

Print Your Plan



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Print by: Swartz, Kimberly S

Email: (not available)

Basic Information

Plan Entity Name: FY 2024 Bellevue City One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 043596

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Superintendent)

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Our schools can provide a safe, invited, and welcomed environment to result in a positive impact while families can better engage with schools and support their students' attendance. Expanding career awareness and opportunities and helping students develop lifelong behavioral and SEL skills may keep some students interested and engaged in school and would result in a positive impact.

1.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Bellevue High School, Bellevue Middle School, Bellevue Elementary School** to **increase 9.00 %** in **Attendance** using **the Secure Data Center reports**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **365 days, Attendance - Secure Data Center** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 3.00 %** resulting in an overall improvement of **increase 9.00 %** by the end of the plan.

06/29/2024

06/29/2025

06/29/2026

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Re-establish the District Leadership Team (DLT) which will include an SEL and Behavioral Support work group and a Career Readiness work group.

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

Form and annually revisit the DLT for purposes of the SEL and Behavioral Support work group and the Career Readiness work group:
identify roles, including coaching roles;
schedule meetings;
establish a communication system

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Create and annually revisit the District SEL and Behavioral Support Plan and the role and effectiveness of the SEL and Behavioral Support work group and Career Readiness work group.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Analyze discipline and attendance data to target areas of focus; develop an action plan for improvement with discipline and attendance.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

1.4.1. Strategy #2: College and Career Readiness

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Develop executive functioning skills along with career awareness and career readiness in all students. It is our belief that students in high school should see the relevance of their learning, be exposed to practical, real-world work settings, and begin to define his or her future.

1.4.1.3. Action Steps

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

Engage the staff in professional learning that informs on executive function skills and provide activity ideas for all teachers.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Enhance and practice executive function activities across the district to help students build executive functioning skills (working memory, inhibitory control, and cognitive flexibility).

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Review and revise the district's career plan with administration and career teachers following the district's Career-Ready Graduates framework:

Discover (careers an oneself)

Explore (career pathways)

Develop (skills & experiences)

Connect (people & opportunities)

Demonstrate (graduation requirements & college, career, workforce, & military readiness component)

Outcomes (post-high school path)

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

1.4.1. Strategy #3: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Prioritize wellness for each and every student and their families.

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

Assess student well-being to enable staff to provide supports for social, emotional, and behavioral health.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Engage the staff in professional learning that prioritizes student stress reduction, mental health, and physical wellness routines such as mindfulness, brain breaks, movement opportunities, and any additional calming routines to promote self-regulation.

Participant(s):

- District Administration
- Teachers
- Principals

- Building Leadership Teams
- District Leadership Team

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

Engage the staff in professional learning that prioritizes primary prevention (Tier 1) practices that establish positive, predictable, and safe environments and routines:

Create a welcoming physical environment

Intentionally make and establish positive connections with students (and families) and encourage the same positive connection between students

Establish consistent and predictable routines

Explicitly teach, prompt, and reinforce positive expectations

Provide specific and supportive feedback

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, SEL, Behavioral, and Career Awareness Supports - Staff Survey of All Classroom Teachers** will be monitored by **Principal**, with an annual improvement of **increase 30.00 %** resulting in an overall improvement of **increase 90.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

1.6. Funding Sources

1.6.1. FY 2024,2025,2026

Form and annually revisit the DLT for purposes of the SEL and Behavioral Support work group and the Career Readiness work group: identify roles, including coaching roles; schedule meetings; establish a communication system

General Fund

1.6.1. FY 2024,2025,2026

Create and annually revisit the District SEL and Behavioral Support Plan and the role and effectiveness of the SEL and Behavioral Support work group and Career Readiness work group.

General Fund

1.6.1. FY 2024,2025,2026

Analyze discipline and attendance data to target areas of focus; develop an action plan for improvement with discipline and attendance.

General Fund

1.6.1. FY 2024,2025,2026

Engage the staff in professional learning that informs on executive function skills and provide activity ideas for all teachers.

General Fund

1.6.1. FY 2024,2025,2026

Enhance and practice executive function activities across the district to help students build executive functioning skills (working memory, inhibitory control, and cognitive flexibility).

General Fund

1.6.1. FY 2024,2025,2026

Review and revise the district's career plan with administration and career teachers following the district's Career-Ready Graduates framework: Discover (careers an oneself) Explore (career pathways) Develop (skills & experiences) Connect (people & opportunities) Demonstrate (graduation requirements & college, career, workforce, & military readiness component) Outcomes (post-high school path)

General Fund

1.6.1. FY 2024,2025,2026

Assess student well-being to enable staff to provide supports for social, emotional, and behavioral health.

