



Bellevue Public Schools

2024-2029
Strategic Plan

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Bellevue Board of Education



Maureen McNamara
President



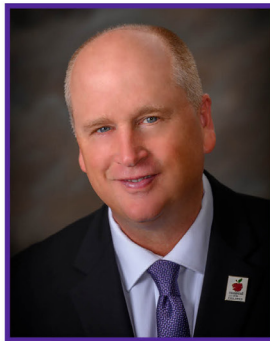
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Dr. Jeff Rippe
Superintendent of Schools

Letter from the Superintendent & President of the Board of Education

Dear Bellevue Public Schools and Bellevue/Offutt Community,

On behalf of Bellevue Public Schools and the Bellevue Board of Education, we are excited to present the initial draft of the district's new strategic plan. The strategic planning process gave the district and board the opportunity to engage with our school community and seek feedback on many aspects of the operations and functions of the school district. BPS contracted with the Nebraska Association of School Boards (NASB) to facilitate the process and guide the district as the strategic plan was developed. The consultants conducted surveys with various stakeholder groups and compiled the survey data in a comprehensive needs analysis of the district. The feedback and data collected were aggregated and analyzed to determine the areas of greatest need, identify priorities, focus district work, and provide a path to improve teaching and learning in all schools. The district utilized five priority committees consisting of certified, classified, and administrative staff along with parents and community members to review feedback data and make recommendations for improvement. The committees led the efforts to revise the strategic plan and were a valuable assessment in identifying challenges facing the district and community.

The BPS Strategic Plan is focused on the following priorities:

- Instructional and Curricular Innovation
- Supportive Learning Environment
- Student Programs and Services
- Engaging Our Community
- Allocation of Resources

These priorities are focused on creating a school district where all students feel safe, nurtured, challenged, and prepared for the future. This plan will also allow Bellevue Public Schools to embody our "Champions for Children" mission and fulfill the district vision of "Shaping our future through engagement, innovation, and a culture of belonging."

Sincerely,



Dr. Jeff Rippe, Superintendent
Bellevue Public Schools



Maureen McNamara, President
Bellevue Board of Education

Introduction

This strategic plan is a recognition by the Bellevue Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of BPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of BPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Priority Overview Committees for their considerable contributions to the creation of this strategic plan.

Bellevue Public Schools Priority Committees

Priority 1

Amber Dembowski, Mindy Faiman, Nicole Fox, Kelly Gomez, Cara Graney, Andrew Gregory, Valerie Hansen, Becky Heavrin, Stephanie Kastrup, Kay Larson, Nicole Menard, Laura Messier, Robert Moore, Fran Pokorski, Shawn Riddle, Kevin Rohlf, Mike Smith, Kari Veleba

Priority 2

Katie Alford, Nate Bacon, Becky Baldwin, Rodney Brown, Dina Flores, Bethany Kracl, Meredith Mohanty, Robert Moore, Larry Murry, Virginia Newton, Fran Pokorski, Lynsdy Rinehart, Elizabeth Roby, Rachel Schutte, Nichole Small, Jill Swenson, Drew Wiener, Austin Zeimet

Priority 3

Tiffany Beedle, Shannon Brand, John Campbell, Matt Fenster, Sue Fjelstad, Curtis Gocke, Sarah Lach, Jenny Lynch, Robert Moore, Mallory Peterson, Mary Sasek, Doug Schaefer, Kari Schroder, Brad Stueve, Jeremy Weber

Priority 4

Blake Anderson, Sharon Bell, Andrew Bowen, Susan Colvin, Abby Henry, Tanishia Jacobs, Eric Lenear, Jessica Loghry, Dana Martin, Jon Mauro, Robert Moore, Amanda Oliver, Jenny Powell, Ramona Price, Abigal Uhe, Bobbi Jo Williams

Priority 5

Susan Brooks, Jeanette Carlson, Tom Cruz, Karie DeJonge, Avery Fleck, Susan Jensen, Deirdre McKinley, Robert Moore, Jason Ramirez, Kim Rausch, Shelly Severin, Lynne Shedd, Sharra Smith, Katie Thomson, Chad Zavala

Our Mission, Vision, and Beliefs

Our Mission

Champions for Children

Our Vision

Shaping Our Future Through Engagement, Innovation, and a Culture of Belonging.

Our Beliefs

Bellevue Public Schools and stakeholders believe in...

