



"To Build Knowledge and Skills for Success Today and Tomorrow"

AGENDA for July 29, 2024

5:30 PM Special Board Meeting - School Board Study Session

Board Room, Williams Administration Building

Zoom Link: <https://sdk12.zoom.us/j/94293452767>

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1. Call meeting to order/roll call
 2. Pledge of Allegiance
 3. Agenda
 4. Open Forum
 5. Discussion Items
 - 5.a. Email Security
 - 5.b. Buildings and Grounds Update on summer projects
 - 5.c. Establishment of School Board Committee Assignments
 - 5.d. Review School Board Self-Evaluations
 - 5.e. Beyond the Numbers: How Data & Resource Alignment Fuel Student Achievement
 - 5.f. Board Goal Setting and Strategic Planning
 6. SDCL 1-25-2 Executive or closed meetings--Purposes--Authorization--Violation as misdemeanor. Executive or closed meetings may be held for the sole purposes of : View SDCL 1-25-2 for all reasons for executive session.
 - 6.a. School board members will enter into executive session to discuss personnel and pricing strategies (SDCL-1-25-2.1 and 1-25-2.5)
 7. Adjournment

User Email Safety Overview



Social Engineering

- When an attacker uses social manipulation skills to obtain information about an organization, network, computer, user accounts.
- Phishing, Whaling, Vishing, Smishing, Spoofing
- Malware safety
- Account authentication

User Email Safety Overview



Phishing, Whaling, Vishing, Smishing, Spoofing

Phishing - Used to trick users into giving their data, normally targeting login credentials, through email links or emailing directly.

Whaling - Targeted Phishing on high-profile individuals.

Vishing - Using a phone/voice to trick users into giving their user data.

Smishing - Using text messages to trick users into giving their user data.

Spoofing –Where someone disguises themselves as a trusted source

User Email Safety Overview



Phishing

Uses email to trick or solicit end users to freely give out their information by faking to be a trusted person or organization and will look very close to the trusted/legitimate organization they are faking.

They are normally asking for something urgently, to try and make you rush into giving information or clicking links. Example would be service disconnect, account compromise, virus detected, ect.

If/when this happens DO NOT click any links, attachments or downloads within the email, instead go the website directly. Example would be if you get an email stating an Amazon account needs updated go to <https://amazon.com> instead of following links in the email.

User Email Safety Overview



From: Greg Olson <golson@northwestpipe.com>

Date: July 16, 2024 at 12:26:56 PM

Subject: [EXT] Greg Olson shared "Northwest Pipe Fittings" with you

CAUTION This email originated from outside the K-12 email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[Share image]

Greg Olson shared a file with you

Kindly review and let me know your opinion.

[icon] Northwest Pipe Fittings

[permission globe icon] This link only works for the direct recipients of

Privacy Statement

This email is generated through Northwest Pipe Fittings, Inc's use of Microsoft 365 and may contain content that is controlled by Northwest Pipe Fittings, Inc.

MH

McDowell, Heidi <heidi@cbtngggets.com>

To: Eads, Anthony



Reply



Reply all



Forward



Mon 7/22/2024 10:57 AM

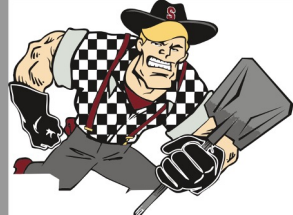
Some content in this message has been blocked because the sender isn't in your Safe senders list.

Trust sender

Show blocked content

Does the email come from an external source?
Do we conduct business with this company/person?
What is the senders email prefix and domain?
Are there links, attachments or downloads?

User Email Safety Overview



Malware

Malware - Short for malicious software. It is any software that is designed to steal data, damage or destroy computers and networks. Examples are viruses, worms, trojans, spyware, adware, and ransomware.

Links, attachments and downloads within these Phishing emails may and often do contain Malware.

User Email Safety Overview



Account Authentication and protection

Steps in place to help keep accounts protected, the use of MFA (Multifactor Authentication) to login as well as real-time email scanning looking for potential malicious email before end users have a chance to follow said links, attachments or downloads, managed and provide by the state.

