fund

1.6.1. FY 2027,2028,2029

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

General Fund | IDEA Early Childhood Special Education | IDEA-B Special Education | Title I-A Improving Basic Programs

1.6.1. FY 2027,2028,2029

Facilitate two-way communication between families and school staff to discuss student literacy progress, curriculum alignment, and individualized support strategies.

General Fund

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 **All Students**, **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade** students at/in **Bellevue City** to **increase 3.00 %** in **Math** using **Ohio State Tests**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester**, **Math - iReady and/or ALEKS Math data** of **All Students and Students with Disabilities** 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

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

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. 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

2.4.1.4.2. 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

2.4.1.4.3. 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):

- Teachers

- Principals

2.4.1.4.4. 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):
- Teachers
- Principals

2.4.1.4.5. 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

2.4.1.4.6. 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

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 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.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. 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
- Principals

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

Participant(s):

- District Administration
- Teachers
- Principals

2.4.1.4.3. 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
- Principals

2.4.1.4.4. 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):

- District Administration
- Teachers
- Principals

2.4.1.4.5. 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):

- District Administration
- Teachers
- Principals

2.4.1.4.6. 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 mathematics instruction.

Participant(s):

- District Administration
- Principals
- Mentor Teachers

2.5. Adult Measures

2.5.1. Adult Measure #1

- 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

2.5.1. Adult Measure #2

- Professional Capital

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

2.6. Funding Sources

2.6.1. FY 2027,2028,2029

Collect and analyze family feedback regarding math support activities to refine instructional practices and family engagement strategies, ensuring alignment with district curriculum and assessments.

General Fund	Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

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

General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Use biweekly math data TBT meetings to analyze progress monitoring results for tracking student growth and adjusting interventions and to make decisions.

General Fund | IDEA-B Special Education | Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Encourage two-way communication between families and school staff to discuss student progress, understanding of the curriculum, and instructional needs.

General Fund

2.6.1. FY 2027,2028,2029

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.

General Fund

2.6.1. FY 2027,2028,2029

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

General Fund | IDEA-B Special Education

2.6.1. FY 2027,2028,2029

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.

General Fund | IDEA-B Special Education | Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

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

General Fund | Title I-A Improving Basic Programs | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2027,2028,2029

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.

General Fund

2.6.1. FY 2027,2028,2029

Provide regular updates to families on student mathematics progress using district assessments, benchmarks, and classroom performance data.

General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Share curriculum-aligned resources and strategies with families to reinforce classroom instruction and support skill mastery at home

General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2027,2028,2029

Implement targeted Tier 2/3 interventions by providing evidence-based math interventions with increased instructional time and small group/individualized support.

General Fund | Title I-A Improving Basic Programs | IDEA-B Special Education