

NEED FOR THE PROJECT: Beresford School District (BSD) is located in Beresford, SD.

BSD pleased to serve 630 students in the Beresford community and rural areas. BSD has a strong tradition as a progressive district and community where a commitment to quality exists. BSD has a rich history of high academic achievement, strong co-curricular programs, and community support for education.

BSD has been very frugal in their spending and has continually remained well below the state average per child. The most recent data from 2011-12 indicates the BSD spent \$7,035 per student while the state average was \$8,065 per student...a difference of \$1,030 per student. These numbers place the BSD in state spending per child at 133rd out of 152 school districts. Only 19 districts statewide spent less per student than Beresford.

BSD students took a nutrition and physical activity based survey (2013) on several questions from Youth Risk Behavior Survey (YRBS). The survey reported that among BSD students:

Level	Do not participate in physical activity 20 minutes or more 5 days/week	Do not eat 5 or more servings of fruit and vegetables/day
Middle School	15.4% of students	54.5% of students
High School	31% of students	63.7% of students

In 2013, a team of professionals (PEP Team) from BSD conducted a comprehensive review of physical education (PE) and nutrition education (NE) programming. The team compiled data from the School Health Index (SHI) (**Req. 1**). Utilizing this data and discussion, the team developed the **“Watchdogs and Wellness: Building on Success”** initiative. This review will be enhanced with data from grades K-12 HECAT (**Req. 5**) and K-12 PECAT in Year 1. Primary weaknesses in meeting State Content Standards 1, 2, and 3 were identified.

Specific state standards and gaps and weaknesses related to each

SD PE Content Standard	Specific Gap and Why Limiting	Weakness Causing Gap	How Project Addresses Gap
<p><i>Standard 1:</i> Students will develop competency in all fundamental movement and proficiency in some movement skills</p>	<p><i>Specific Gap:</i> PE students develop competency in some fundamental movement skills and proficiency in others <u>but do not</u> become competent in all fundamental movement skills and definitely <u>do not</u> become proficient in a large number of more advanced movement skills <i>Why Limiting:</i> Our students do not develop motor skills in a wide-variety of activities (over-focus on team sports) which limits ability to combine motor skills in an efficient manner to enhance movement and physical performance in performing life-time fitness activities.</p>	<ul style="list-style-type: none"> • PE staff not provided with professional development (PD) to implement instruction in a wide-variety of motor skills; especially motor skills not specific to large group sport based activities. • PE staff lack equipment to provide instruction in a wide-variety of motor skills/activities. Current equipment is team-sport based – lack equipment for individual skill base • Physical activity is not integrated in traditional classroom teaching. • The current PE curriculum is not research based nor consistent across buildings. 	<ul style="list-style-type: none"> • BSD will update the SPARK PE Curriculum in Grades K-12 & After-School programming (Absolute Priority) • PE and After-School staff will receive PD on the SPARK PE curriculum (Inv. Priority 5). • Equipment will be purchased to allow for instruction and learning in PE, After-School, and Summer programming in a wider variety of movement skills aligned with the initiative (Req. 6).
<p><i>Standard 2:</i> Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance</p>	<p><i>Specific Gaps:</i> Students <u>do not</u> receive adequate individualized data and feedback to allow them to analyze, evaluate, and enhance their individual health, fitness, and performance levels <i>Why Gap is Limiting:</i> The lack of adequate individualized data and feedback limits our students’ ability to set personal goals, develop personalized fitness plans, and assess their current level of fitness. Additionally, the lack of data and feedback students cannot evaluate personal skill performance or determine methods for improvement.</p>	<ul style="list-style-type: none"> • PE staff not provided with support in PD to create an environment and lesson plan design to provide individualized student data and feedback. • PE staff/students lack appropriate equipment to provide individualized student data and feedback such as: HR monitors, pedometers, and fitness assessment software. 	<ul style="list-style-type: none"> • PE and After-School staff will receive PD on SPARK, Physical Best, and PYFP components to support the integration of individualized data and feedback for students (Inv. Priority 5). • The project includes the purchase of HR monitors, activity monitors, pedometers, and assessment software to provide individualized student data and be aligned with the initiative (Req. 6). Staff will receive PD on these technologies (Inv. Priority 5).

<p><i>Standard 3:</i> Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness</p>	<p><i>Specific Gaps:</i> Students <u>do not</u> receive recommended minutes of daily PE and end up waiting several minutes for a turn <u>limiting</u> their time engaged in moderate to vigorous physical activity <i>Why Gap is Limiting:</i> Research on overweight and obesity rates clearly demonstrate that youth not meeting recommended daily amounts of physical activity are 3-8 times greater to suffer from overweight and obesity issues. Additional research shows that students who are not actively engaged in physical activity and have to spend large amounts of time waiting lack the desire to repeat an activity or to recommend an activity to other youth.</p>	<ul style="list-style-type: none"> • Activities are limited to primarily team sport based activities that have large numbers of participants and large wait times. • PE curriculum lacks a research-based curriculum to guide lesson planning and maximization of participant time. • District wide PE contact minutes do not meet NASPE/CDC recommended levels • PE programming lacks partnerships to provide additional facilities, staffing, and support to increase participant physical activity offerings. 	<ul style="list-style-type: none"> • The project will implement physical activity a minimum of once a week in traditional elementary and middle/high school classrooms (Inv. Priority 3). • The project will enhance physical activity in after-school and summer programming through increased offerings and additional equipment. • The purchase of fitness equipment and life-time activity equipment will allow for shorter waiting times for equipment allowing for an increase in time spent in activity and will be aligned with the proposed initiative (Req. 6) (Inv. Priority 3). This equipment will also be integrated in after-school and summer programming. • SPARK PE curriculum and Physical Best lessons are designed to maximize student time spent in physical activity decreasing our PE student percentage of time being idle (Absolute Priority) (Req. 2).
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a. **Self-Assessments SHI:** Areas of concern that will be addressed were identified through the SHI (**Req. 1**). Addressing these areas will make a impact on the quality of PE and NE on student achievement. Analysis showed that although our curriculum is sequential, connected, and research-based it is not fully implemented throughout the program. The program does not yet provide students with the activity levels required for a health-enhanced level of fitness. Elem/MS/HS levels are not offering PE minutes/week to meet NASPE/CDC recommendations.

