Beresford School District (Drafted during 2016-2017 school year and pending Board approval)
Mission: Together, we Aspire, Act, and Achieve
Vision: Creating servant leaders through quality academic and activity programs

Written Summary of School Improvement Plan -Beresford Middle and High School

The Beresford School District has maintained a form of accreditation status since 1932. This is evident in our ongoing reflection on practice within the classroom and throughout the district, the use of data, and changes made to our systems. Our current focus is the school improvement plan and the dissemination of information to all who have a stake in our district. Our mission, "Together we aspire, act, and achieve," gives us focus where our improvement plan gives us the method. We continue to focus on improving our practices both in the classroom and as a district by gathering different types of information, looking at how the pieces fit together, and making changes based on data, counsel, and input. The following documents our steps taken to meet the goals and recommended actions established in our last review in 2012 and set the stage for our work beyond 2016.

School improvement is a byproduct of a growth-oriented mindset and adhering to a focused plan of attack. A growth orientated mindset champions feedback, views challenges as opportunities, promotes effort as a path to mastery (e.g. improvement is hard work), and serves as a mindset that allows one to maximize organizational effectiveness and efficiency (Dweck, 2008). Our 6-12 building houses two distinct schools -Beresford Middle School and Beresford High School. Through past accreditations, building level improvement efforts, and other focused efforts -we have worked to improve student learning and student opportunities. In order to demonstrate growth, we need to improve on our daily operating procedures. Moving forward, we are working to establish a formalized process that details how the various entities contribute to the overall goals of the organization (e.g. how various committee work from staff, students, parents/community, etc. allows us to evaluate our practices and programs and disseminate and receive feedback regarding our work). This includes classroom instruction, management of resources, and communication. Overall, through the 2011-2012 accreditation process, our self-reflection, and through the development of our school improvement plan -we identified the need of a named oversight committee (e.g. AdvancED team). We are working to ensure that data

drives decisions and changes are made based on data and stakeholder input. These decisions must be made in a manner that allows our schools to meet their individual needs while fulfilling state requirements and expectations. We have utilized a variety of committees and groups to help drive school improvement and practices. The use of collaborative leadership promotes autonomy and allows staff leaders to help lead the charge in a variety of capacities. Pink (2009) notes that when individuals have autonomy and a purpose -they are more likely to perform at levels that meet and/or exceed expectations. Our work does not happen in a vacuum and we must plan how we will our accomplish our future goals. We will do so in manner that allows us to implement our identified focus areas from our past work (e.g. literacy integration, student advocacy, meaningful technology integration, student progress monitoring based on data and standards).

Each piece has to work together and must know the goal. We have discovered that too much of our communication has been one-sided. We offer the information in many forms, but our stakeholders haven't always had the avenue to share their opinions, ideas, and experiences. Through surveys, we are learning more about how our parents and students feel about our school and the directions they would like to see us take. We have worked to develop an AdvancED survey distribution plan (with critical results analysis to be completed by AdvancED committee members). Through our midterm review in 2014, we have noted that we need the larger oversight group outside of our established committees. Through the work of committees, the school board, and various communication avenues, we have shared our mission and vision in a variety of mediums. We have received feedback through the following channels: Middle School Parent Advisory Committee, High School Parent Advisory Committee, Middle School Student Advisory Committee, and the High School Student Advisory Committee. The community is welcomed into the board meetings during community input time each month as well. Each opportunity provides a unique interaction with our community, our parents, and our school. In addition to community input at board meetings and surveys, we have worked to foster two-way communication with parents and community members with our middle and high school parent advisory committees/councils, CTE industry groups, and with community entities (e.g. mayor, BEDCO, local area business, prospective business, private donors, etc.).

In order to improve practices, we need to start with our baseline data. We utilize several different types of data in order to make decisions. Data analysis is a key component to an autopsy without blame. The purpose of an autopsy without blame is to identify what areas need priority focus and what areas are our strengths (Collins, 2001). This includes formal assessment tools like standardized tests (DSTEP/SBAC, WriteToLearn, and the ACT/SAT) as well as less common assessment measures. We consider intervention data through the TAT/SAT process and information from ICU to monitor student progress and put into place needed interventions. Specific to the classrooms, our educators developed pre and post assessments which are utilized to establish student learning objectives in addition to formative assessments throughout the year. We also have in place interventions that provide information about the progress of our students including Academy of Reading/Math. Through the use of Academy of Reading/Math, we discovered our need for a diagnostic assessment and have put into place PathDriver. Our Advisory program provides an avenue for monitoring progress, implementing interventions, and celebrating successful goal setting with our students as well as communication. Informal data (e.g. recorded qualitative data) surfaces via surveys, conversations, and during advice-seeking sessions. This informal data has proved to be equally important, if not more important to affect the most effective change within our school. Student, staff, and parent data/input helps us determine the pulse of our stakeholders and make informed decisions that provide support in critical areas (e.g. during the implementation of the "Guided One-to-One 8th Grade Experience," data from parents, students, and staff helped us determine what training and support each group needed before we moved forward with device distribution and implementation).

In addition to the tools for assessment, the classroom data gathered, communication between stakeholders, and development of the school improvement plan, we have created a committee to meet each semester to set goals and review our progress. This committee is composed of our AdvancED members and will be reviewing our implementation of the plan, looking at all committee work and how everything ties to our

common goal. This committee will be our "big picture" committee, considering how the pieces are working together and implementing actions to increase progress. Moving forward, our AdvancED team will serve as the proverbial glue that will help guide the work of all of our teams. The AdvancED team will analyze the macro-school data (e.g. AdvancED surveys, District results, quantitative data, and qualitative data obtained through committee work) while determining how the micro-school data supports or refutes observed trends. More so, our oversight group will help us "manage during chaos." This management involves knowing our plan, implementing our plan in a manner that is consistently paced (e.g. focus on sustainability and building capacity in a methodical approach), and holding true to our core values (Collins, 2011).