- Learning for all
- Exposing students to rigorous academic programs and meeting individual needs
- Implementing effective use of technology to enhance teaching and student learning
- Preparing our students to persevere and face the challenges of living and learning in an ever-changing world
- Respecting diversity and helping students understand their roles as responsible citizens
- Providing a safe and secure learning environment
- Promoting healthy lifestyles and decision-making
- Partnering with our students, parents, and community to support learning and enhance the quality of education in our district

Strategic Plan

Priorities, Objectives, Strategies, and Performance Indicators

To have an impact on student learning, a strategic plan must include a plan of action for effecting change. In the strategic plan, each priority is further defined in the form of an objective. Each objective states, with specificity, a strategy that when achieved, will have a direct impact on BPS' ability to meet our mission. Each strategy is expressed through manageable and measurable performance indicators which also include specific actions needed to meet the performance indicator.

Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The priorities, objectives, and strategies are the building blocks to support our mission, vision, and beliefs as a district. The effectiveness of the strategic plan, however, depends on more than just designing the path; we must be dedicated, at every level, to the consistent and diligent implementation of the strategies and performance indicators, integrating the strategic plan into the regular operation of the district.

To ensure the success and implementation of the Bellevue Strategic Plan, district leadership will:

- Assign staff to manage and oversee measures and objectives
- Monitor and assess the implementation, make necessary and appropriate adjustments as needed
- Commit resources needed to ensure the progress and success of the plan
- Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- Communicate progress of the plan annually to internal and external stakeholders

Strategic Framework

Priorities

The priorities highlight the specific areas for growth BPS will build upon to support the mission and vision of the school district.

Objectives

The objectives state the area of focus and outcome that BPS will achieve.

Strategies

The strategies provide detail of how BPS will meet the objective.

Performance Indicators

The performance indicators identify specific tasks, assignments, or actions BPS staff members will follow to realize the stated objective and strategy.

Success Indicators

The success indicators are key measures the district will use to monitor our progress toward meeting our objectives.

Priority 1: Instructional and Curricular Innovation

Instructional and Curricular Innovation is the key to engaging our students and providing the skills required to shape their futures. The data analysis and committee feedback identified core instruction, interventions, curriculum revisions, and improved professional learning as areas of need. With this in mind, the district will align continuous improvement processes and efforts articulated in this priority to the district's multi-tiered system of support (MTSS). The continued effort to fully implement the district instructional model and engage all teachers with their building instructional coaches to improve instructional practices is critical to achieving the success measures outlined in this priority. Additional emphasis is placed on ensuring that the district meets the academic needs of our diverse student population and closing achievement gaps for targeted populations.

Priority Committee Members

Amber Dembowski
Mindy Faiman
Nicole Fox
Kelly Gomez
Cara Graney
Andrew Gregory

Valerie Hansen
Becky Heavrin
Stephanie Kastrup
Kay Larson
Nicole Menard
Laura Messier

Robert Moore
Fran Pokorski
Shawn Riddle
Kevin Rohlf's
Mike Smith
Kari Veleba

Objective

To implement effective curriculum and instructional practices that support student learning, increase achievement, and promote innovative evidence-based practices throughout the district.

Strategy

Support the continued implementation of the district's multi-tiered system of support (MTSS) to address the academic needs of our diverse student population.

Performance Indicators

- 1.1 Improve core instruction and provide targeted group and individual interventions to address the academic needs of our diverse student population.

Actions

- Provide support to fully implement the district instructional model.
- Engage all teachers with building instructional coaches to provide job-embedded support.
- Develop a balanced assessment system and increase capacity to use data to inform decisions and monitor progress.
- Expand process for identifying and providing students with appropriate and timely tiered interventions.

- 1.2 Revise and develop district curriculum aligned with Nebraska state standards to support academic, career, and multicultural education.

Actions

- Align, revise, and update curriculum and resources to state standards in alignment with state revision cycles.
- Provide curriculum development teams access to training and research to identify best practices and select high-quality resources for integration into the district curriculum.
- Utilize curriculum development teams that reflect the diversity of our school district with representation for special populations.
- Implement curriculum development tools, processes, and selection guidelines to ensure the inclusion of resources to support the integration of Nebraska's multicultural expectations.

- 1.3 Align continuous improvement efforts to enhance professional practice that ensures equitable educational opportunities and student success.