Participating School in PEP Program	Current Contact Hours	NASPE/CDC Recommended Contact Time	Positive or Negative Comparison
K-4	60 minutes/week	150 minutes per week	<i>*Negative 90 minutes/week</i>
Grade 5	90 minutes/week	150 minutes per week	<i>*Negative 60 minutes/week</i>
Middle School	150 minutes/week	225 minutes per week	<i>*Negative 75 minutes/week</i>
High School	1 required semester in high school career – 50 minutes/day –optional all other semesters	225 minutes per week for entire school year	<i>**Positive 25 minutes during required semester and if elective PE courses are chosen</i> <i>**Negative 225 minutes for semesters without PE</i>

We do not deliver an adequate individualized student health and fitness plan. Students are missing out on the opportunity to connect knowledge from PE classes with the practical application of the content. Students need the ability to create individualized student health and fitness plans to help them improve current fitness and activity levels (**Stand 3**). However, as a district, our SHI scores have improved since first completing the SHI in 2010. We are moving in the right direction.

School Health Index (SHI) Results	Module 1: School Health Policies and Environment	Module 2: Health Education	Module 3: Physical Education and Other Physical Activity Programs	Module 4: Nutrition Services
BSD 2010	66%	61%	64%	60%
BSD 2012	77%	69%	72%	73%

SHI Scorecard and Plan for Improvement are included in the Appendix section.

Target Population: The target population for the program is all students K-12 (approx. 654) within BSD and approx. another 200 youth from surrounding communities. BSD maintains 3 attendance centers (1 elementary, 1 middle, and 1 high school). The Parks, Recreation,

Community Education (PRCE) program has one primary attendance center. The racial makeup of the anticipated participants is 98.90% white, 0.55% Native American, 0.30% Asian, 0.05% from other races, and 0.20% from two or more races. Twenty-three percent of students qualify for free-reduced lunch.

A year-by-year analysis shows that in a typical year 100 youth take part in PRCE and Legends of Gold (LOG) after-school and 250 youth take part in PRCE and LOG summer programming. Approximately, 630 students participate in BSD PE classes. Our target population is both male and female participants/students of all ethnicities and includes students of all physical, emotional, and developmental needs. Current PE minutes data is provided on page 4.

BSD has completed BMI testing at the elementary, middle, and high school levels.

Level	Underweight	Healthy Weight	Overweight	Obese
Elementary School	4.5%	59.1	25.3%	11.1%
Middle School	5.5%	55.5	27%	12%
High School	3.2%	54	29%	13.8%

SIGNIFICANCE: In 2008 BSD completed a comprehensive review of its PE and NE programming using the SHI/PECAT/HECAT and developed a 5-year long range plan to improve the health, wellness, and opportunities for our students. This plan culminated in the development of the *Watchdogs and Wellness: A Healthy Tomorrow* (**Req. 4**) program. This program started the process of updating the student fitness center, beginning integration of the SPARK PE curriculum and introducing the basic uses of HR monitors and pedometers. The program was enhanced in 2009 with a No Child Left Inside Grant and an ING Unsung Heroes Grant. In 2011 the program expanded to include after-school and summer programming with the inception of *Watchdogs and Wellness: Watchdogs of the Future* (**Req. 4**) program. Since 2008 our longitudinal data has shown that in the four years of the Watchdogs and Wellness initiative, we have reduced the youth overweight rate by 8% and the obesity rate by 15%. However we are not

satisfied with these gains. In 2013, BSD completed the SHI again to re-evaluate the Watchdogs and Wellness Program. This review has led to the creation of the Watchdogs and Wellness: Building on Success program. BSD along with partners (pages 14-16), are excited about *Building on Success*. The overall aim is to provide comprehensive PE and NE programs (**Absolute Priority**) that work in conjunction with our District Wellness Policy (**Req. 3**) and community initiatives (**Req. 4**) leading to significant changes in teaching, learning, physical fitness levels, and lifelong attitudes of students, (**Absolute Priority**). *Building on Success* will support and connect with the current Watchdogs and Wellness efforts described above. *Building Upon Success* will work with the SD Coordinated School Program to develop a SD Walk-n-Roll program (**ongoing initiative –Req 4**) within the community and school district. The Walk-n-Roll program focuses not only on kids walking/biking to school, but also walking while they are at school. This can take on many different forms, such as walking during recess or before and after the school day. Additionally, BSD will partner with Alliance for Healthier Generations (AHG) to update the District Wellness Policy and integrate physical activity in the classroom setting.