General Fund

1.6.1. FY 2024,2025,2026

Engage the staff in professional learning that prioritizes student stress reduction, mental health, and physical wellness routines such as mindfulness, brain breaks, movement opportunities, and any additional calming routines to promote self-regulation.

General Fund

1.6.1. FY 2024,2025,2026

Engage the staff in professional learning that prioritizes primary prevention (Tier 1) practices that establish positive, predictable, and safe environments and routines: Create a welcoming physical environment Intentionally make and establish positive connections with students (and families) and encourage the same positive connection between students Establish consistent and predictable routines Explicitly teach, prompt, and reinforce positive expectations Provide specific and supportive feedback

General Fund

2. Goal #2 of 3

2.1. Root Cause Analysis

Early Intervention will result in fewer children testing as not-on track as they enter school. We must embark on ongoing collaborative partnerships with our families and community preschools prior to their arrival at BES for Kindergarten. Reading Informational text is the lowest area of performance in grades 6-8. The middle school ELA department will work to break down the area into smaller parts to identify specific areas of the Informational Text category that can be improved on. Staff will analyze and present released test questions to students and work to increase the amount of this content into yearlong planning guides and instruction.

2.2. SMART Goal Statement

By **06/30/2026** 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 High School, Bellevue Middle School, Bellevue Elementary School** to **increase 3.00 % in English Language Arts** using **Ohio State Assessment**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **365 days, English Language Arts - Ohio State Assessment** 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.

06/29/2024

06/29/2025

06/29/2026

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:

Increase teacher and administrative knowledge of reading and writing research.

2.4.1.3. Embedded Plan Requirement(s):

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

2.4.1.4. Action Steps

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

Assess teacher and administrative knowledge in the science of reading, effective literacy instruction, and writing instruction.

Participant(s):

- District Administration
- Teachers
- Principals

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

Engage in professional learning in the science of reading, effective literacy instruction and writing instruction.

Participant(s):

- District Administration
- Teachers
- Principals

2.4.1.4.3. Start Action Step: 2024, 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):

- District Administration
- Teachers
- Principals
-

2.4.1. Strategy #2: Leadership, Administration, Governance

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Re-establish the District Leadership Team (DLT) which will include a District Literacy work group.

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

Form and annually revisit the DLT for purposes of the District Literacy workgroup:

identify roles, including coaching roles;

schedule meetings;

establish a communication system

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

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

Create and annually revisit the District Local Literacy Plan and the role and effectiveness of the District Literacy work group.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team
- Literacy Specialist

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

Build consensus, momentum, and urgency for change in literacy practices.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team
- Literacy Specialist

2.4.1. Strategy #3: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Provide actionable content applicable instructional strategies.

2.4.1.3. Embedded Plan Requirement(s):

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

2.4.1.4. Action Steps

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

Analyze the effectiveness of Tier 1 instruction and/or classroom literacy instruction to plan for improvements.

Participant(s):

- District Administration
- Teachers
- Principals
- Literacy Specialist

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

Engage in professional learning to include scaffolding instruction and instructional literacy and writing supports as well as getting students engaged and challenged.

Participant(s):

- District Administration
- Teachers
- Principals
- Literacy Specialist

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

Refine classroom instruction and intervention systems, including the use of high-quality reading/literacy instructional materials, high-quality reading/ELA teaching, and high-quality reading/literacy instructional supports.

Participant(s):

- District Administration
- Teachers
- Principals
- Literacy Specialist

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Participation of English Language Arts Teachers** will be monitored by **Principal**, with an annual improvement of **increase 30.00 %** resulting in an overall improvement of **increase 90.00 %** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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2.6. Funding Sources

2.6.1. FY 2024,2025,2026

Create and annually revisit the District Local Literacy Plan and the role and effectiveness of the District Literacy work group.

General Fund

2.6.1. FY 2024,2025,2026

Build consensus, momentum, and urgency for change in literacy practices.

General Fund

2.6.1. FY 2024,2025,2026

Analyze the effectiveness of Tier 1 instruction and/or classroom literacy instruction to plan for improvements.

General Fund

2.6.1. FY 2024,2025,2026

Engage in professional learning to include scaffolding instruction and instructional literacy and writing supports as well as getting students engaged and challenged.

General Fund

2.6.1. FY 2024,2025,2026

Refine classroom instruction and intervention systems, including the use of high-quality reading/literacy instructional materials, high-quality reading/ELA teaching, and high-quality reading/literacy instructional supports.

General Fund

2.6.1. FY 2024,2025,2026

Assess teacher and administrative knowledge in the science of reading, effective literacy instruction, and writing instruction.