Ultimately these are just tools to help but most of the burden falls on end users to spot and not fall for malicious emails and to have strong unique user credentials, with MFA.

To help keep your K12 accounts safe, If you feel you have followed an illegitimate link, unknowing gave out logon credentials or receive a random MFA, contact the IT department and we will start response steps

User Email Safety Overview



Sources

<https://www.cisa.gov/news-events/news/avoiding-social-engineering-and-phishing-attacks>

<https://support.microsoft.com/en-us/topic/what-is-multifactor-authentication-e5e39437-121c-be60-d123-eda06bddf661>

<https://support.microsoft.com/en-us/windows/protect-yourself-from-phishing-0c7ea947-ba98-3bd9-7184-430e1f860a44>

<https://consumer.ftc.gov/articles/how-recognize-and-avoid-phishing-scams>

<https://www.fbi.gov/how-we-can-help-you/scams-and-safety/common-scams-and-crimes/spoofing-and-phishing>

24-25 Committee Assignments

Building and Grounds

Vig
Cass
Voight
Koontz

Negotiations

Odegaard
Snyder
Voight
Spring

Finance

Jutting
Odegaard
Vig
Koontz

Policy

Jutting
Bruch
Snyder
Voight

Employee Recognition

Bruch
Cass
Voight
Jutting

Transportation

Cass
Odegaard
Jutting
Spring

Insurance

Koontz
Voight
Bruch

*** First Person listed is the chairperson for that committee

Sturgis Board of Equalization:

Terry Koontz

Piedmont Board of Equalization:

Aaron Odegaard

BHSSC:

Representative: Terry Koontz

Alternative: Sandy Cass

Summerset Board of Equalization:

Justin Jutting

Whitewood Board of Equalization:

Scottie Bruch

2023-24 Committees

ASBSD Delegate Assembly

Delegate: Justin Jutting

Alternate: Lee Spring

Negotiations:

Charlie Wheeler

Lee Spring

Megan Snyder

Aaron Odegaard

Insurance:

Justin Jutting

Sandy Cass

Lee Spring

Charlie Wheeler

Building and Grounds Planning:

Darrell Vig

Sandy Cass

Aaron Odegaard

Terry Koontz

Employee Recognition:

Charlie Wheeler

Sandy Cass

Brian Voight

Megan Snyder

Transportation:

Terry Koontz

Aaron Odegaard

Darrell Vig

Lee Spring

Policies:

Sandy Cass

Justin Jutting

Brian Voight

Terry Koontz

***First person listed is the chairperson for that committee

Sturgis Board of Equalization:

Terry Koontz

Summerset Board of Equalization:

Charlie Wheeler

Piedmont Board of Equalization:

Aaron Odegaard

Whitewood Board of Equalization:

Justin Jutting

BHSSC:

Representative: Terry Koontz

Alternate: Charlie Wheeler

A.1 Self A.1 Board A.2 Self A.2 Board A.3 Self A.3 Board A.4 Self

Darrel Vig 4 4 4 3 3 2 4

Sandy Cass 4 4 4 4 4 4 2

Megan Snyder 5 5 5 5 5 4 5

Brian Voight	4	4	3	3	5	4	2
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Aaron Odegaard	4	3	4	4	4	4	3
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Lee Spring	4	4	4	4	4	4	1
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Justin Jutting	4	4	4	4	4	3	3
Terry Koontz							

Min	4	3	3	3	3	2	1
Max	5	5	5	5	5	4	5
Average	4.142857	4	4	3.857143	4.142857	3.571429	2.857143

A.4 Board A.5 Self A.5 Board A.6 Self A.6 Board B.1 Self B.1 Board B.2 Self B.2 Board

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3 5 4 2 2 3 ? N/A 4

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B.3 Self B.3 Board B.4 Self B.4 Board C.1 Self C.1 Board C.2 Self C.2 Board C.3 Self