Correlation of goals, objectives, and measurable outcomes to self-assessments Through summary and interpretation of results from SHI (**Req. 1**) and partner discussions (**Comp. Priority 2**), we have held several meetings to develop project goals to work on identified weakness.

Weaknesses	Goal, Objective, Measurable Outcomes
Low minutes in high levels of physical activity	Goal 1, Obj. C all outcomes; Goal 2, Obj. B all outcomes; Goal 5 all objectives and outcomes
Lack of nutrition education integration	Goal 1, Obj A & B all outcomes; Goal 2, Obj. C all outcomes; Goal 4 Obj. B & C all outcomes
Lack of PE technology	Goal 3 Obj. B all outcomes; Goal 4 Obj. A all outcomes; Goal 5 Obj C all outcomes
Lack of assessment and evaluation	Goal 1, Obj. A and C all outcomes; Goal 2 Obj. B all outcomes; Goal 4 all objectives and outcomes
Lack of equipment	Goal 1 Obj C all outcomes; Goal 2, Obj. B all outcomes; Goal 4 Obj. A all outcomes; Goal 5 Obj. C all outcomes
Lack of community partnerships	Goal 4 Obj. C all outcomes; Goal 6 all objectives and outcomes
Lack of staff PD	Goal 1, Obj. D all outcomes; Goal 3 all objectives and outcomes; Goal 4 Obj. C all outcomes

Specifically, our plan of action contains the following six goals:

Goal	Objectives and Measurable Outcome	Objectives and Measurable Outcome	Objectives and Measurable Outcomes	Objectives and Measurable Outcomes
<i>Goal 1:</i> To offer a sequential, content standard based, and research-based cohesive PE and NE K-12 Curriculum to 100% of students	<i>Objective A:</i> Teachers will implement the <i>SPARK Nutrition</i> in Health grades 6-8. (Absolute Priority) <i>Outcome 1:</i> 100% of Health teachers will implement nutrition components throughout the Health curriculum in Year 2 & 3	<i>Objective B:</i> Teachers will implement SD Team Nutrition components in Health grades 6-8. Absolute Priority <i>Outcome 1:</i> 100% of Health teachers will implement Team Nutrition components throughout the Health curriculum in Year 1 and continue in Years 2-3	<i>Objective C:</i> Teachers & After-School staff will implement the SPARK curriculum throughout K-12 and after-school programming (Absolute Priority) <i>Outcome 1:</i> 100% of PE teachers and After-School staff will implement SPARK curriculum components at least twice per week in Year 2 & 3	<i>Objective D:</i> Teachers will implement strategies to meet the needs of all students. (Inv. Priority 1) <i>Outcome 1:</i> 100% of teachers each year will attend PD sessions regarding adaptive PE strategies. <i>Outcome 2:</i> 80% of teachers in Year 1 will include adaptive strategies in their daily lesson plans and instruction; 100% of teachers in Year 2 & 3

<p><i>Goal 2:</i> To increase student achievement of South Dakota PE Standards</p>	<p><i>Objective A:</i> Students will increase daily physical activity. Stand. 3 <i>Outcome 1:</i> The % of students achieving CDC/NASPE recommended amounts of MVPA will increase annually. 5% increase from baseline data in Year 1; 10% increase Year 1 to Year 2; 5% increase from Year 2 & 3 <i>Outcome 2:</i> The % of students obtaining a minimum of 60 minutes of daily physical activity will increase annually. 10% increase from baseline data in Year 1; 10% increase in Year 2; 10% increase Year 3 (GPRA 1)</p>	<p><i>Objective B:</i> Students will have opportunities to become proficient in a variety of new forms of movement and learn new skills. Stand. 1 <i>Outcome 1:</i> Teachers will teach an increased number of physical activities to students at each level (elementary, middle, and high school) during PE; 20% increase in the number of physical activities taught at each level from baseline data in Year 1, and 10% increases in Years 2 and 3.</p>	<p><i>Objective C:</i> Student will understand the link between nutrition and overall health. Outcome 1: 10% increase per year of the project period in the number of students consuming a minimum of two fruits and a minimum of three vegetables daily. (GPRA 3)</p>	
<p><i>Goal 3:</i> To increase staff capacity to implement all new curriculum components.</p>	<p><i>Objective A:</i> PE teachers will increase knowledge of effective practices and current trends. <i>Outcome 1:</i> 100% of teachers will attend all on-site PD session and training on practices and trends each year <i>Outcome 2:</i> 30% of teachers will attend all off-site PD sessions and training on practices and trends each year</p>	<p><i>Objective B:</i> PE teachers will increase knowledge of the effective implementation of PE technology components. <i>Outcome 1:</i> 100% of teachers will attend all on-site PD sessions and training on technology integration each year. <i>Outcome 2:</i> 30% of teachers will attend all off-site PD sessions and training on technology integration each year.</p>	<p><i>Objective C:</i> Classroom teachers will increase knowledge on the effective implementation of physical activity based activities in their traditional classroom based lesson plans. <i>Outcome 1:</i> 50% of classroom teachers will attend on-site PD sessions and training on physical activity integration each year.</p>	
<p><i>Goal 4:</i> To implement ongoing evaluation and assessment system of PE program and projects</p>	<p><i>Objective A:</i> To implement PYFP assessments into grades 3-12 PE programming. <i>Outcome 1:</i> 100% of 3-12th PE teachers will integrate all 6 PYFP assessments by the end of Year 1; 100% continued use in Years 2 and 3 (GPRA 2)</p>	<p><i>Objective B:</i> To complete and the retake SHI, PECAT, and HECAT analysis tools for program evaluation. Req 1&5 <i>Outcome 1:</i> PECAT and HECAT will be completed by March of Year 1. Outcome 2: SHI, PECAT, and HECAT will be re-completed by March of Year 3.</p>		