Actions

- Survey staff to identify professional learning needs.
- Align district-level and building professional learning plans.
- Provide support to continuous improvement teams to increase capacity to address quality learning, equity, and accountability to support the needs of our diverse student population.

Success Indicators

1. All schools will earn an AQuESTT classification of great or excellent.
2. Increase performance on state assessments for targeted populations.
3. Increase on-time graduation rates.

Priority 2: Supportive Learning Environment

BPS must provide a healthy, safe, and **Supportive Learning Environment** where students receive the assistance they need to be ready to learn. As we conducted the needs analysis and committee meetings, social-emotional and behavioral issues and the need to align all support systems were consistent concerns. We must continue to foster positive climates across the district through positive behavior interventions and support and by deepening the implementation of the Boys Town Education Model. All efforts outlined in this priority will align with the district's multi-tiered support system (MTSS). Through efforts in this priority, the district will work to improve school climate and student behavior while increasing attendance by providing the necessary support for the success of all student populations.

Priority Committee Members

Katie Alford
Nate Bacon
Becky Baldwin
Rodney Brown
Dina Flores
Bethany Kracl

Meredith Mohanty
Robert Moore
Larry Murry
Virginia Newton
Fran Pokorski
Lynsdy Rinehart

Elizabeth Roby
Rachel Schutte
Nichole Small
Jill Swenson
Drew Wiener
Austin Zeimet

Objective

To provide appropriate social-emotional and behavioral support for all students in a positive, supportive learning environment.

Strategy

Support the continued implementation of a multi-tiered system of support (MTSS) to address the social-emotional and behavioral needs of students.

Performance Indicators

2.1 Improve social-emotional supports and targeted interventions to address the behavior needs of our diverse student population.

Actions

- Increase the use of core behavioral strategies to support the needs of our diverse student population.
- Develop decision rules to provide targeted group and individual interventions.
- Increase the utilization of Positive Behavioral Interventions and Supports (PBIS) and Boys Town Education Model at the school level to improve effectiveness.
- Provide resources and engage families with strategies to reinforce positive behavior in the home environment.

2.2 Expand school-based partnerships and services for the mental health needs of students.

Actions

- Continue to build partnerships with outside agencies to increase mental health support.
- Expand access to the Military & Family Life Counseling (MFLC) program for military families.
- Work with community agencies to monitor school safety plans and revise them as needed to address safety plans.

2.3 Align continuous improvement efforts to enhance professional practice that supports students' social emotional and behavioral needs.

Actions

- Provide ongoing professional learning opportunities for staff to deepen the implementation of PBIS and Boys Town Education Model.
- Provide ongoing professional learning opportunities for staff to deepen their understanding of trauma-informed practices and strategies.
- Develop and provide training for staff in de-escalation strategies to manage and diffuse challenging behavior.
- Provide continuous improvement teams support to build the capacity to address the social emotional and behavioral needs of our diverse student population.

Success Indicators

1. Increase the percentage of students, staff, and families who indicate positive responses on the annual school climate survey.
2. Reduce discipline incidents and disproportionality for targeted populations.
3. Reduce percentage of students who are designated as chronically absent.

Priority 3:

Student Programs and Services

BPS provides a wide array of **Student Programs and Services** to address the unique needs of our diverse student population. Our data analysis and committee discussions focused on expanding access to alternative learning environments and providing the staffing and programming required to meet the needs of students with disabilities. Additional challenges were identified, such as meeting the needs of our growing English Learner (EL) population, expanding opportunities for High-Ability Learners, supporting career education, and providing access and opportunities for all student populations. The actions outlined in this priority meet the identified challenges, increase college and career readiness, improve graduation rates, and increase student achievement.

Priority Committee Members

Tiffany Beedle
Shannon Brand
John Campbell
Matt Fenster
Sue Fjelstad

Curtis Gocke
Sarah Lach
Jenny Lynch
Robert Moore
Mallory Peterson

Mary Sasek
Doug Schaefer
Kari Schroder
Brad Stueve
Jeremy Weber

Objective

To provide programs and services that allow students to reach their full potential.

Strategy

Increase access to programs and services that support learning and expand college and career readiness.

Performance Indicators

3.1 Expand access to alternative learning and career education programs.

Actions

- Expand the ACE program to include middle school.
- Explore options to implement a virtual learning program to support student needs in the district and community.
- Expand current partnership within the local community to support career education programs and work-based experiences.