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C.3 Board C.4 Self C.4 Board D.1 Self D.1 Board D.2 Self D.2 Board D.3 Self D.3 Board

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D.4 Self D.4 Board D.5 Self D.5 Board

				Strengths: Works to complete building projects Works on policies Keeps superintendents aware of district situations Improvement: Civility-keeping personal disagreements private Begin the long process of reestablishing trust with all the Long term plans and goals need to be established and follow Priorities: Strategic Planning Public trust in all communities of the district Financial responsibility and equalization Areas of Clarification: Continuing education for board members
3	3	3	2	Better communication (not social media or technology) between Strengths: We can agree to disagree. Everyone gets a say We support our superintendent, admin, and staff. We take time to learn about issues so we can make sound Improvement: We need to take advantage of more board We need to update our strategic plan through an independent We need to look to the future and plan for any changes that Priorities: Strategic Planning Board Goals Additional Training
4	4	4	4	Communication is key on both sides. We need to make sure Strengths: Willing to have discussions Generally respectful of each other Diverse backgrounds Improvements: Time utilization-we don't need to rehash the le goals Goal Setting Superintendent evaluations Priority District Strategic Planning w/an outside entities guidance Board Goals?? DISC personality training
5	5	5	4	

			Strengths: The board has people that care about students be The board, in general have a good working relationship, n The board has a relatively consistent short term vision me come up. Improvements: Long term goal-setting and planning. The going, but without providing a vision the admin flies blind Discussion should be primarily about the present, not abc for improvement, meaning the past will always be worse. Providing our educators with more professional developn lack the wherewithal to give this resources. Priorities: Set actual, achievable goals by the end of the c If we define priorities developed from goals then we neec priorities. Have a ten year capital outlay plan that the board is awar Identify: I feel and I think other board members feel like v doing or don't feel like putting in the work sometimes. Th
2	3	2	2 provide guidance as well. Strengths: Realistic, Reasonable, and Conservative Improvement: Planning, Alignment, and Data-driven Priorities: Long term planning, data and alignment, and cc
5	4	3	3 Superintendent needs to know barriers to said plan to hel Strengths: Respect other members Listen to their community Look out for the district as a whole Improvement: Communication Setting guidelines
5	5	5	5 Priorities: Set a clear set of goals for the board and superi Strengths: The school board is comprised of a group of in the students. The school board has made extensive progress on policies The school board has looked into a facilities study to unde timeframe for the expectedated need to . Improvements: Creating a plan to get all of the school pol Determining a plan for long-term planning and one that tl Evaluate avenues for more communication from the boar Priorities: Review XX policies throughout the 2024-2025 a Evaluate the key priorities to the district through the lens formulating a strategic plan. Establish board goals for the board to work on during the
2	3	1	1 board.
2	3	1	1
5	5	5	5
3.714286	3.857143	3.285714	3

private instead of making them known publicly.
communications in the district.
lowed through.

members not just annual training
by the superintendent.
during discussions.

d decisions.
d training
ident 3rd party.
that may require hard decisions to be made.

ure there is not a breakdown in this area.

topics to death. Discussion is good, but we need to move forward.

and assistance

s and what a student's experience in the Meade School District will

making difficult conversations possible when the time comes.
Meaning there isn't a lot of dissension or naysaying on the items that

Superintendent has an idea about where he thinks we want to be
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but how things were worse in the past. We should always be trying
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ment opportunities. We have talked about this being a priority, but

calendar year.
d to ensure we get the budget moving forward supporting those

re of and on board with.
we abdicate responsibility because we either don't know what we're
he administration doesn't just need or support, we are elected to

community collaboration
in and make it visible/tangible.
help board implement.

intendent.
dividuals that have a drive to become better and do what is best for

s.
erstand the capacities of a current buildings can handle and the

licies reviewed.
he board and district follows.
rd to the community.
academic year.
es of the community, students, staff, and administration to begin

2024-2025 academic year to strive to become a more effective

Center for Public Education



Eight Characteristics of Effective School Boards

Chuck Dervarics and Eileen O'Brien

AN **nsba** PUBLICATION

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Eight Characteristics of Effective School Boards

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board—that is, one that impacts student achievement—involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy—identifying student needs and justifying decisions based on data.

- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

Background on the studies

Despite the pivotal role of school boards in the nation's educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah Land noted in their 2002 study, *Educating At-Risk Students*, "quantitative and qualitative studies of board effectiveness are virtually non-existent," (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no magic bullet to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, effective boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board/district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving—a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;
- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

Meta-Analysis: In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded, included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two

dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

Case Studies: Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

Studies with Comparison Districts: One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Re-*

EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

search: *Past, Present and Future: School Board Leadership for Improving Student Achievement* (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed “fast-moving” urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor’s District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive “ethos” produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district “ethos.”

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ from those in lower-achieving districts.

Eight characteristics of effective boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction; and
- Using resources to support achievement and instruction goals.

“Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no

other initiatives detract attention or resources from accomplishing these goals.” The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites—Kent County, Md., Minneapolis, and Providence—boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as “All our students will achieve on grade level” and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board’s role in supporting these efforts. By comparison in low-achieving districts, board members were “only vaguely aware of school improvement initiatives,” researchers noted. “They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning.”

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board’s goals to building-level goals for student learning and explain how the goals impacted classrooms. “Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning.” By comparison in the low-achieving districts, “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level.”

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences. In a high-achieving district, one board member noted, “This is a place for all kids to excel.” Another board member noted, “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.”

Yet in low-achieving districts, board members frequently referred to external pressures as the main rea-

sons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones—to meet state mandates (and avoid sanctions) and a desire to not “have the lowest test scores” in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, “You can lead a horse to water but you can’t make them drink. This applies to both students and staff.”

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children’s learning needs front and center. As one Aldine board member explained, “Everything we do is based on what’s best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, ‘What’s best for the children?’”

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board’s work as follows: “The board recognizes its role as a policy-maker. [Board members] are very professional.

They never humiliate each other. They have no hidden agendas. The goal is what is best for the children.”

Boards held the superintendent and his or her colleagues accountable for progress but did not engage in the daily administration of schools. Explained one board member: “I am not a professional educator.... [The superintendent and her staff] are the professionals, and we say to them, “These are the results we want to see; you are in charge of how to do it.””

Likewise, Snipes, Doolittle, and Herlihy’s case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions “that support improved student achievement rather than on the day-to-day operations of the district.”

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I.

Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar on the next page).

A DOZEN DANGER SIGNS

While this paper did not specifically focus on characteristics of ineffective school boards, it may be helpful to review some of the descriptions of ineffective boards mentioned in the research:

1. Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
2. Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
3. Offer negative comments about students and teachers
4. Micro-manage day-to-day operations
5. Disregard the agenda process and the chain of command
6. Left out the information flow; little communication between board and superintendent
7. Quick to describe a lack of parent interest in education or barriers to community outreach
8. Looked at data from a “blaming” perspective, describing teachers, students, and families as major causes for low performance
9. Little understanding or coordination on staff development for teachers
10. Slow to define a vision
11. Did not hire a superintendent who agreed with their vision
12. Little professional development together as a board

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high- and low-achieving districts in Georgia, school board members in high achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers, and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, “Some felt left out of the information flow.”

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials “would respect and listen to them.” In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