During the 2016-2017 school year, our work involves adjusting our mission and vision to reflect what we want to become regarding the "Watchdog Experience." This experience is linked to four pillars of substance -academic achievement, fine arts, athletics, and servant leadership. As a District we are working to use the CORE team as the vehicle that helps drives us in the areas of professional development, customized instruction, and future district practices (e.g. from the CORE team's work, we will use sub-committees to help drive the bus). Based on instructional practice data, survey responses, and committee work, our future priorities will pertain to the following:

- As a 6-12 campus we will continue our ongoing efforts to produce critical readers (e.g. students who can read closely, read the text multiple times, and construct meaning from difficult text), analytical writers (e.g. students who can write clearly and reference the text to support their arguments), creative-entrepreneurs (e.g. students who are able to use their creative skills to create products and experiences that fit the needs of the environment), and continued work to generate student problem-solvers and students who work to ask the right type of questions to navigate their environment.
- As a 6-12 campus, we will work to promote more instructional variety (e.g. blended learning, active engagement, student voice and choice, pervasive technology use to change the learning experience), more assessment variety (e.g. moving beyond traditional assessment measures and the increased used of formative assessment data to drive instruction), more depth to create passionate student experts, and increased cognitive load for our students via challenging discussions, questions, prompts, and learning tasks (e.g. with the appropriate student scaffolds).
- As a 6-12 campus we will provide professional development experiences that capitalize on #CustomizedU offerings from TIE (e.g. flipped classroom, student engagement, project-based learning, online learning, student motivation, blended learning, self-directed learning, digital literacy, and flexible curriculum), technology transformations (e.g. iBooks, Apple device features, dynamic App use, etc.), curriculum development that focuses on Open Education Resources (OER) and "hub" based organization, and assessment development that focuses on learning, product creation, and competency based learning.

Our current and future professional development plans can be found at: https://www.evernote.com/l/AOEgzeJ2Ew9HDJznKsfJJIN9Es3yzpYcXxE. During the course of the 2016-2017 school year, we are working to gather input about our future efforts from the CORE team, pillar sub-committees, students, and parents/community members. Student input has been and will continue to be gathered through the use of the Middle School Student Advisory Committee (MSSAC) and the High School Student Advisory Committee (HSSAC). Committee work regarding student input can be found by selecting our 2016-2017 HSSAC and MSSAC hyperlink. Parent and community input has been and will continue to be gathered through the use of the High School Parent Advisory Committee (HSPAC) and Middle School Parent Advisory Committee (MSPAC). Committee work regarding parent input can be found by selecting our 2016-2017 HSPAC and MSPAC hyperlink. Our school improvement plan and future AdvancED oversight work will pertain to the developed academic pillar. Within this pillar, we will look to improve our practices while working to gather stakeholder input and disseminate relevant information to concerned parties. As a result of the accreditation review process, the following organizing themes have emerged:

- We will utilize the crafted Student Performance Diagnostic as a means to organize and disseminate

student performance data in a systematic manner (e.g. to develop a centralized location for this process), AND

- We will utilize the crafted Stakeholder Diagnostic as a means to organize and disseminate stakeholder feedback in a systematic manner (e.g. to develop a centralized location for this process).

Our AdvancED team will work to ensure congruence between the action steps/goals within the academic pillar and the efforts that take place on a daily basis (e.g. working to ensure that all professional development shall empower educators to meet learner needs and working to ensure that all learners shall grow (academically) and develop (habit and skills) to be world ready). The student performance diagnostic will be the guiding document that houses our achievement data/trends and the stakeholder diagnostic will be the guiding document that stores our various survey feedback/trends. Communication and dissemination of information will take place via the identified channels noted below. Shared hubs will be utilized to document our committee work and efforts to engage stakeholders with our school. After the 2016-2017 AdvancED accreditation review, the AdvancED team will work to identify how we will tackle the recommended/required actions from the review and work to develop the ongoing documentation relating to professional development, academic growth, and the development of desired habits and skills (e.g. to see what work we have done and our future meeting dates, select the following link: https://www.evernote.com/l/AOGQyP6IVhZKFIjCRKHFADRw_ySvWmX87Kk).

References:
Collins, Jim. (2001). *Good to Great: Why Some Companies Make the Leap… And Others Don't.* Harper Business, New York, NY.
Collins, Jim. (2011). *Great by Choice.* Harper Business, New York, NY.
Dweck, Carol S. (2008). *Mindset: The New Psychology of Success*. S.l.: Random House, New York, NY.
Pink, Daniel H. (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, New York, NY.

School Improvement Overview -How the Pieces Fit… (2016-2017 and beyond)
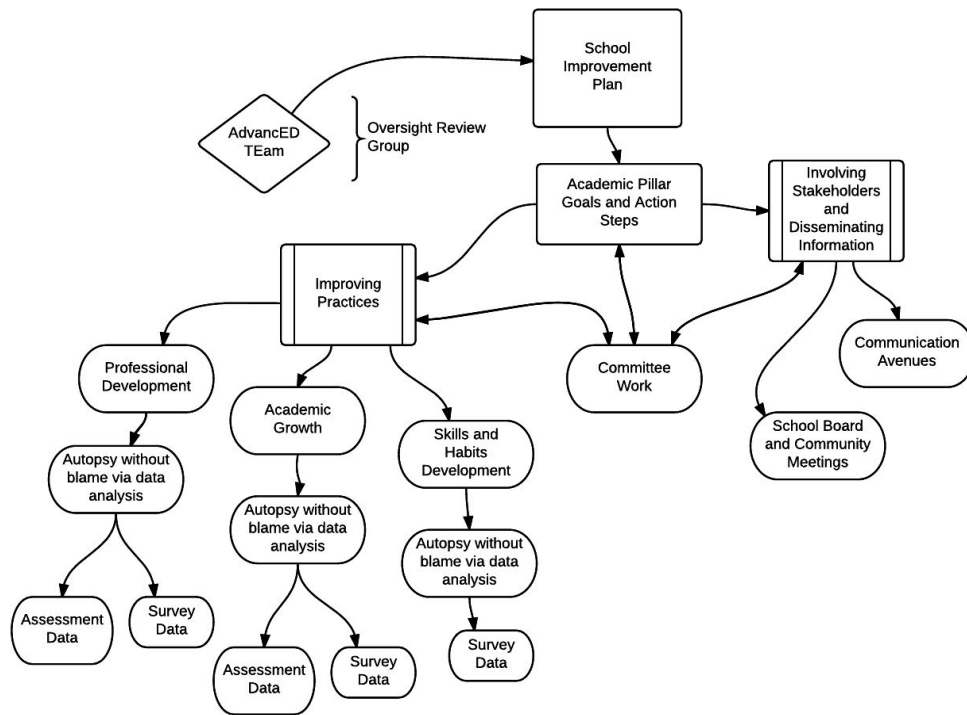
School Improvement Overview -How the Pieces Fit… (2013-2014 through 2016-2017)