3.2 Improve programming for students with disabilities.

Actions

- Implement strategies to recruit and retain paraprofessional staff who support students with disabilities.
- Develop a sustainable professional development plan for certified and classified special education staff.
- Update classroom resources at the preschool level.
- Expand programming for students 18-21 years old with the most significant disabilities.

3.3 Increase support for English Learners (EL) and High Ability Learners (HAL).

Actions

- Provide Sheltered Instruction Observation Protocol (SIOP) training and opportunities for staff to earn EL certification.
- Develop an EL service plan based on student language proficiency to address current and future needs.
- Evaluate the HAL program screening process and develop strategies to identify and increase participation of all student populations.
- Provide resources and professional learning for staff to meet the academic and social emotional needs of HAL students.

3.4 Provide programming and support to meet the needs of all student populations and create more inclusive and equitable opportunities.

Actions

- Seek grants and partnerships to provide funds to increase the opportunity for low-income students to participate in extra-curricular and co-curricular activities.
- Develop strategies to monitor and increase participation of all student populations in academic, career, extra-curricular, and co-curricular activities.
- Provide ongoing professional learning opportunities for staff to deepen their understanding of the needs of our diverse student population.

Success Indicators

1. Increase participation in college and career readiness opportunities.
2. Increase on-time graduation rates for targeted populations.

Priority 4: Engaging Our Community

The strategic planning process highlighted the important role of **Engaging Our Community** in the success of the district. The feedback from our data analysis and committee meetings revealed a need to improve communication and support for our military-connected students and families, engage with our diverse community of learners and families, and increase the district's capacity to promote the success of students and schools. The actions outlined in this priority support the areas of need and increase overall satisfaction, engagement, and exposure for the school district.

Priority Committee Members

Blake Anderson
Sharon Bell
Andrew Bowen
Susan Colvin
Abby Henry
Tanishia Jacobs

Eric Lenear
Jessica Loghry
Dana Martin
Jon Mauro
Robert Moore
Amanda Oliver

Jenny Powell
Ramona Price
Abigal Uhe
Bobbi Jo Williams

Objective

To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our community.

Strategy

Improve communication and perceptions of BPS by engaging our students, families, employees, and the Bellevue/Offutt community.

Performance Indicators

4.1 Increase support for military-connected students and families.

Actions

- Increase communication and support for military students and families as they enter and exit the district.
- Expand opportunities for students to engage with base personnel in educational settings.
- Provide training and resources for BPS staff to meet the needs of military students and families.
- Expand support at schools with high concentrations of military-connected students.

4.2 Increase engagement with our diverse community of learners and families.

Actions

- Provide programs and resources to increase family engagement and celebrate our school community.
- Provide surveys and listening sessions for students, staff, and families.
- Partner with community organizations to better serve students and families in need.
- Report annually the educational success of targeted student populations to the school board and community.

4.3 Increase awareness of student, school, and district success.

Actions

- Enhance district and school storytelling through innovative strategies and technology.
- Expand platforms to foster two-way communication with students, families, and community members.

Success Indicators

1. Increase the percentage of military families who indicate they are satisfied while in the district and during Permanent Change of Station.
2. Increase the percentage of families who indicate that they are actively involved in school activities on the annual school climate survey.
3. Boost the number of followers and engagements on all district digital platforms.

Priority 5: Allocation of Resources

The community of Bellevue supports the school district by providing the financial resources it needs to educate our students. As all school districts across the state face funding challenges, BPS must **Allocate Our Resources** efficiently to support learning and address the district's future challenges. The data analysis and committee feedback identified specific challenges to recruiting, hiring, and retaining teachers and paraprofessionals, along with expanding and diversifying our applicant pool. The district also needs to continuously evaluate and monitor the educational needs of our students to balance these needs with available resources to ensure student success and the successful execution of all operations. Through our efforts, we will be good stewards of the funds generously provided by our community.

Priority Committee Members

Susan Brooks
Jeanette Carlson
Tom Cruz
Karie DeJonge
Avery Fleck

Susan Jensen
Deirdre McKinley
Robert Moore
Jason Ramirez
Kim Rausch

Shelly Severin
Lynne Shedd
Sharra Smith
Katie Thomson
Chad Zavala

Objective

To efficiently and effectively allocate resources to meet student learning needs and support strategic priorities.

Strategy

Prioritize and secure financial and human resources to meet student needs, support strategic goals, and meet future obligations.

Performance Indicators

5.1 Recruit, hire, and retain a district staff that meets student needs and reflects the diversity of our school community.