By comparison, school boards in

CONVERTING RESEARCH TO ACTION: LIGHTHOUSE II

Building on the success of Lighthouse I—which identified the different knowledge, beliefs and actions of school boards in high-achieving districts—the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.
- By the end of the project, boards in all five districts regularly scheduled extra time for boards to focus on student achievement.
- Four of the sites showed significant increases—some as high as 90 percent—in the number of staff and board members who could consistently describe the district’s school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in Waters and Marzano's 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. "When individual board member interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end." School board members realized, the authors noted, that these issues can be a distraction from core district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent "controls the reaction of the board to recommendations by limiting the information he gives to them." The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent "believes sharing information will get them to react and encourage engagement." Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, "The board talked very generally about test scores and relied on the interpretation made by the superintendent." As a result, board members believed the superintendent "owned" information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce

failed to support the school board's request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report's study districts, which "had the courage to acknowledge poor performance and the will to seek solutions." With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. "To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint," they wrote in *The Politics of Excellence: Trustee Leadership and School District Ethos*.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven "conditions for improvement" typically evident in high-achieving districts. From the board's perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. "In high-achieving districts, board members described staff development activities in the district and could describe the link between teacher training and board or district goals for students," the study noted. "Board members described a belief in the importance of staff development activities focused on student needs."

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. "Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development," the study noted. In fact, board members frequently made "disparaging remarks" about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. "For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes."

Additional evidence is available in the Snipes, Doolittle and Herlihy's 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively

from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that “a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district’s goals.”

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman’s review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle, and Herlihy (2002) also emphasizes the importance of these factors. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor’s commission concluded that the city schools, beset with high superintendent turnover and other problems, had “a lack of accountability and deplorable building conditions.” A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven “vital signs” of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this “moving” district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and

platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent “may develop solutions without board involvement.” Such boards also may not hold superintendents accountable for goals.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members’ professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their “sample policy statement” on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board’s role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or “trustees,” including retreats, special meetings, work

sessions, school visits and even social events. As a result, the trustees had a “willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening.” This commitment conveyed to staff the importance of district goals and the importance of the staff members’ work in supporting them. In addition, they noted, “The successful boards did not just rely on district staff reports...They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers.”

Related finding: Stability of leadership

In the 2002 Snipes et. al study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman’s research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. “They set their courses and stayed with them for years,” the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. “That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other’s work.”

Conclusion

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research—a study on boards in districts with mid-range achievement might be one useful step—it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

CENTER FOR PUBLIC EDUCATION

In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

This report (2011) was written by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

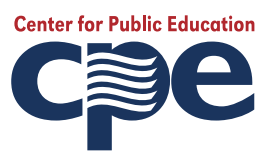
About CPE

The Center for Public Education is a national resource for credible and practical information about public education and its importance to the well-being of our nation. CPE provides up-to-date research, data, and analysis on current education issues and explores ways to improve student achievement and engage public support for public schools. CPE is an initiative of the National School Boards Association.

nsba.org/CPE

Founded in 1940, the National School Boards Association (NSBA) is a not-for-profit organization representing state associations of school boards and their more than 90,000 local school board members throughout the U.S. Working with and through our state associations, NSBA advocates for equity and excellence in public education through school board leadership.

nsba.org



1680 Duke Street, 2nd Floor, Alexandria, Virginia 22314-3493
nsba.org/CPE • nsba.org

BEYOND THE NUMBERS: HOW DATA & RESOURCE ALIGNMENT FUEL STUDENT ACHIEVEMENT



- Why should we plan?
- What are the resources?

Cognia

Other schools

- Who else plans?

Sioux Falls School District

Watertown School District

Spearfish School District



Vision Statement

As an integral community partner, Western Dakota Tech leads the region by providing innovative education and advocating technical excellence to drive career development and economic growth.

Strategic Plan 2016-2021 "We Serve"

1. Students
2. Faculty and Staff
3. Community

Mission Statement

Western Dakota Tech is a public institution of higher learning that embraces quality programs, expert faculty and staff, and a commitment to academic excellence to teach the knowledge, skills, and behaviors students need to be successful. (Current Mission under review 2020-2021)

Values Statements

Excellence

- Aspiring to achieve quality
- Seeking opportunities to grow professional skills and encouraging others to do the same
- Moving beyond compliance
- Valuing Employer insight and including them in our planning process
- Believing in the ability of our students to learn, meet the high standards we set for them, and fill employer needs

Assessment

- Analyzing programs, services, policies, and procedures, and making adjustments as needed to best serve our students, employees, and community