School Improvement Overview -How the Pieces Fit...
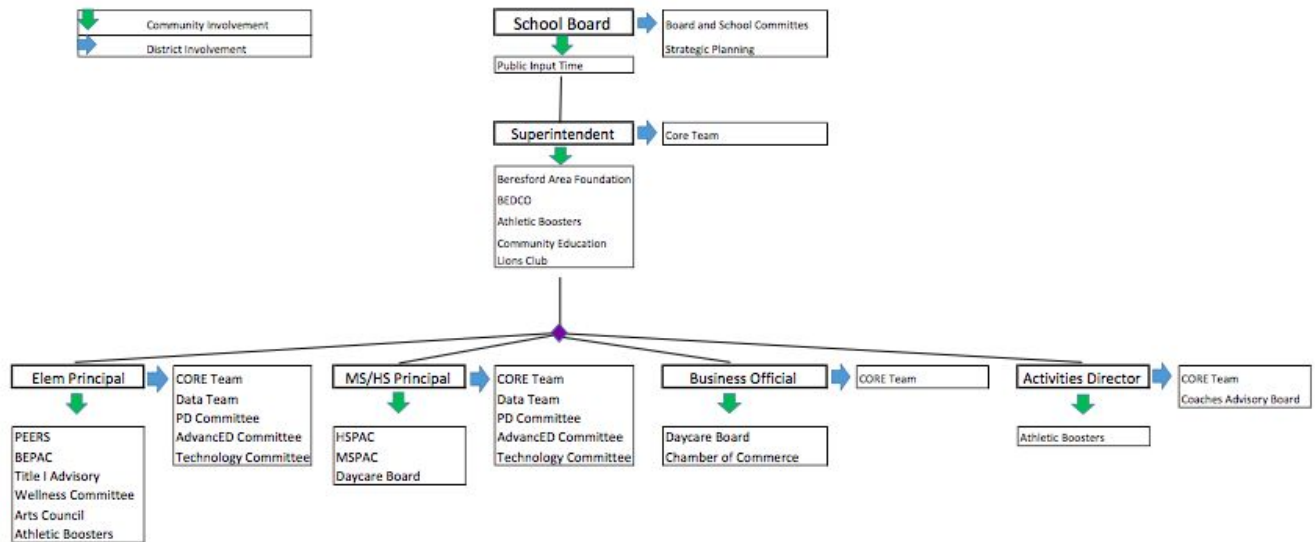

School Improvement Plan

AdvancED TEam — Oversight Review Group

Improving Practices
- Data Analysis
  - Assessment Data
  - Survey Data
- Career and Life Planning
- Focused PD

Involving Stakeholders and Disseminating Information
- Communication Avenues
- Committee Work
- School Board and Community Meetings
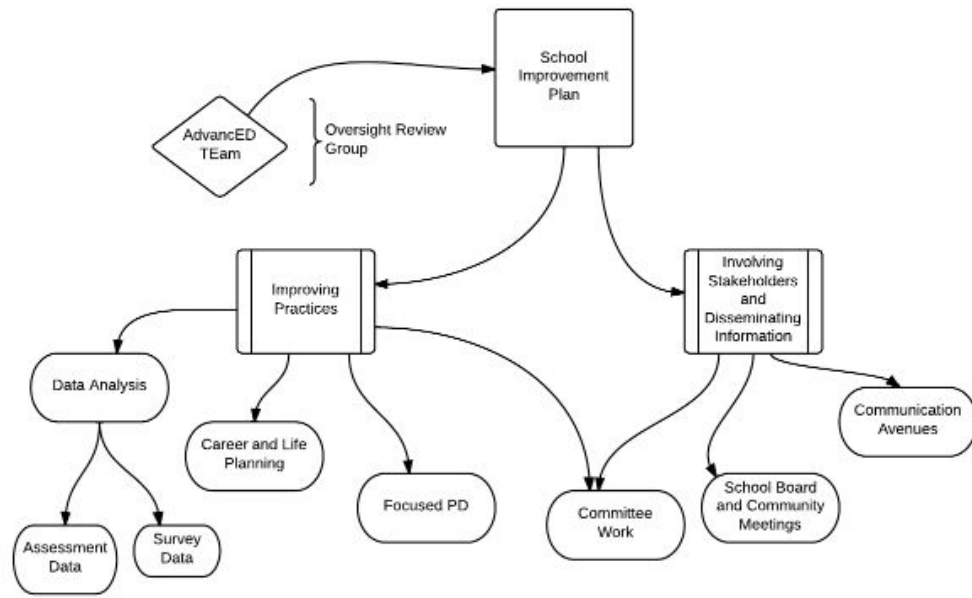
Beresford School District   School Board and Administration   School and Community Involvement

Community Involvement
District Involvement

School Board → Board and School Committes / Strategic Planning
Public Input Time

Superintendent → Core Team
- Beresford Area Foundation
- BEDCO
- Athletic Boosters
- Community Education
- Lions Club

Elem Principal → CORE Team / Data Team / PD Committee / AdvancED Committee / Technology Committee
- PEERS
- BEPAC
- Title I Advisory
- Wellness Committee
- Arts Council
- Athletic Boosters

MS/HS Principal → CORE Team / Data Team / PD Committee / AdvancED Committee / Technology Committee
- HSPAC
- MSPAC
- Daycare Board

Business Official → CORE Team
- Daycare Board
- Chamber of Commerce

Activities Director → CORE Team / Coaches Advisory Board
- Athletic Boosters

Beresford School District (Drafted during 2016-2017 school year and pending Board approval)
Mission: Together, we Aspire, Act, and Achieve
Vision: Creating servant leaders through quality academic and activity programs