<p><i>Goal 5:</i> To increase student levels of physical fitness</p>	<p><i>Objective A:</i> Students will assess their fitness levels and exercise in HFZs. Stand. 2 <i>Outcome 1:</i> The % of K-12 student achieving age appropriate fitness levels will increase; students achieving PYFP HFZs will increase by 5% from baseline in Year 1 and 10% increases in Years 2 and 3 in grade levels that have a current level of 80% or lower (GPRA 2).</p>	<p><i>Objective B:</i> Student will increase fitness levels. Stand. 3 <i>Outcome 1:</i> 10% increase per year from baseline data in the amount of students grades 6-12 demonstrating cardiovascular fitness utilizing the 20m shuttle run (GRPA 2)</p>	<p><i>Objective C:</i> Students will develop personal fitness goals. Stand. 2 <i>Outcome 1:</i> Students will set at least three personal fitness goals that will guide their physical activity and nutrition improvements during the year to decrease overweight and obesity among our students utilizing HR monitors, pedometers and fitness assessments; 100% of students in Years 1, 2, and 3 will devise personal fitness goals each semester.</p>
<p><i>Goal 6:</i> To develop a community-wide shared mission for lifelong health/physical activity</p>	<p><i>Objective A:</i> Project leadership will examine and revise environmental strategies that affect our students' ability to increase physical activity and nutritional levels. <i>Outcome 1:</i> Project Leadership Team (described in Management Section) in Year 1 will establish procedures and guidelines for connecting parents with Community Partners who provide various intervention services. Year 2 and Year 3 the Project Leadership Team will integrate Community Partner intervention services.</p>	<p><i>Objective B:</i> To develop and expand long-term partnerships with Legends of Gold, the City of Beresford, Lunchtime Solutions, PRCE and the Union County Health Center. Comp. Pref. 2 <i>Outcome 1:</i> A committee will be formed with representatives from all six organizations and meet a minimum of 3-times in Year 1; Year 2 will see an adopted strategy in place for long-term partnerships that will continue in Year 3</p>	

Basis for Project Goals and Plan for Project Implementation to Meet Stated Goals

Goal 1: To offer a sequential, content standard based, and research-based cohesive PE and NE K-12 and After-School Curriculum to 100% of students: We will develop, expand, and improve our PE and After-School programs in instruction of healthy eating habits and good nutrition by integration (**Req 2**) of USDA/SD Team Nutrition (statewide initiative aligned to SD PE Standards) components a min. of once a week in MS PE and health education courses. Team Nutrition is an integrated, behavior-based, comprehensive plan for promoting nutritional health in the nation's school children. The SD DOE administers the program through Child and Adult Nutrition Services (CANS). In Dec. 2013 or Jan. 2014 (yet to be scheduled) the lead teachers (see management plan) will take part in a Team Nutrition workshop and then hold on-site PD sessions (March, 2014) for the rest of the staff. Implementation will take place in April, 2014.

Additionally, we will update integration of SPARK PE (aligned to SD Content Standards), After-School, and Nutrition (aligned to SD Content Standards) content and research-based curriculums (**Req. 2**)(pages 13,14,16). The updated curriculum materials will be purchased in the Winter of Year 1 to allow for limited implementation. Specific PD on both programs will be received on-site during July, 2014 for full implementation in August, 2014.

An Adaptive PE Specialist will provide PD to all PE staff on the inclusion of all students (**Inv. Priority 1**), specifically students with special needs, into all aspects of the PE curriculum. This will include general activities, lessons, and units; along with, specific integrations for SPARK PE, After-School, and SPARK Nutrition. This PD will take place Summer of Year 1.

Goal 2: To increase student achievement of SD PE Standards: PE courses will incorporate PE technology regularly to allow students of all ages and abilities (**Inv. Priority 1**) to understand current fitness status (Stand. 1 and 2), analyze (Stand. 2), and evaluate (Stand. 2) their current

status, develop goals for personalized improvement (Stand. 2 and 3), and over time evaluate the success in meeting those goals (Stand. 2). PE equipment will be purchased to provide a greater range of lessons, activities, and units in PE (**Absolute Priority**) (along with PD) to allow students to experience a wide-variety of activities and competency in all fundamental movement and proficiency in some movement skills (Stand 1). Additionally, components of Goals 1, 3, 4, 5, and 6 also work to help students meet SD PE Content Standards 1, 2, 3.