Transparency

- Being Honest
- Separating personal and institutional interests
- Utilizing shared governance to improve communication and dissemination of information

Accountability

- Understanding the power and effect our words have on students, colleagues, and members of the community when speaking about Western Dakota Tech and striving to use them in the best interest of the College.
- Knowing and upholding Western Dakota Tech's policies, and procedures, and objectives
- Behaving legally and ethically in all endeavors and encouraging others to do the same
- Providing the facilities, equipment, and services students and employees need to be successful
- Offering education with high potential for positive student, employer, and community outcomes

Dignity

- Respecting ourselves and others
- Providing fair and just treatment to all
- Understanding and celebrating the dignity in all forms of work, both internally and externally

Compassion

- Believing we are a solution to poverty, workforce shortages, unemployment, and other challenges in our community
- Empathizing with students, colleagues, and other individuals in their experiences and realities

Inclusion

- Utilizing shared governance to ensure participation in decision-making and provide channels for various groups to voice opinions
- Respecting and embracing varying cultures, views, and opinions

Align and Sustain Resources

- Effective school boards align and sustain resources, such as professional development, to meet district goals



Belief Statements (AKA Values Statements)

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.

The needs of students should be our first priority.

- Diversity among people is to be valued.



Belief Statements (AKA Values Statements)

We believe that...

- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.



Mission

"To Build Knowledge and Skills for Success
Today and Tomorrow"



District Goals - 2017-2022 (website)

MEADE SCHOOL DISTRICT ACTION PLAN

Goal Area	Academic Preparation
Goal:	The District will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.
Metrics:	The District will set achievement indicators (SBAC, ACT, District tests) and monitor annual progress; monitor participation rates in activities; and conduct student surveys.

Implementation Timetable

Action Steps	Individual Responsible	Projected Completion Date
1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.	Curriculum Director Administrators	Annually
2. Communicate to parents the offerings that are available, especially Advanced Placement, Dual Credit, Exploratory, and Career and Technical Education, through parent/teacher conferences, open houses and the District web site. Encourage all high school students to take at least one credit from these offerings.	Counselors Administrators	Annually
3. Provide problem based learning activities at all grade levels and in all content areas.	Administrators	Annually

MEADE SCHOOL DISTRICT ACTION PLAN

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Goal:	The District will provide students with a climate that promotes a rigorous academic curriculum and activity programs that <u>prepare each student to be academic and workplace ready.</u>
Metrics:	The District will set achievement indicators (SBAC, ACT, District tests) and monitor annual progress; monitor participation rates in activities; and conduct student surveys.

Implementation Timetable

Action Steps		Individual Responsible	Projected Completion Date	2022-2023	2023-2024	2024-2025
1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.		Curriculum Director Administrators	Annually			
2. Communicate to parents the offerings that are available, especially Advanced Placement, Dual Credit, Exploratory, and Career and Technical Education, through parent/teacher conferences, open houses and the District web site. Encourage all high school students to take at least one credit from these offerings.		Counselors Administrators	Annually			
Benchmark 22-23	During the 22-23 academic year the district will have 15% of the high school student body enrolled in at least 1 advanced placement course.			11%		
Benchmark 22-23	During the 22-23 academic year the district will have 15% of the high school student body enrolled in at least 1 Dual Credit course.			23%		
Benchmark 22-23	During the 22-23 academic year the district will have 15% of the high school student body enrolled in at least <u>1 CTE course.</u>			56%		
Benchmark 23-24	During the 23-24 academic year the district will have 15% of the high school student body enrolled in at least 1 advanced placement course.				14%	
Benchmark 23-24	During the 23-24 academic year the district will have 25% of the high school student body enrolled in at least 1 Dual Credit course.				24%	
Benchmark 23-24	During the 23-24 academic year the district will have 15% of the high school student body enrolled in at least <u>2 CTE course.</u>				18%	
Benchmark 23-24	The district will develop a page on the district website that will display the options students have available for advanced placement, dual credit, exploratory, and CTE.				0%	
3. Provide problem based learning activities at all grade levels and in all		Administrators	Annually			

MEADE SCHOOL DISTRICT ACTION PLAN

Goal Area	Facilities and Technology
Goal:	The District will develop and implement a comprehensive Facility Master Plan that will guide all infrastructure and technology decisions.
Metrics:	Capital outlay resources to support the plan will be monitored. Administrators will provide feedback on progress of the plan with school board approval for any changes.