2016-2017 and Beyond School Improvement Focus Areas:
Academic/Achievement Pillar: Customizing instruction and experiences to help learners take their next step.
<mark>All professional development shall empower educators to meet learner needs.</mark>
- All professional development tasks must be aligned to the district goal of customizing instruction and experiences to help learners take their next step.
    - Customized professional development shall focus on choice (within District parameters), pace, readiness, mastery, and individual learning styles
        - Data indicators include: Committee meeting agendas/notes, AdvancED survey results, and District survey results
    - Customized professional development includes application work through our Customized Instruction and Teacher Initiated Leave professional development process
        - Data indicators include: Committee meeting agendas/notes, AdvancED survey results, and District survey results
    - Customized professional development opportunities are a District-wide focus that allow us to meet learner needs
        - Data indicators include: Committee meeting agendas/notes, AdvancED survey results, and District survey results
    - Customized professional development shall include program review and effectiveness for our K-12 work in all academic content areas
        - Data indicators include: Committee meeting agendas/notes
    - Customized professional development shall link to student achievement and academic readiness
        - Data indicators include: Eighty percent or more of K-12 students will be performing at or above grade level (proficient or advanced) in all academic areas

<mark>All learners shall grow (</mark><mark style="background:#00ff00">academically</mark><mark>) and develop (</mark><mark style="background:#00ff00">habits and skills</mark><mark>) to be world ready.</mark>
<mark style="background:#00ff00">Academics</mark>
- Future Watchdog graduates will be articulate, fluent, and analytical readers at or above grade level who are ready to apply their skills to the world.
    - Data indicators include: DIBELS, Academy of Reading/PathDriver, Elementary Standards-Based Report Cards, ACT indicators, Educator Student Learning Objectives (SLOs) work, and SBAC indicators.
- Future Watchdog graduates will be able to apply mathematics and scientific thinking in real life through effective communication and collaboration at or above grade level.
    - Data indicators include: Academy of Math, Elementary Standards-Based Report Cards, ACT indicators, Educator Student Learning Objectives (SLOs) work, and SBAC indicators (including standardized state assessment).
- Future Watchdog graduates will be at or above grade level in all academic content areas and be able to apply the essential understandings of the discipline to life after the Beresford School District
    - Data indicators include (benchmark for proficiency/mastery is set at 80% achievement): Academy of Math and Reading, DIBELS, Elementary Standards-Based Report Cards, ACT indicators, Educator Student Learning Objectives (SLOs) work, and SBAC indicators (including standardized state assessment).

<mark style="background:#00ff00">Skills and Habits</mark>
- College bound Watchdog graduates will be college ready by meeting the following criteria:
    - Students are considered college ready if they meet either the academic or standardized testing benchmarks listed below.
        - GPA of 2.8 out of 4.0 and one or more of the following:
            - Advanced Placement (AP) Exam score of 3+ or AP Course grade of A, B, or C
            - Dual Credit English and/or Math grade of A, B, or C
            - Dual Credit in all other areas with a grade of A, B, or C

- College remediation course completed prior to graduation in ELA or Math
- Student meeting requirements for Board of Regents Scholar Diploma
  - Requirements: http://www.sdbor.edu/services/studentaffairs/regentscholars.htm
- Student meeting requirements for South Dakota Opportunity Scholarship
  - Requirements: http://sdos.sdbor.edu/require/require.cfm
- College Readiness Placement Assessment –ACT Benchmarks (minimum sub-test scores)
  - ACT in English (18 or above)
  - ACT in Reading (22 or above)
  - ACT in Math (20 or above)
  - ACT in Science (20 or above)

- Future Watchdog graduates will be career ready by meeting the following criteria:
  - Students are considered career ready if they have identified a career interest and if two or more of the following are met:
    - 90% attendance
    - 25 hours of community service
    - Workplace learning experience
    - Elementary and Middle school career exploration (career cluster identification)
    - Dual credit career pathway course
    - Participation in two or more co-curricular activities
    - Earned National Career Readiness Certificate (NCRC)
- Future Watchdog graduates will be life ready by meeting the following criteria:
  - Students are considered life ready if they have they have grit, a growth mindset and the social and emotional skills needed to be an addition to society.
    - Data indicators include: Skills and Habits Report Card, Grit Scale, Student self-assessments, Senior Exit Survey, and Alumni Survey
- Communication Avenues
  - Dissemination of information (mission, vision, stakeholder communication) -one-way and two-way communications noted in parentheses
    - Committee work (two-way communications)
      - Attendance
      - CORE Team
      - Evaluation
      - AdvancED
      - Teacher Initiated Leave
      - Technology
      - Inservice
      - TAT/SAT and Fishbowl
      - ICU Committee
        - MS and HS
      - MSPAC and HSPAC
      - MSSAC and HSSAC
    - Board and community meetings
      - School Board (one-way)
        - Community input time at 6:30 p.m. (two-way)
      - State of the School meetings
      - MSPAC and HSPAC (two-way)
    - Communication
      - email listservs maintained by the secretaries (one-way)
      - Webpage (one-way)
      - Blackboard Connect 5 (one-way)
      - DDN Campus (one-way)
      - Newsletter and Web page Headlines (one-way)
      - Channel 8 (one-way)

- Beresford Republic (one-way)
- Twitter (two-way) @BeresfordSchools, @ddegen1
- Facebook -2016 launch (two-way) @bmsbhs
- Personal communication (two-way)
  - With donors, community members, business leaders, BEDCO, etc.
- Surveys (two-way)
- MSSAC and HSSAC groups (two-way)
- MSPAC and HSPAC group (two-way)

2016-2017 Data Summary (Student Performance Data Hub):
2017-2018 Data Summary (Student Performance Data Hub):
2018-2019 Data Summary (Student Performance Data Hub):
2019-2020 Data Summary (Student Performance Data Hub):

Beresford School District (2012-2017)

Mission: Together, we Aspire, Act, and Achieve

Vision: Customizing instruction to empower students to achieve

School Improvement Plan -Beresford School District (2013-2014 work through 2016-2017)