Goal 3: To increase staff capacity to implement all new curriculum components: PD is a key component of the project. Quality PD is necessary for implementation of all project components and specifically needed to allow our teachers, staff and students to successfully meet SD Content Standards. PD is specifically delineated on page 12-13.

Goal 4: To implement ongoing evaluation/assessment system of PE program and projects: We will administer all PYFP (**GPRA 2**) assessments to all students twice per year (3 in Year 1) and record and track the data across grade levels. We will use pedometers and 3DPAR to assess physical activity twice per year (3 in Year 1) (**GPRA 1**). We will use the Nutrition Daily Consumption Survey in Grades K-8 and enhance with nutrition-related questions from the YRBS for Grades 9-12 (**GPRA 3**). These will help us work with students using individualized feedback and allow us to develop a longitudinal system for tracking physical activity/nutrition data (**Inv.**

Priority 6). All aggregate data will be provided on the school website (**transparency**) (**Req. 7**).

We will use HR monitors to determine student time at target heart rate. We will be able to evaluate the physical activity levels designed in individual units and lessons and determine necessary changes. Following this evaluation of physical activity levels students will design individual physical activity and fitness goals and design/implement a plan to reach these goals.

We will continue the program review of our PE and NE programs by initiating the PECAT and HECAT (**Req. 5**) in December of Year 1 with completion in March of Year 1. Additionally, we will conduct new SHI (**Req. 1**), PECAT (**Req. 5**), and HECAT (**Req. 5**) reviews in December of Year 3 and complete in March of Year 3. These reviews will provide us with detailed data on the overall strengths and weaknesses of our program and allow us to integrate, update, and revise PE and NE (**Absolute Priority**) throughout and beyond the project.

Goal 5: To increase student levels of physical fitness (Inv. Priority 3): Students will learn how the elements of fitness—cardiovascular fitness, strength, flexibility, body composition – all contribute to overall health (**Stand 2**). Individually-focused, rather than group-focused PE will encourage students to achieve and maintain healthy fitness levels (**Stand 3**).

To fuel individual focus on fitness and nutrition, we will help students to think about the changes they can make in their daily lives to become more healthy (Stand. 1, 2, 3). Previously, students indicated that they would like to lose weight, but revealed poor nutrition habits when asked about fruit/vegetable consumption, meal timing, and soda consumption. Students will set health/wellness goals (Stand 3), based on the components of the District Wellness Policy (**Req. 3**) that they will be encouraged to share with parents so that they can work together to achieve fitness and health eating goals (**Absolute Priority**). Aided by heart rate monitors, pedometers and personalized fitness assessments, student will set and meet personal fitness goals (Stand. 3).

The PYFP assessments will assess students' ability to achieve HFZs. To support this, teachers will receive PD from AHG and Project Director and staff who attend the National AAHPERD Convention each year will take part in specialized PD in Physical Best (PYFP) training.

Goal 6: To develop a community-wide shared mission for lifelong health/physical activity: Partnerships are a key component of the project. Partnerships are necessary to providing PD,

resources, and additional activities to help youth meet State Content Standards. Partnerships are specifically described on pages 14-15.

(1) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project: Integral to change is continuous feedback and quality improvement. This feedback and improvement will be driven by data collected throughout the program. This includes data currently collected and data that will be collected in accordance to Quality of Evaluation section. Data will be utilized to provide feedback to students, parents, administration and teachers (**Req. 7**) (dissemination to stakeholders in Quality of Evaluation). Additionally, data will assist in demonstration of **accountability (Req. 7)** to stakeholders and to OSDFS. This process is led by the Project Leadership Team (page ??). Our goals in utilizing continuous performance feedback and quality improvement include: 1) Guiding quality operations; 2) Ensuring safe environment and quality of services; 3) Meet internal and external standards; 4) and assist the project and its services to meet its goals and objectives.

We will utilize six steps in the continuous quality improvement process:

Step 1	Identify new needs/issues/problems and develop additional problem statements
Step 2	Define the current situation
Step 3	Analyze the problem
Step 4	Develop an action plan
Step 5	Look at the results
Step 6	Start over to attack new problems

QUALITY OF THE PROJECT DESIGN: BSD’s mission statement, “dedicated to enhancing the learning process that starts now and lasts a lifetime,” is a goal that we take very seriously. The philosophy of BSD is to provide a safe and positive environment in which all children can succeed. Our children are the reason for our school’s existence and worthy of our best efforts. The SD Department of Education (DOE) named Beresford Elementary School as a 2011 “Distinguished School.” This is the seventh consecutive year (2005-2011) that the school

has received this honor. Beresford High School was named a “distinguished school” in 2005 and 2010. In 2010, Beresford High School was one of thirteen high schools in SD to receive this honor. Beresford Middle School was named a “distinguished school” in 2005 and 2008. In 2008, the SD DOE recognized the BSD as a “Distinguished School District.” BSD was one of eighteen school districts and the largest school district in SD to receive this honor in 2008.

We believe it is essential to provide all students (**Inv. Priority 1**) academic, physical, and social/emotional assistance and support. This learning environment will allow students to acquire knowledge and skills to enhance growth and development as learners. All students are encouraged to participate in school and community activities. Our community and its families are important educational resources. Together we will be a strong force in character development of our youth through positive role modeling. We provide educational opportunities and experiences for students to help them become responsible citizens.