General Fund

2.6.1. FY 2024,2025,2026

Engage in professional learning in the science of reading, effective literacy instruction and writing instruction.

General Fund

2.6.1. FY 2024,2025,2026

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

General Fund

2.6.1. FY 2024,2025,2026

Form and annually revisit the DLT for purposes of the District Literacy workgroup: identify roles, including coaching roles; schedule meetings; establish a communication system

General Fund

3. Goal #3 of 3

3.1. Root Cause Analysis

Overall, our BES students showed to be above the state norms in math achievement with the area of math reasoning being a relative weakness in comparison to other areas of math. This means our students could benefit from more exposure and practice applying mathematical terms, symbols, and models when solving and explaining real-world problems. The highest-achieving BMS students that participated in the 2022 state assessment made the least amount of growth. High-achieving students need an increased amount of cognitively complex math activities. Sixth-grade math instruction needs to identify weak areas and provide high-achieving students the opportunity to complete cognitively complex tasks.

3.2. SMART Goal Statement

By **06/30/2026** 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 High School, Bellevue Middle School, Bellevue Elementary School** to **increase 3.00 %** in **Math** using **Ohio State Assessment**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **365 days, Math - Ohio State Assessment** 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.

06/29/2024

06/29/2025

06/29/2026

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Increase teacher and administrative knowledge of mathematical practices.

3.4.1.3. Embedded Plan Requirement(s):

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

3.4.1.4. Action Steps

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

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

Participant(s):

- District Administration
- Teachers
- Principals

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

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

Participant(s):

- District Administration
- Teachers
- Principals

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

Use screening and assessment data to determine needs for math 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):

- District Administration
- Teachers
- Principals

3.4.1. Strategy #2: Leadership, Administration, Governance

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Re-establish the District Leadership Team (DLT) which will include a Math Literacy work group.

3.4.1.3. Embedded Plan Requirement(s):

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

3.4.1.4. Action Steps

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

Form and annually revisit the DLT for purposes of the Math Literacy workgroup:

identify roles, including coaching roles;

schedule meetings;
establish a communication system

Participant(s):

- District Administration
- Teachers
- Principals

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

Create and annually revisit the District Math Literacy Plan and the role and effectiveness of the Math Literacy work group.

Participant(s):

- District Administration
- Teachers
- Principals

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

Build consensus, momentum, and urgency for change in mathematical practices.

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1. Strategy #3: Professional Capital

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Re-establish the District Leadership Team (DLT) which will include a Math Literacy work group.

3.4.1.3. Embedded Plan Requirement(s):

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

3.4.1.4. Action Steps

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

Analyze the effectiveness of Tier 1 instruction and/or classroom math instruction to plan for improvements.

Participant(s):

- District Administration

- Teachers
- Principals

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

Engage in professional learning to include scaffolding instruction and instructional math supports as well as getting students engaged and challenged.

Participant(s):

- District Administration
- Teachers
- Principals

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

Refine classroom instruction and intervention systems, including the use of high-quality math instructional materials, high-quality math teaching, and high-quality math instructional supports.

Participant(s):

- District Administration
- Teachers
- Principals

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Math - Participation of Math Teachers** will be monitored by **Principal**, with an annual improvement of **increase 30.00 %** resulting in an overall improvement of **increase 90.00 %** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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3.6. Funding Sources

3.6.1. FY 2024,2025,2026

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

General Fund

3.6.1. FY 2024,2025,2026

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

General Fund

3.6.1. FY 2024,2025,2026

Use screening and assessment data to determine needs for math intervention: develop data-driven decision protocols for meeting student needs; utilize diagnostic assessment where applicable; develop and utilize progress monitoring protocols where applicable

General Fund

3.6.1. FY 2024,2025,2026

Form and annually revisit the DLT for purposes of the Math Literacy workgroup: identify roles, including coaching roles; schedule meetings; establish a communication system

General Fund

3.6.1. FY 2024,2025,2026

Create and annually revisit the District Math Literacy Plan and the role and effectiveness of the Math Literacy work group.

General Fund

3.6.1. FY 2024,2025,2026

Build consensus, momentum, and urgency for change in mathematical practices.

General Fund

3.6.1. FY 2024,2025,2026

Analyze the effectiveness of Tier 1 instruction and/or classroom math instruction to plan for improvements.

General Fund

3.6.1. FY 2024,2025,2026

Engage in professional learning to include scaffolding instruction and instructional math supports as well as getting students engaged and challenged.

General Fund

3.6.1. FY 2024,2025,2026

Refine classroom instruction and intervention systems, including the use of high-quality math instructional materials, high-quality math teaching, and high-quality math instructional supports.

General Fund