1. Improving practices (professional development) based on data (survey and assessment)
   a. Data analysis
      i. Assessment data
         1. Classroom data (student progress)
            a. Development of pre and post assessments (SLO connection)
               i. 2013-2014 yearlong work
               ii. 2014-2015 baseline data collection begins w/SLO development
                   1. 2014-2015 and beyond -student growth goal setting and student progress monitoring
               iii. 2015-2016 and beyond SLO Process (pre-assessment, progress monitoring, adjustment, and reflection)
                    1. All staff (6-12) in at least one course
                    2. Student growth utilized in factoring summative evaluation
               iv. 2016-2017 and beyond work items…
                   1. Use step three SLO data to identify and report on struggling students to the collective 6-12 staff
                   2. Utilize previously established data work parameters to dig and analyze
                      a. Data Retreat Format (work to reconvene with the tools now available from SBAC via SD-STARS and ORS)
                         i. Group work samples from 2013-2014 (with the change in SBAC, we used our past goals as a means to move forward)
            b. Diagnostic assessments -PathDriver
               i. 2012-2013 Academy or Reading and Math -Program Exploration
               ii. 2013-2014 PathDriver -Program Exploration -Spring 2014
               iii. 2015-2016 and beyond Academy of Reading and Math w/PathDriver
                    1. 2015-2016 -Math PathDriver utilized for new students and sixth grade to determine baseline
            c. Intervention assessments -Academy of Reading/Math, classroom

assessment and student class data

      i. 2012-2013 Academy or Reading and Math -Program Exploration

      ii. 2013-2014 PathDriver -Program Exploration -Spring 2014

      iii. 2015-2016 and beyond Academy of Reading and Math w/PathDriver

2. Standardized test data (student progress/proficiency level)
   a. Dakota-STEP suite (6-8, 11)
      i. Since 2006 -Data retreat process
         1. Amended in 2014-2015 due to SBAC implementation and continued use of science on individual teacher level (8th and 11th)
   b. SBAC
      i. 2015-2016 and beyond (no data in 2014-2015)
         1. 2015-2016 SBAC data analysis
            a. Summer reviews
               i. Middle School -Reading and ELA
               ii. High School Math -Individual teacher level
            b. During the year…
               i. What we need for 2015-2016 is math and ELA opportunity to dig into the data (11-4 or 1-27)
               ii. SPED opportunity for individual students
   c. Pre-Assessment data analysis connected to SLOs and Teacher and Principal Effectiveness Models
      i. 2014-2015 and beyond
   d. WriteToLearn
      i. Ongoing data suite -since inception
      ii. 2015-2016 addition -time out with state's move to SBAC
   e. ACT/SAT
      i. Ongoing data suite -since inception
   f. ASVAB
      i. Ongoing data suite -since inception
   g. Plan/Compass
      i. Ongoing data suite -since inception
   h. MyWritingLab by Pearson (in AP English)
      i. Ongoing data suite -since inception
   i. 2015-2016 addition Go My Access
      i. Ongoing data suite -since inception

3. What do we do with the data?
   a. Classroom level (individual classroom teachers) - these are examples
      i. curriculum decisions based on need (ie- sixth graders and math)
         1. Tested all sixth graders in Academy of Math. Provided opportunities for students with need to work through the program
         2. Tested all middle school students in Academy of Reading. Provided opportunities for all students with a need to utilize the program
         3. At the high school level, students were also identified to

utilize the Academy of Reading program.

    ii.   We have IEP's for our SPED students, but we also have implemented other things for students with needs that aren't on IEP's. For example, sixth grader who isn't getting his work done stays after daily to work with teacher on subject he is struggling in.

    iii.   Teachers create learning opportunities based on a specific need of a student. (differentiated instruction)

    iv.   Providing students with reading available at their level for informational text (middle school NEWSELA)

    v.   A student is behind in work or has missed several days so he or she is placed on the ICU list and provided time and the opportunity to learn the information.

    vi.   As a staff, we identify goals based on test data (ie- reading) and implement strategies to aid in the goal

b. Staff level (6-12 teachers -collective work)

    i.   ==2012-2013 data retreat analysis and inservice planning committee work told us…==

        1.   Updated curriculum mapping to identify scope current curriculum, instruction, and assessment practices. Maps to include the following: course content standards, learner outcomes, assessments, and literacy strategies addressed (linked to South Dakota Common Core Standards) -work also noted when items addressed during the school year

        2.   Integration of content area reading strategies to improve our reading for information skills

            a. Including staff share sessions and staff presentations of "best-practices"

        3.   Technology integration and sharing of best practices

    ii.   ==2013-2014 data retreat analysis and inservice planning committee work told us…==

        1.   Literacy -Continued integration of content area reading strategies but with a critical emphasis on close reading, higher-order thinking skills, and student ownership via Socratic seminars…

            a. Including staff share sessions and staff presentations of "best-practices"

        2.   Assessments -Development of subject-area (all staff) pre- and post-assessments to document student growth (e.g. preparations for 2015-2016 work regarding state mandated teacher effectiveness requirements)

            a. In addition to upcoming 2015-2016 state requirements to implement teacher and principal effectiveness models

        3.   Advisory -Ongoing time set aside for advisory planning

        4.   Technology -TIES follow-up

    iii.   ==2014-2015 focus areas…==

        1.   SLO development

            a. During the 2014-2015 school year, staff members

worked to develop, implement, and reflect upon their SLOs.
2. Danielson Framework Training
    a. During the 2014-2015 school year, staff members learned about the Danielson Framework for teaching by…
        i. Completing trainings in domains two and three via summer training work
        ii. Completing trainings in domains one and four via bankable hours for the fall semester and via FedEX time in the spring semester
3. Technology
    a. Turning into a ground-level effort as needed
    b. Before and after school…
4. Agendas for 2014-2015: https://www.evernote.com/l/AOE4w2oTToBKY5SI5G0QDRKsktlK7Qk2PrQ

iv. 2015-2016 focus areas…
1. Literacy
2. Advisory
3. Technology
4. Agendas for 2015-2016: https://www.evernote.com/l/AOFYug-Ra-BHG7pGoEBf096WDK-G11K5C7E

v. 2016-2017 Inservice Focus Areas
1. As a 6-12 campus we will continue our ongoing efforts to produce critical readers (e.g. students who can read closely, read the text multiple times, and construct meaning from difficult text), analytical writers (e.g. students who can write clearly and reference the text to support their arguments), creative-entrepreneurs (e.g. students who are able to use their creative skills to create products and experiences that fit the needs of the environment), and continued work to generate student problem-solvers and students who work to ask the right type of questions to navigate their environment.
2. As a 6-12 campus, we will work to promote more instructional variety (e.g. blended learning, active engagement, student voice and choice, pervasive technology use to change the learning experience), more assessment variety (e.g. moving beyond traditional assessment measures and the increased used of formative assessment data to drive instruction), more depth to create passionate student experts, and increased cognitive load for our students via challenging discussions, questions, prompts, and learning tasks (e.g. with the appropriate student scaffolds).
3. As a 6-12 campus we will provide professional

development experiences that capitalize on CustomizedU offerings from TIE (e.g. flipped classroom, student engagement, project-based learning, online learning, student motivation, blended learning, self-directed learning, digital literacy, and flexible curriculum), technology transformations (e.g. iBooks, Apple device features, dynamic App use, etc.), curriculum development that focuses on Open Education Resources (OER) and "hub" based organization, and assessment development that focuses on learning, product creation, and competency based learning.