Several factors that will contribute to the sustainability (**Req. 4**) of the project. Sustainability is enhanced when organizations combine resources and strengths for a common goal. It is these strengths, combined with the five-way partnership (**Comp. Pref. 2**) (described on pages 14-16) that will develop new strategies to help students meet content standards.

Professional Development: All PD will be administered in a *Train the Trainer* format. This format will develop PE Teachers and Health Teachers to become a training team and leaders of a professional learning community that will exist long after the grant period. BSD will implement a variety of PD opportunities both on-site and off-site related to the goals and objectives of our project (**Absolute Priority**). On-site PD opportunities will include:

FitnessGram/PYFP	Project Director and Alliance for Healthier Generation led on-site training (approx. Oct. 2013; Year 2-3 TBD).
Adaptive PE	Adaptive PE Teacher led on-site training (approx. April, 2014; Year 2-3 TBD)

PE Technology	Vendor led on-site training (approx. Jan. 2014; Year 2-3 TBD)
Fitness Component Integration	Vendor led on-site training (approx. March, 2014; Year 2-3 TBD)
SPARK PE Curriculum	Vendor led on-site training (July, 2014; Year 2-3 TBD)
SPARK Nutrition Ed Curriculum	Vendor led on-site training (July, 2014; Year 2-3 TBD)
Physical Activity in Classroom	Vendor on-site training (May, 2014; Year 2-3 TBD)

Off-site PD opportunities will include (not limited to):

Physical Best Curriculum	National AAHPERD Convention (April, 2014; and future dates)
National AAHPERD Convention	Rotating Location (April, 2014; and future dates)
State AAHPERD Convention	Rotating Location (Nov. 2013; and future dates)
CDAHPERD	Rotating Location (Feb. 2014; and future dates)

Curriculum (Absolute Priority)

Training Format: The *Train the Trainer* format will be utilized for all PD leading to the creation of community learning groups ensure the continued implementation of curriculum changes into the future (including changes in staff).

SPARK: One of the many strengths of the SPARK curriculum package is the follow-up support/institutionalization for all SPARK programs. SPARK trainers follow all training sessions with a follow-up “SPARK Stars” meeting. This follow-up support is designed to create a “Coordinated School Health Committee” that includes site PE teachers, Administrative Team, Classroom Teachers, Food Service Personnel, and Parental Involvement. SPARK leads a meeting for this committee and discusses the “Three I’s”:

- ***Infrastructure** needed to support quality activity and nutrition programs
- ***Implementation** barriers – and how to overcome them
- ***Institutionalization** making SPARK work at each site and ensuring its **sustainability**

Assessment and Fitness Testing Technologies: We will work with a vendor who provides continued support, updates, and PD opportunities for PE technology. This can include professional listservs, software updates, and either web-based or in-person future PD. The technology equipment will possess a variety of warranties, solid maintenance/care components, and have an extended life expectancy (**Req. 6**). This technology will allow students to assess

individual fitness levels in order to develop individual goals and a plan for achieving goals.

Additionally, the technology will provide the means to assess the individualized goals.

Partnerships (Comp. Pref. 2) Each member of the partnership is committed to the long-term **sustainability** of the project. BSD and its partners are dedicated to continue beyond the funding period to fight the overweight/obesity issues through PE, physical activity, and nutrition education within the district. The partners' commitment includes the continued process of researching and obtaining grants from other entities to support the project, examine and implement other avenues of funding including fundraising and additional partnerships, and a financial 5-year plan not only maintaining the programs.

PRCE will serve as a project partner. PRCE will implement a greater variety of programming that is non-sport based activities and a greater emphasis on life-time activities. New programs will include (not limited to): snow shoeing, cross-country skiing, geocaching, walking/jogging, camping, tennis, fly-fishing, dance, golf, and outdoor education. Additionally, fitness activity programs will include (not limited to): spinning, body weight activities, in-line skating, weight training, and body core strength development. Both physical activity programs and fitness activity programs will generally be a 4-6 week session with instruction 2-3 times per week in after-school programming. These sessions will run 3-4 weeks daily during summer programming. These activities will be offered non-fee based and open to all youth who desire to participate. Programming will start in January, 2014 and continue throughout the project.

The Alliance for Healthier Generations (AHG) will serve as a partner. AHG will provide PD (Feb. 2014) to classroom and PE teachers on integration of physical activity in the classroom and will assist in measuring progress annually through the HSP Inventory. Additionally, AHG will

assist BSD in preparation, revising, and implementation of the District Wellness Policy (**Req. 3**) requirements to the 2010 Healthy Hunger-Free Kids Act (throughout Spring, 2014).

The City of Beresford will be a project partner (**Comp. Pref. 2**). The City of Beresford will promote the project at city led physical fitness/wellness events (throughout the project). The city will promote the initiative on the city website and the city television channel for PSA's. Additionally, the city will serve as a resource to BSD on the various city-owned facilities and programs that are available to BSD youth.

Union County Community Health Nurse (UCCHN) will be a project partner (**Comp. Pref 2**). UCCHN will provide a variety of information and PD services. UCHC will maintain a close relationship making sure the project leadership is aware of physical activity and nutrition services available to youth, offering no-cost PD to teachers/staff (Starting in Feb, 2014; periodic throughout project), and writing every other month articles to the BSD school newsletter on physical activity and nutrition lessons that can be integrated for the entire family.