Actions

- Analyze staffing to develop a plan to address current and future needs.
- Expand current marketing efforts and community partnerships to increase the number of applicants and diversify the applicant pool.
- Conduct interviews and exit surveys annually to identify strategies to hire and retain staff.
- Evaluate benefits and compensation packages to remain competitive with surrounding districts.
- Promote and expand resources to support the well-being of teachers and staff.

5.2 Provide the resources to meet the educational needs of all student populations.

Actions

- Continuously monitor student enrollment and program participation to provide equitable staffing and efficient use of resources.
- Conduct a facilities study to evaluate current and future needs.
- Develop a strategic abandonment process.

5.3 Increase federal and state resources to support district operations.

Actions

- Lobby for federal impact aid and state aid to support military-connected students.
- Pursue federal, state, and local grants to support student learning.

5.4 Explore sustainability practices that align with the district's needs.

Actions

- Establish baseline data to include energy consumption, water consumption, waste production, and recycled materials at all schools.
- Select schools to lead efforts for individual school-based environmentally-focused goals.
- Establish opportunities for curriculum outreach to support student learning around sustainability practices.

Success Indicators

1. Increase the overall number of applicants and expand diversity in the applicant pool.
2. Ensure district expenses do not exceed annual revenues.
3. Increase the amount of federal and state revenue received annually.
4. Develop report to track yearly sustainability metrics and share district initiatives with the public.

Bellevue Public Schools Strategic Alignment to Cognia® Standards

Priority I: Instructional and Curricular Innovation

Bellevue Public Schools Alignment	Cognia® Standards
<u>Priority Objective</u> To implement effective curriculum and instructional practices that support student learning, increase achievement, and promote innovative evidence-based practices throughout the district.	Culture of Learning (Standards 1, 2, 3, 4, 5, 6) Leadership for Learning (Standards 7, 8, 12, 13, 14) Engagement of Learning (Standards 16, 17, 18, 21, 22) Growth in Learning (Standards 24, 25, 26, 27, 29, 30)
<u>Strategy 1</u> Support the continued implementation of the district's multi-tiered system of support (MTSS) to address the academic needs of our diverse student population.	Culture of Learning (Standards 1, 2, 3, 4, 6) Leadership for Learning (Standards 7, 13) Engagement of Learning (Standard 18) Growth in Learning (Standards 25, 26, 27, 29, 30)
<u>Performance Indicator 1.1</u> Improve core instruction and provide targeted group and individual interventions to address the academic needs of our diverse student population.	Culture of Learning (Standards 1, 2, 6) Leadership for Learning (Standards 7, 12, 13, 14) Engagement of Learning (Standards 17, 21, 22) Growth in Learning (Standards 25, 26, 27, 29, 30)
<u>Performance Indicator 1.2</u> Revise and develop district curriculum aligned with Nebraska state standards to support academic, career, and multicultural education.	Culture of Learning (Standards 1, 2, 3, 5, 6) Leadership for Learning (Standards 12, 14) Engagement of Learning (Standard 16) Growth in Learning (Standard 25)
<u>Performance Indicator 1.3</u> Align continuous improvement efforts to enhance professional practice that ensures equitable educational opportunities and student success.	Culture of Learning (Standards 1, 2, 5, 6) Leadership for Learning (Standards 7, 8, 12, 13) Engagement of Learning (Standards 16, 17, 21, 22) Growth in Learning (Standards 24, 25, 27, 29, 30)

Priority 2: Supportive Learning Environment

Bellevue Public Schools Alignment	Cognia® Standards
Priority Objective To provide appropriate social-emotional and behavioral support for all students in a positive, supportive learning environment.	Culture of Learning (Standards 1, 2, 3, 4, 6) Leadership for Learning (Standards 7, 8, 11) Engagement of Learning (Standard 18) Growth in Learning (Standards 27, 28)
Strategy 2 Support the continued implementation of a multi-tiered system of support (MTSS) to address the social-emotional and behavioral needs of students.	Culture of Learning (Standards 1, 2, 4) Leadership for Learning (Standards 7, 11) Growth in Learning (Standard 27)
Performance Indicator 2.1 Improve social-emotional supports and targeted interventions to address the behavior needs of our diverse student population.	Culture of Learning (Standards 1, 2, 4) Leadership for Learning (Standards 7, 11) Engagement of Learning (Standard 18) Growth in Learning (Standards 27, 28)
Performance Indicator 2.2 Expand school-based partnerships and services for the mental health needs of students.	Culture of Learning (Standards 1, 2, 4) Leadership for Learning (Standards 7, 11) Engagement of Learning (Standard 18) Growth in Learning (Standard 27)
Performance Indicator 2.3 Align continuous improvement efforts to enhance professional practice that supports students' social emotional and behavioral needs.	Culture of Learning (Standards 1, 2, 4, 5, 6) Leadership for Learning (Standards 7, 8) Engagement of Learning (Standard 18)

