

Print Your Plan



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Basic Information

Plan Entity Name: FY 2024 Bellevue Elementary

School One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 042424

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Early Intervention in Literacy will lead to more children being identified as on track according to normed assessments.

1.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Third Grade, Fourth Grade, Fifth Grade** students at/in **Bellevue Elementary School** to **increase 6.00 %** in **Reading/Literacy** using **State Report Card**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Trimester, Reading - Amplify Dibels 8** of **All Students** will be monitored by **BES Literacy Admin Team**, with an overall improvement of **increase 6.00 %** by the end of the plan.

11/30/2023	02/29/2024	06/16/2024	11/30/2024	02/28/2025	06/16/2025
11/30/2025	02/28/2026	06/16/2026			

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:

Increase teacher and administrative knowledge of reading research.

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: 2024, End Action Step: 06/30/2026

Work collaboratively with our preschool partners to analyze their respective student data on preschool assessments and beginning of the year Kindergarten assessments.

Participant(s):

- Teachers
- Building Leadership

1.4.1.4.2. Start Action Step: 2024, End Action Step: 05/31/2024

Provide training to BLT and Literacy Admin and PreK-5 teachers on Dibels 8: mCLASS and the Centralized Reporting System.

Participant(s):

- District Administration
- Teachers

1.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

On an annual basis plan for timely review of literacy outcomes with a focus on adjustments to instructional practices that would lead to growth at all levels (DLT, BLT, TBT, classroom and student).

Participant(s):

- Staff

1.4.1. Strategy #2: Leadership, Administration, Governance

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Increase teacher and administrative knowledge of reading research.

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: 2024, End Action Step: 12/06/2024

Develop a professional development calendar including all preK-5 staff for the 2023-34 school year.

Participant(s):

- District Administration

1.4.1.4.2. Start Action Step: 2024, End Action Step: 07/25/2024

Implement PD according to the calendar. Provide guided notes and other necessary supports to yield positive pd outcomes.

Participant(s):

- District Administration
- Teachers

1.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2026

Make adjustments to instructional practices based on knowledge gained. Conversations about changes should be reflected in Yearly Planning Guides and MTSS systems.

Participant(s):

- Staff
- Teacher-Based Teams

1.4.1. Strategy #3: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Implement best practices across the building in Writing Instruction.

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: 2024, End Action Step: 09/13/2024

Refine the Yearly Planning Guide to include the teaching of the TWR Strategies

- Sentences & Fragments
- Scrambled Sentences
- Sentence Types

- Developing Questions
- Basic Conjunctions (because, but & so)
- Subordinating Conjunctions
- Appositives
- Sentence Combining
- Sentence Expansion

Participant(s):

- Teacher-Based Teams

1.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2025

Teachers of all subjects adapt TWR's strategies and activities to their preexisting curriculum and weave them into their content instruction.

Participant(s):

- Teachers

1.4.1.4.3. Start Action Step: 2026, End Action Step: 05/29/2026

Teachers will collectively review student writing examples at TBT on a monthly basis.

Participant(s):

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Trimester**, **English Language Arts - Refine the Yearly Planning Guide** of **Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff, Fourth Grade Staff and Fifth Grade Staff** will be monitored by **Principal**, with an annual improvement of **increase 33.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

11/30/2023	02/29/2024	06/16/2024	11/30/2024	02/28/2025	06/16/2025
11/30/2025	02/28/2026	06/16/2026			

2. Goal #2 of 3

2.1. Root Cause Analysis

Mathematical Reasoning is a relative weakness at BES. This means our students could benefit from more exposure and practice applying mathematical terms, symbols and models when solving and explaining real-world problems. Addressing the Standards of Mathematical Practice in all classrooms will lead to positive change in Math scores.

2.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Elementary** students at/in **Bellevue Elementary School** to **increase 3.00 %** in **Math** using **State Report Card**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Trimester, Math - iReady Math** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 3.00 %** by the end of the plan.

11/30/2023	02/29/2024	06/16/2024	11/30/2024	02/28/2025	06/16/2025
11/30/2025	02/28/2026	06/16/2026			

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:

Analyze state assessment and iReady diagnostic results in Math to identify student strengths and weaknesses, and performance trends in cohort groups.

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: 2024, End Action Step: 06/30/2026

Devote time in the yearly calendar to review Math data at both TBT and BLT.