Lunchtime Solutions (BSD food service) will be a project partner (**Comp. Pref 2**). Lunchtime Solutions will serve as a resource on NE integration and provide the staff with PD (Start-Nov. 2013) on how to explain the connection between quality nutrition and school meals.

Legends of Gold (LOG) will be a project partner (**Comp. Pref. 2**). LOG is a non-profit 501c3 dedicated to fostering, promoting and encouraging physical activity and well-being of youth no matter their financial situation, race or religious belief. LOG will expand small group/individualized fitness and weight control classes for youth in after-school and summer programming settings (Start-October, 2013). LOG will waive typical rental fees for gym, classroom, and outdoor facility space for activities involved in the project).

(A) The extent to which the design of the proposed project reflects up-to-date knowledge

SPARK began studying elementary school PE in 1989, and today the name SPARK represents a collection of exemplary, research-based physical activity programs. The original SPARK study was supported by the National Institute of Health as a counter to heart disease, which can begin in childhood. Regularly active children tend to be leaner, have lower blood pressures, high levels of beneficial HDL-cholesterol, and improved mental health status. Numerous studies have documented the capability of the SPARK program to significantly increase the percentage of students engaged in higher moderate to vigorous physical activity (MVPA) during PE classes (**Stand 1**). With proper staff development, schools that have implemented the program engaged in 40.2 minutes of MVPA each week while students in schools not utilizing SPARK only engaged in an average of 17.8 minutes of MVPA each week. Numerous refereed publications (over 45 to date) have reported SPARK PE program effects, including papers showing evidence of achievement in the following variables:

Researched Variable	Refereed Publication
Physical Activity (Stand 1,3)	Marcoux, et al..., 1999; McKenzie, et al..., 1997); Sallis, et al..., 1997; Sallis, et al..., 1993
Physical Fitness (Stand 3)	Sallis, et al..., 1997
Lesson Context and Teacher Behavior	McKenzie, et al..., 1997
Motor Skill Development (Stand 1)	McKenzie, et al..., 1998
Student Enjoyment of the Program	McKenzie, et al..., 1994
Adiposity	Sallis, et al..., 1993
Long Term Effects/ Institutionalization	McKenzie, et al..., 1997; Dowda, et al..., 2005
Process Measures (Parent Behavior, Teacher Acceptance of the Program)	Marcoux, et al..., 1999)

SPARK PE has been selected as the intervention program for other important research studies and was cited in the Surgeon General’s Report as a “school based solution to our nation’s health care crisis.” SPARK was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned “Exemplary Program” status. In 2005, the Cooper Institute awarded SPARK Gold status (highest possible ranking) in an extensive national study of

effective physical activity and health programs. SPARK is the ONLY national program to receive Gold status for K-8th grade PE.

Wilkinson, Pennington, and Padfield (2000) suggest that utilizing a variety of PE technology use into PE classes can help enhance and maintain students' interest in learning. The use of PE technology empowers students to take responsibility for their learning (Ogden, et al..., 2001).

Staff development is key to any change in the educational setting. When qualified personnel are used it is more likely that a PE intervention will be successful (Wechsler, 2005). When implementing a comprehensive program like *Building on Success*, teachers report higher levels of satisfaction with their jobs and high levels of self-efficacy (McKenzie, 2005).

(C) The extent to which the proposed project meets statutory purposes and requirements.

The project has been devised in correlation to all the statutory purposes/requirements set forth in the PEP RFP. Throughout the narrative we discuss, provided insight, provided evidence of, and specific timelines for meeting the statutory purposes/requirements. The table below indicates where in the narrative our approaches are delineated for meeting the purposes and projects. Additionally, we have followed all statutory purposes/requirement in the development of our budget narrative, included all required information and assurances in the appendix section.

Statutory and Program Requirements	Page(s)
Absolute Priority	2,3,5,6,10,11,13,19,20
Competitive Preference 2	5,8,13-16
Invitational Priority	2,3,6,9,11
Content Standards	1-4,7-12,16,17,19,22-24
PEP Requirement 1	1,4,5,7,11
PEP Requirement 2	3,4,9,15
PEP Requirement 3	5,11,15
PEP Requirement 4	5,13,14
PEP Requirement 5	1,7,11
PEP Requirement 6	2,3,10,14
PEP Requirement 7	10,12,25
GRPA 1, 2, 3	7,8,10,20-23

ADEQUACY OF RESOURCES: In developing the project we have taken care in designing a program that meets the statutory purposes and requirements of the PEP Grant. As part of that design process, we have placed an emphasis making the budget, both in terms of federal funds and matching funds, reasonable and necessary to the successful implementation of the project. The project was not designed to create a snapshot or short-term change, the project has been designed to result in a systemic change in the PE/NE programs (**Absolute Priority**) and provide long-term benefits for youth to extend far beyond the grant-funding period (**sustainability**).

Our funding request regarding personnel is consistent with needs to successfully implement the project, ensure meeting all the statutory objectives and requirements, ensure proper program reporting, and set an environment for future program sustainability. We feel it is important to have a 1.0 FTE Project Director to run the overall program and the day-to-day operation of the initiative. Additionally our Project Director possesses significant previous experience (resume in appendix) with specifically with PEP evaluations and assessments.