Implementation Timetable

Action Steps		Individual Responsible	Projected Completion Date	2022-2023	2023-2024	2024-2025
1. The District will develop a Facility Master Plan and communicate the components of the plan to internal and external audiences. The District will take input from all stakeholders.		School Board Superintendent Business Manager	Annually			
2. The District will include building site plans as a part of the District's Facility Master Plan.		School Board Administrators	Annually			
Benchmark 22-23	Administration will have a comprehensive school security assessment conducted from a professional by the end of the 23-24 Academic School Year.	Administration		100%		
Benchmark 23-24	Administration and school board will create a comprehensive schedule for implementation of security needs.				100%	
Benchmark 23-24	Administration will apply for 1 grant to offset the costs of brining the Meade 46-1 district up to standard for security purposes.				100%	
Benchmark 24-25	School board and administration will update building security by installing 90% of the suggested implementations for the 24-25					83%
Benchmark 24-25	School board and administration will apply for a minimum of 2 grants to offset the costs of school security.					50%
3. The District will include technology improvements and related professional development training opportunities.		School Board Technology Director Administrators	Annually			

Resources and Alignment

Resources - do our staff have ample resources to align with the board goals/ academic achievement?

Does our budget align with our goals?

How do we know we are utilizing our budget and resources effectively (technology, curriculum, what does data show)?

Vertical vs horizontal alignment

Programming alignment

Where do “extras” enter into the conversation, why do they matter?

"To Build Knowledge and Skills for Success Today and Tomorrow"



Vision

"Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens."



Student Achievement

- School Improvement Plans
 - Individualized plans per building that tie back to district goals.
- Monitored goals that prioritize and track improvement.
- Align funding with student needs.
- Align funding with staff needs.
- Evaluate effectiveness of programs.



Importance of Goals and Alignment

Goals - setting specific goals the board can look to for decision-making and justification

Turn over - $\frac{1}{3}$ of board is renewed/changed year over year – being able to look at goals and making adjustments with the “new” board will help with consistency and trust

Alignment - ensuring our goals align with vision and mission, providing support for superintendent, staff, community to be involved in providing what is best for our students

Trust - ensures consistent trust that our decision-making is based on needs that are data-backed and align with well-thought-out plans for our district

Facilities Master Plan -

<https://drive.google.com/file/d/1GrFGHePz7R3LQpuD4rWUSaxPXhEJxc51/view>



A few examples

Aaron's perspective - last two building projects

Data - student success data and measurement, what it means for us and what it means for the district - alignment

Transportation and technology consideration - Data input is valid, but outcomes have to mesh budgetary data with academic data

Conceptual understanding
“10,000 foot view” - trusting our experts to provide quality data we can use to make tough decisions to move our district forward (academic data, budget data, facilities data)



Our Story - Wayne's letter on the website

What is our story? How do we share our story?

<https://www.meade.k12.sd.us/o/msd/page/our-story>

Data is important, but only part of the story

Important to note - Maya Angelou

“Do the best you can
until you know better.
Then when you know better,
do better.”

Maya Angelou



**Questions or Inquiries
Discuss...**



K-12 Accreditation

The Cognia logo features the word "cognia" in a bold, black, sans-serif font. A small red dot is positioned above the letter 'o'.

- Cognia (Previously known as AdvancEd) is an accrediting body for K-12 school.
 - Key Characteristic 1: Culture of Learning
 - Standard 3: Leaders' actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well being
 - Key Characteristic 2: Leadership for Learning:
 - Standard 7: Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs
 - Standard 8: The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold institution's priorities and to drive continuous improvement.