Priority 3: Student Programs and Services

Bellevue Public Schools Alignment	Cognia® Standards
Priority Objective To provide programs and services that allow students to reach their full potential.	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 8, 12, 14, 15, 16) Engagement of Learning (Standards 17, 18, 19, 20, 22) Growth in Learning (Standards 28, 29)
Strategy 3 Increase access to programs and services that support learning and expand college and career readiness.	Leadership for Learning (Standards 1, 2, 12, 14, 15) Engagement of Learning (Standards 17, 18, 19, 20) Growth in Learning (Standard 28)
Performance Indicator 3.1 Expand access to alternative learning and career education programs.	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 8, 12, 14, 15) Engagement of Learning (Standards 17, 18, 19, 20) Growth in Learning (Standard 28)
Performance Indicator 3.2 Improve programming for students with disabilities.	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 12, 15, 16) Engagement of Learning (Standards 17, 22)
Performance Indicator 3.3 Increase support for English Learners (EL) and High Ability Learners (HAL).	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 15, 16) Engagement of Learning (Standards 17, 22)
Performance Indicator 3.4 Provide programming and support to meet the needs of all student populations and create more inclusive and equitable opportunities.	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 15, 16) Engagement of Learning (Standards 17, 18, 22) Growth in Learning (Standard 29)

Priority 4: Engaging our Community

Bellevue Public Schools Alignment	Cognia® Standards
Priority Objective To ensure timely, professional, two-way communication that promotes student success and builds positive relationships with our community.	Culture of Learning (Standards 1, 3) Leadership for Learning (Standards 8, 9, 16) Engagement of Learning (Standard 20) Growth in Learning (Standard 26)
Strategy 4 Improve communication and perceptions of BPS by engaging our students, families, employees, and the Bellevue/Offutt community.	Culture of Learning (Standards 1, 3) Leadership for Learning (Standards 8, 9)
Performance Indicator 4.1 Increase support for military-connected students and families.	Culture of Learning (Standards 1, 3) Leadership for Learning (Standards 8, 16)
Performance Indicator 4.2 Increase engagement with our diverse community of learners and families.	Culture of Learning (Standards 1, 3) Leadership for Learning (Standard 16) Engagement of Learning (Standard 20)
Performance Indicator 4.3 Increase awareness of student, school, and district success.	Culture of Learning (Standards 1, 3) Growth in Learning (Standard 26)

Priority 5: Allocation of Resources

Bellevue Public Schools Alignment	Cognia® Standards
Priority Objective To efficiently and effectively allocate resources to meet student learning needs and support strategic priorities.	Culture of Learning (Standards 1, 2) Leadership for Learning (Standards 9, 10, 11, 13, 15) Engagement of Learning (Standard 23) Growth in Learning (Standard 26)
Strategy 5 Prioritize and secure financial and human resources to meet student needs, support strategic goals, and meet future obligations.	Leadership for Learning (Standards 1, 10, 15) Engagement of Learning (Standard 23)
Performance Indicator 5.1 Recruit, hire, and retain a district staff that meets student needs and reflects the diversity of our school community.	Leadership for Learning (Standards 1, 9, 10, 11, 13) Growth in Learning (Standard 26)
Performance Indicator 5.2 The district provides the resources to meet the educational needs of all student populations.	Culture of Learning (Standards 1, 2) Leadership for Learning (Standards 11, 15) Engagement of Learning (Standard 23)
Performance Indicator 5.3 Increase federal and state resources to support district operations.	Leadership for Learning (Standards 1, 11, 15)
Performance Indicator 5.4 Explore sustainability practices that align with the district's needs.	Culture of Learning (Standards 1, 2, 3) Leadership for Learning (Standards 8, 9, 11, 13, 15) Engagement of Learning (Standards 18, 19) Growth in Learning (Standards 24, 25, 26)