4. Agenda/Hub for 2016-2017: https://www.evernote.com/l/AOEgzeJ2Ew9HDJznKsfJJIN9Es3yzpYcXxE

  ii. Survey data
  1. AdvancED suite
     a. Parent (yearly)
     b. Student (every three years)
     c. Staff (every three years)
     d. The 2012-2013 data told us…
        i. ==The need for a more formalized new hire mentoring program (item borrowed from Elk-Point Jefferson), the reworking of advisory, continued differentiation of instruction, the need for more two-way communication, etc.==
  2. District generated items
     a. Various surveys throughout the year (examples include iPad implementation survey, senior exit surveys, ICU/Advisory feedback, staff entrance and exit interviews, student program feedback -NSU Spanish, etc.)
     b. Committee meeting discussions, person-to-person interviews, drop-in feedback follow-up conferences
     c. The district generated items told us…
        i. ==A lot -this in-progress data helped us determine what program tweaks needed to be made, identify the need for continued literacy and critical thinking work in all areas, etc. Essentially, these surveys, groups, and/or advice councils helped us plan the year, determine what programs would like, and adjust accordingly based on need.==

  iii. Intervention data
  1. SAT
  2. ICU
  3. Advisory
  4. Classroom day-to-day formative assessment student feedback
  5. The intervention data told us…
     a. ==We have a diverse student population with many needs. What works for one student may not work for another and we need to be flexible and adaptable in order to help each student experience success.==

  iv. AdvancED Committee Work

1. Committee that uses student performance data to articulate and continually monitor a school improvement plan with measurable outcomes for all grade levels
   a. To establish semester meetings to review student data, set goals, and review goals
   b. Group to oversee and review all committee work and action steps…
b. Career and life planning
   i. SDMyLife.com (component of advisory to help students track their interests and plan for life after Beresford)
   ii. Advisory items… (identified time to help students track their academic progress, engage in team building activities, register for courses, etc.)
   iii. Mrs. Pratt focus -Senior Seminar, college visits, career fairs, financial aid planning and night (school counselor who provides information and supports to help students take their next step with confidence)
   iv. Mrs. Halvorson -Catch the Wave (opportunity that helps students be self-advocates when they enter the post-secondary world with a learning disability)
   v. Mrs. Schroeder -personal finance (required course that helps students understand how to responsibly manage money)
c. Focused professional development
   i. Inservice committee
   ii. Book read (college credit available) opportunities linked to our mission and vision
   iii. Teacher initiated leave (TiL) and customizing instruction plan (CI)
   iv. Banking of inservice hours
   v. Evaluation
      1. drop-in feedback
      2. goal-setting process
d. Committee work (AdvancED team to serve as the oversight group to help ensure alignment based on AdvancED standards)
   i. Attendance (group helps provide oversight as to how to proceed for various attendance cases -group met holistically in the fall of 2013 and individual members utilized as counsel during the spring of 2014)
   ii. CORE Team (group did not meet in 2012-2013, during 2013-2014 school year -team met to identify what future professional development would like due to state mandates)
   iii. Evaluation (group to meet in 2013-2014 and/or 2014-2015 to see how the BSD will implement the South Dakota Framework for Teaching)
   iv. AdvancED (during this midterm review, we identified the need for this group to be the oversight committee to help make sure that each group maintains its focus so that it aligns with BSD initiatives and needs -group needs to meet at least once a semester to evaluate our work, steer us in the right direction, and to stay up-to-date for the accreditation process)
   v. Teacher Initiated Leave (group that determines the type of professional development opportunities staff can pursue based on set parameters, group meets three times a year)
   vi. Technology (committee that discusses current practices and makes recommendations for the future)
   vii. Inservice (group meets at least two times a year to plan inservice events and tasks based on needs and staff feedback -started in 2012-2013)
   viii. TAT/SAT and Fishbowl
   ix. ICU Committee (during 2012-2013 school year, group identified what the program would

        1. MS and HS
        2. During the 2014-2015 school year, the high school staff met and worked to develop a system where academic advising took place on Tuesday, Wednesday, and Friday (with students leaving on Wednesday and Friday if they have grades above a D/F and no missing work)
        3. During the 2014-2015 school year, middle school staff worked to adjust the system for the upcoming year (and to include students on the ineligible list when they have work to do)

2. Dissemination of information (mission, vision, stakeholder communication) -one-way and two-way communications noted in parentheses
    a. Committee work (two-way communications)
        i. Attendance
        ii. CORE Team
        iii. Evaluation
        iv. AdvancED
        v. Teacher Initiated Leave
        vi. Technology
        vii. Inservice
        viii. TAT/SAT and Fishbowl
        ix. ICU Committee
            1. MS and HS
        x. MSPAC and HSPAC
        xi. MSSAC and HSSAC
    b. Board and community meetings
        i. School Board (one-way)
            1. Community input time at 6:30 p.m. (two-way)
        ii. State of the School meetings
        iii. MSPAC and HSPAC (two-way)
    c. Communication
        i. email listservs maintained by the secretaries (one-way)
        ii. Webpage (one-way)
        iii. Blackboard Connect 5 (one-way)
        iv. DDN Campus (one-way)
        v. Newsletter (one-way)
        vi. Channel 8 (one-way)
        vii. Beresford Republic (one-way)
        viii. Twitter (two-way)
        ix. Personal communication (two-way)
            1. With donors, community members, business leaders, BEDCO, etc.
        x. Surveys (two-way)
        xi. MSSAC and HSSAC groups (two-way)
        xii. MSPAC and HSPAC group (two-way)

AdvancED Updates and Recommendations Shared with 6-12 Staff:
2013-2014 Items:

AdvancED:
-Over the next month we will be working on our midterm AdvancED items. We will be working on administering a survey to our parents during the week of conferences (e.g. to be delivered electronically). We will also be looking at collecting survey data from staff and students (e.g. the same survey questions as last year).