Participant(s):

- District Administration
- Teachers

2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2025

Admin will assist teachers as they incorporate trend data from the previous year OST and iReady in their HQSD analysis for OTES.

Participant(s):

- Teachers
- Building Leadership

2.4.1.4.3. Start Action Step: 2024, End Action Step: 01/26/2024

Math teachers will receive professional development in the interpretation of their iReady data.

Participant(s):

- District Administration
- Teachers

2.4.1. Strategy #2: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Instructional strategies will focus on clear learning objectives (with an emphasis on the standards for mathematical practices), providing feedback, asking high-level depth of knowledge questions, and identifying cognitively complex activities within unpacked standards.

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: 2024, End Action Step: 05/31/2024

Assess teacher and administrative knowledge in the eight Standards for Mathematical Practice and effective mathematics instruction.

Participant(s):

- District Administration
- Teachers

2.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2025

Engage in professional learning in the eight Standards for Mathematical Practice and effective math instruction.

Participant(s):

- District Administration
- Teachers
- Principals

2.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2026

Use screening and assessment data to determine needs for reading intervention.

develop data-driven decision protocols for meeting student needs

utilize diagnostic assessment where applicable

develop and utilize progress monitoring protocols where applicable

Participant(s):

2.4.1. Strategy #3: Leadership, Administration, Governance

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Implement a spiral review of Math concepts in place at each grade level.

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: 2024, End Action Step: 11/03/2023

Review the instructional practices shared by 5th grade teachers at TBT in Dec. of 2022 (spiral review and flexible grouping time)

Participant(s):

- Teachers
- Principals

2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2024

Review spiral review practices in place at each grade level.

Participant(s):

- Teachers
- Principals

2.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2026

Implement spiral review at each grade level.

Participant(s):

- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Leadership, Administration, Governance

Every **Trimester, Math - TBT minutes** of **Elementary Staff** will be monitored by **Classroom Teacher/s**, with an annual improvement of **increase 1.00 math focused TBTs per year** resulting in an overall improvement of **increase 3.00 math focused TBTs per year** by the end of the plan.

06/16/2026	02/28/2026	11/30/2025	06/16/2025	02/28/2025	11/30/2024
06/16/2024	02/29/2024	11/30/2023			

3. Goal #3 of 3

3.1. Root Cause Analysis

A positive school culture is the responsibility of every staff member and student. In order to have a positive impact on school culture we must collectively implement and monitor PBIS. We must measure our school culture and climate with norm-referenced tools and create plans to support positive progress.

3.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Elementary** students at/in **Bellevue Elementary School** to **increase 1.00 %** in **Behavior** using **PBIS data**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **365 days, Behavior - Discipline Referrals** of **All Students** will be monitored by **Principal**, with an annual improvement of **decrease 1.00 %** resulting in an overall improvement of **decrease 3.00 %** by the end of the plan.

06/29/2024

06/29/2025

06/29/2026

3.4. Strategies and Actions

3.4.1. Strategy #1: School Climate and Supports

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Teachers will actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2024

Teach all children the PBIS expectations and core SEL curriculum.

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff

3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Use data to inform which children receive additional teaching in problem solving skills, self-regulation and behaviorally appropriate ways to resolve conflict

Participant(s):

- Staff
- Positive Behavior Intervention Support Team

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Utilize Functional Behavior Assessments to inform Behavior Improvement Plans for children with extremely non-compliant and aggressive behaviors with a strong focus on the teaching of replacement behaviors and prevention strategies.

Participant(s):

- Staff
- Building Leadership
- Positive Behavior Intervention Support Team

3.4.1. Strategy #2: Community, Family Engagement

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Develop a building climate and culture committee and implement strategies recommended by the committee.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2024

Recruit leaders from different floors and departments to volunteer on this committee.

Participant(s):

- Principals

3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2024

Create goals based on the group consensus.

Participant(s):

- building climate and culture committee

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Develop and implement strategies to support the building climate and culture.

Participant(s):

- Staff

3.5. Adult Measures

3.5.1. Adult Measure #1

- School Climate and Supports

Every **Trimester, School Climate - Staff Reflection** of **Elementary Staff** will be monitored by **Principal**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 3.00 %** by the end of the plan.

06/16/2026	02/28/2026	11/30/2025	06/16/2025	02/28/2025	11/30/2024
06/16/2024	02/29/2024	11/30/2023			