

SCHOOL NAME: Bellefaire
DISTRICT NAME: Cleveland Hts-University Hts
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: K-12
Number of Students: 85
Eligible for Free & Reduced Lunch: 75.9%

Highlights of Reform Model

Bellefaire is utilizing the Transformation Model. The former principal was replaced in 2009. The current principal is Michael Woods. Principal Woods and Building Leadership Team (BLT) have been able to create data teams through their use of common formative assessment. All teachers meet weekly in teacher-based teams, where the focus is on student data and changes in teaching practices to increase student achievement. To ensure that interventions derived from student data are fully implemented, the principal along with instructional coaches conduct daily classroom walkthroughs with immediate, meaningful feedback. Bellefaire has increased their percentage of graduates through an afterschool credit recover program. Bellefaire hosted a variety of community and parents activities to increase meaningful involvement. Through 4 quarters of reporting, Bellefaire students have participated in 237 hours of extended learning time, and teachers have participated in 190 hours of professional development.

Transformation Specialist Completing Report

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| Test Grade | Test Subject | 2011-2012 School Year Proficient Percentage | 2010-2011 School Year Proficient Percentage | 2009-2010 School Year Proficient Percentage |
|------------|--------------|---|---|---|
| 5th Grade | Reading | -- | -- | NC |
| | Mathematics | -- | -- | NC |
| 6th Grade | Reading | -- | NC | -- |
| | Mathematics | -- | NC | -- |
| 7th Grade | Reading | NC | -- | NC |
| | Mathematics | NC | -- | NC |
| 8th Grade | Reading | -- | NC | NC |
| | Mathematics | -- | NC | NC |
| 10th Grade | Reading | NC | NC | NC |
| | Mathematics | NC | NC | NC |
| 11th Grade | Reading | NC | NC | NC |
| | Mathematics | NC | NC | NC |
| 12th Grade | Reading | NC | NC | -- |
| | Mathematics | NC | NC | -- |

Evidence-Based Best Practices Observed

Principal Michael Woods reports prior to receiving the SIG grant frequent progress monitoring was not a school wide practice. According to Principal Woods, in year two, school year 2011- 2012, OIP trainers, Paula Woods and Airian Clark, trained the principal and BLT on common and formative assessments. To ensure the fidelity of implementation, the trainers returned to in-service the entire staff. The implementation of common and formative assessment has created a laser-like focus on strand master and increased student/teacher engagement.

Systemic Changes Observed

Prior to the SIG, Bellefaire’s school day was shorter students had early release each Friday. Thus the school day was extended. Both Reading and Math classes became 90 minute blocks. Also, the school guidance counselor examined student transcripts to determine students in need of credit recovery. These students were offered the opportunity twice per year, for each of the three years, to attend an after school credit recovery program. Each summer beginning in summer

2011, all students were invited to attend a 5 week summer school experience that included remediation and enrichment in reading and math as well credit recovery opportunities.

Current Barriers to Achievement

Bellefaire is an alternative school where all students exhibit behaviors that impede the learning process. Due to financial cuts, Bellefaire was closed at the conclusion of school year 2012-2013.