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2014-2015 Items:

AdvancED Survey Input Opportunity:
- In an effort to improve system practices, BMS/BHS is conducting a staff survey (e.g. the survey is 61 questions long and should take 8-10 minutes to complete). We value your input and ask that you take time to complete this survey. Please be assured that your responses to this survey will be anonymous. Your time, efforts, and input are all greatly appreciated. In order to complete the survey, please go to: http://www.advanc-ed.org/survey/public/4551320.
- The AdvancED 6-12 committee (Donna Neuman, Lori Dressen, Ashley Halvorson, and myself) has worked to begin the accreditation process for our next review. This process entails the collection of survey data from our stakeholders -parents/community members, students, and staff (e.g. all staff who work at our school - paraprofessionals, cooks, custodians, teachers, administrative assistants, etc.). On a yearly basis we survey our parents and on a three-year cycle we will survey our staff and students. What do we do with the data? We use your input to help us focus our professional development opportunities, improve what we do, address areas of growth, and build on our strengths. Our staff survey window will close March 11th, 2015 @ 4:00 p.m.
- During the week of March 9th, we will open the survey window for our students (e.g. to be completed during the week of March 9th, 2015 -after our course registration tasks are completed in grades 8-12). We will meet as a MS team to determine how to survey our sixth and seventh grade students during the week.
- Student survey link: http://www.advanc-ed.org/survey/public/6947871

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2015-2016 Survey Analysis from 10-23-2015 Committee Meeting:
- Parent survey -52 of 63 (18% survey attrition) parents made it through… (worse case scenario 16% response rate if one parent had just one child)
- Purpose and Direction
  ○ Parent review and involvement is lowest -opportunity provided MSPAC and HSPAC group
  ○ Parents review
- Governance and Leadership
  ○ No glaring needs…
  ○ Help us connections…
  ○ No changes…
- Teaching and Assessing of Learning
  ○ All of my child's teachers keep me informed regularly of how my child is being graded
    ■ Growth area
    ■ For PR purposes… Could move blurbs to announcement… Potential Beresford Republic… posted on Website…
    ■ Processes and options available…
    ■ Advertise the process to get/highlight the communication avenues…
    ■ Twitter updates… ADVERTISE…
- Resources and Support System
  ○ Career planning…
  ○ Use and implement items from senior survey…
  ○ Create a dual credit 101 -parent information and request… WITCC, ACT, GPA.. To DRAFT!!!!
    ■ Dual credit 101:

Students
- Respect for property
- Changing teaching -confusion about question…
- Student help
- Treat adults with respect… student perspective…
- Respect -Aretha Franklin song… and advisory planning… this is how this is perceived… Challenge day…

Staff
- Mentoring formal and informal…
- CI Plan and ins/outs for new teachers!... -Steal Travis month item.. Ideas… The hidden stuff..
- Continue with sessions for sharing and making improvements…

Item shared with 6-12 staff after AdvancED work… on 10-25-2015
AdvancED Committee Meeting Review:
- On Friday, October 23rd, 2015, your AdvancED committee (Lori Dressen, Ashley Halvorson, Donna Neuman, and Rob Wilson) met to review our action plan, dive into survey data, and plan for future AdvancED work. Based on what we have done and upcoming events, we will not administer another round of surveys until the fall of 2016 to our students, staff, and parents (around conferences). Our next major AdvancED review will take place in the spring of 2017.
- Overall, survey results were positive regarding our work. A vast majority of our stakeholders appreciate what we do and how we do it. Areas that scored lower than other areas included personalized learning (from students and parents), frequent teacher-parent updates regarding student progress, respect (students treating each other with respect, respect for property, and respect given to adults), career planning (from a parent perspective) and new staff mentoring. To use the data to make informed decisions, we will work to advertise our efforts and highlight the varied levels of customization that take place on a regular basis (with a potential article in the *Republic*), communicate the various ways students and parents have access to information about student grades, work with advisory grade-level teams to have teachable moments with kids regarding respect (e.g. something sincere and not canned comments from a cheesy video), continue to advertise our work via Twitter, create a dual credit 101 document for our students, staff, and parents (e.g. around registration time and fall), and see if any staff members would be willing to create an iBook for new staff about the ins and outs of the school year as a CI/TiL project (if this does interest you, please let me know).
- Thank you to our committee members for serving on the AdvancED workgroup!

Items shared with 6-12 Staff after AdvancED work during the 2016-2017 school year…
- 12-11-16

AdvancED Update:

- Our AdvancED team met on Friday, December 9th, 2016, to make our final touches on the following: student performance diagnostic, stakeholder diagnostic, self-assessment, binders with evidence (including electronic hub). When you have a moment, please be sure to thank Lori Dressen, Ashley Halvorson, Donna Neuman, and Rob Wilson for serving on the AdvancED Committee. This work has been five-years in the making.
- Moving forward we will utilize the student performance diagnostic, the stakeholder diagnostic, and school improvement plan as a means for us to organize our efforts (e.g. the main locations were collected performance and survey data will be stored for our reference). Within the self-evaluation document, one can find items we are looking to consider as we work to improve our practices (e.g. similar type of comments made towards the end of the stakeholder diagnostic).
  - More specifically, we will continue to utilize the AdvancED team to help provide the oversight needed to see that what we intend to do is what we do (e.g. sort of a checks-and-balances infrastructure). We will also look at how we advertise the paired mentoring that takes place with new hires, work to promote more student ownership in the learning process via our academic advising days (e.g. looking to create a template that students will utilize to email home and advisor about what is going well, what is not, what needs to be done during the week, etc.), utilize #CustomizedU as a means to work to provide customized instruction and experiences for staff and students (e.g. via classroom practices and curriculum work), and we worked to set our future meeting dates (e.g. general timelines for the next five years).
- To see our evolving school improvement plan (e.g. a work in progress -for the last two/three years), feel feel to view the following link: 2016-2017 and Beyond BSD School Improvement Plan (6-12). Inside the plan, you will also be able to see where the AdvancED team fits within the overall hierarchy of the school system.
  - As we work to prepare for our external review, we will be/have been working on the following items (feel free to check on our progress throughout our adventure):D
    - Student Performance Diagnostic: Student Performance
    - Stakeholder Diagnostic: Stakeholder Diagnostic
    - Self Assessment: Self-Assessment Review Responses
    - School Improvement Plan: see link above
    - Big Documents Document: Big Documents -Links
    - Executive Summary (To be completed by BF and DD): Executive Summary
    - AdvancED Agendas and Working Notes (2016-2017):
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- 11-13-16

AdvancED Work:

- Our AdvancED team met on Thursday, November 10th, 2016, to work on our Stakeholder Diagnostic and update work done regarding our Student Performance Diagnostic (e.g. student data we use to make decision), Self-Assessment (e.g. how we rated our school based on survey data and provided criteria), and ongoing School Improvement Plan.
- Moving forward we will utilize the student performance diagnostic, the stakeholder diagnostic, and school improvement plan as a means for us to organize our efforts (e.g. the main locations were collected performance and survey data will be stored for our reference). Within the self-evaluation document, one can find items we are looking to consider as we work to improve our practices (e.g. similar type of comments made towards the end of the stakeholder diagnostic).
- Our next meeting date is December 9th, 2016 and we will utilize the morning to complete our work and prepare for our review meeting.
  - To see our evolving school improvement plan (e.g. a work in progress -for the last two/three years), feel feel to view the following link: 2016-2017 and Beyond BSD School Improvement Plan (6-12). Inside the plan, you will also be able to see where the AdvancED team fits within the overall hierarchy of the school system.
    - As we work to prepare for our external review, we will be working on the following items (feel free to check on our progress throughout our adventure):
      - Student Performance Diagnostic (almost done): Student Performance
      - Stakeholder Diagnostic (more details to come after conferences): Stakeholder Diagnostic
      - Executive Summary (not started yet): Executive Summary
      - Self Assessment: Self-Assessment Review Responses
      - School Improvement Plan: see link above
      - Big Documents Document: Big Documents -Links
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- 10-23-16

AdvancED Update:

- Your 6-12 AdvancED team (Lori Dressen, Donna Neuman, Ashley Halvorson, and Rob Wilson) met on 10-21-2016. The morning crew (Mr. Wilson and Mrs. Halvorson) worked to complete our self-assessment on standard three and the afternoon crew worked (Mrs. Neuman and Mrs. Dressen) to complete standard five and finalize work on standards one and two. Our student performance document is fairly complete (looking to see what it CTE program data we should add) and can be found below. As the day unfolded, we also worked to update our dynamic school improvement plan. Future work on the plan will involve connecting our upcoming pillar discussions to our current and future work while finding ways to embed our self-assessment action items. Moving forward, we will use the student performance diagnostic and stakeholder diagnostic as a means to organize and advertise our data work and survey response information. In November we will meet to review survey results and to complete our stakeholder diagnostic and begin making our final preparations to wrap-up our work on December 9th, 2016. To see our ongoing list of agenda items, select the following link: https://www.evernote.com/l/AOGY1OWk8yZO9JQPPxzEwtkVNQR4sIbox1o.
- Work items:
  - Student Performance Diagnostic (looking to add CTE data): https://docs.google.com/document/d/1UUpChiDAEvktrMQL6mO2NspnqSeRP4COlXRnuB5THyQ/edit?usp=sharing
  - School Improvement Plan (ongoing work in progress): https://docs.google.com/document/d/1EGWTqZYGYvg-aHYDGMXtqz_GOEwtEweHVEf5T2-NpHo/edit?usp=sharing
  - Self-Assessment Reflections: https://docs.google.com/document/d/19GaQzUsTmTEcp7Ex2CJk8MPE-oygV6-neJLBYzu4ZFc/edit?usp=sharing

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- 9-25-2016

AdvancED Update:

- Your 6-12 AdvancED team (Lori Dressen, Donna Neuman, Ashley Halvorson, and Rob Wilson) met on 9-23-2016. The morning crew (Mr. Wilson and Mrs. Halvorson) worked to complete our self-assessment on standard four and the afternoon crew worked (Mrs. Neuman and Mrs. Dressen) to progress through standard two. Our student performance document is ready for editing and can be found below. We will look to release surveys to parents, staff, and students during the month of October and use the survey data in November to complete our stakeholder diagnostic. To see our ongoing list of agenda items, select the following link: https://www.evernote.com/l/AOGY1OWk8yZO9JQPPxzEwtkVNQR4sIbox1o.
- Work items:
  - Student Performance Diagnostic (almost done): https://docs.google.com/document/d/1UUpChiDAEvktrMQL6mO2NspnqSeRP4COlXRnuB5THyQ/edit?usp=sharing
  - School Improvement Plan (ongoing work in progress): https://docs.google.com/document/d/1EGWTqZYGYvg-aHYDGMXtqz_GOEwtEweHVEf5T2-NpHo/edit?usp=sharing
  - Self-Assessment Reflection: https://docs.google.com/document/d/19GaQzUsTmTEcp7Ex2CJk8MPE-oygV6-neJLBYzu4ZFc/edit?usp=sharing

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- 9-11-2016

AdvancED Work:

- During the first semester, your AdvancED team is working to prepare for our accreditation review. The Beresford High School has been accredited since 1932 (a few name changes took place along the way). Over the last four years, the team has met to help provide additional oversight regarding what we do and how we do it. To see our evolving school improvement plan (e.g. a work in progress -for the last two/three years), feel feel to view the following link: https://docs.google.com/document/d/1EGWTqZYGYvg-aHYDGMXtqz_GOEwtEweHVEf5T2-NpHo/edit?usp=sharing. Inside the plan, you will also be able to see where the AdvancED team fits within the overall hierarchy of the school system.
- As we work to prepare for our external review, we will be working on the following items (feel free to check on our progress throughout our adventure):
  - Student Performance Diagnostic (almost done): https://docs.google.com/document/d/1UUpChiDAEvktrMQL6mO2NspnqSeRP4COlXRnuB5THyQ/edit?usp=sharing
  - Stakeholder Diagnostic (more details to come after conferences): https://docs.google.com/document/d/1-4-_OjBJImHLDD17MjrhxstThAooyYBaRD3bEE-leGA/edit?usp=sharing
  - Executive Summary (not started yet): https://docs.google.com/document/d/1xf3NVojHsEsRvoKhjaSyZFkWD9KBO6Oxu2L2dULk_rk/edit?usp=sharing
  - Self Assessment: Item being completed online.
  - School Improvement Plan: see link above

- Team members: Lori Dressen, Ashley Halvorson, Donna Neuman, and Rob Wilson
- Projected work dates: 9-9, 9-23 (looking to move from 9-30), 10-21, 11-10, and 12-9
  - Agenda Document: https://www.evernote.com/l/AOGY1OWk8yZO9JQPPxzEwtkVNQR4sIbox1o

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