We have placed emphasis on providing PD in initial implementation and follow-up support for all those involved. PD will be conducted in the *Train the Trainer Format* (described on page 13) to maximize learning with minimizing cost. Additionally, we have focused on a combination of PD that occurs both on-site to maximize staff hands-on participation but also off-site to allow staff to take part in learning experience and bring that learning back to their colleagues.

Although required cost estimates for equipment are in the budget forms and budget narrative, we will follow our district's bid process for goods/services to obtain the best prices, support, warranties, and PD support from vendors. The equipment has been chosen specifically to support implementation of all PE and NE (**Absolute Priority**). The equipment is designed for students to experience a wide-variety of physical activities (**Stand 1**), explore a wide-range of

movements (**Stand 1**), utilize PE technologies for individualized feedback, goal setting, and obtaining consistent levels of MVPA (**Stand. 3**). Additionally, our equipment request is specific to meeting the requirements of the GPRA and program-specific assessments. The equipment is of the correct size and scope to minimize wait times, make consistently available age-appropriate equipment, and allow students to take part in high quality PE/NE programs (**Absolute Priority**).

We have not requested any funding that is outside the range of *Building on Success*, that is excessive in quantity, or that we will not have training on the proper use. We will ensure that equipment is of quality, we will ensure in the hiring process that our personnel is of quality, that through our leadership team that all PD is well thought-out and planned.

QUALITY OF THE MANAGEMENT PLAN: Strong leadership, collaborative decision-making, and clear understanding of management and organizational policies are the hallmarks of this project's management plan. To ensure that all grant activities are coordinated in an orderly manner the PEP Project Leadership Team (PLT), led by the Project Director who will ultimately oversee all aspects of the grant. The PEP PLT will include: (1) Project Director; (2) 3 Lead PE/Health Teachers; (3) BSD Supt.; (4) PRCE Director; (5) LOG Director; and (6) 2 Parent Representatives. The PLT will have four regularly scheduled meetings in Year 1 and three meetings in each of Years 2 & 3.

PEP Project Director: Dr. Scott Klungseth (1.0 FTE) will provide overall leadership in all aspects of the project. Dr. Klungseth will be the primary liaison between the PLT team. He will have oversight of the program and provide supervision, recruitment, and training of program liaisons. Dr. Klungseth will coordinate with LT's on GPRA and Program-Specific assessments and reports. He will be directly responsible for coordination of all contact with the federal gov't and leading all grant reporting requirements and run the day-to-day operation of the program. Dr.

Klungseth will finalize and submit all reports. He possesses previous PEP experience serving twice as a PEP Project Director and additionally serving as an Evaluation/Assessment Coordinator on a third PEP Grant. Resume is in Appendix. 3 PE/Health Lead Teachers (LT's) (.10 FTE) The LT's are three of the core members who took part in the development of the project. The LT's will serve as the liaisons between the individual schools and other members of the leadership team. The LT's will conduct GPRA and Program-Specific assessments in coordination with the Project Director. BSD Superintendent: Mr. Brian Field (.10 FTE) will provide administrative support for budget, PD, and curriculum implementation. Additionally, the BSD Superintendent will serve as the liaison between the project and the BSD School Board. PRCE Director: Mr. Brent Palmer (.50 FTE) will coordinate after-school and summer programming. This includes interview and hiring staff, providing PD to the staff, and conducting staff evaluations. Mr. Palmer will assist the Project Director in working with after-school and summer staff in conducting all necessary data collection and with the implementation of new physical activity and nutrition curriculum. Resume in the appendix. Legends of Gold (LOG) Director: Mr. Terry Pack (.25 FTE) will lead weight loss and physical activity events and classes at the LOG facility offered through the PRCE program. Mr. Pack will coordinate all instruction and activities at LOG with LT's and PRCE staff to build upon previous instruction. Resume in the appendix. 2 Parent Representatives (PR) will serve as the primary liaison between the leadership team and parents of BSD students. The BSD newsletter and website will be utilized to determine parent interest in serving as a PR.

a. Detailed Management Plan and Project Timeline of Major Activities starting in Oct., 2013

YEAR 1	Event	Time	Person Responsible
	GPRA Baseline Testing	Oct	LT's/Project Director
	GPRA Assessments	Jan/April	LT's/Project Director
	Establishment of Accounting System	Oct	Project Director/Business Manager
	Equipment Bid Process	Oct/Nov	Project Director/Business Manager

Equipment Ordering	Nov/Dec	Project Director
OSDFS Meeting	Oct/Nov	Project Director/Superintendent
PLT Meeting	Oct/Dec/Feb/May	Project Director
Professional Development Training	Nov/March	Project Director
Monthly Newsletters/Articles/Web Page	Every Month	Project Director
Fitness Testing	Oct/Jan/April	LT's/Project Director
Complete Yr. 1 Reports	April/October	Project Director
YEAR 2	Event	Times
		Person Responsible
GPRAs Assessments	Nov/March	LT's/Project Director
Equipment Bid Process	June/July	Project Director/Business Manager
Equipment Ordering	July	Project Director
PLT Meeting	Aug/Nov/Feb/May	Project Director
Monthly Newsletters/Articles/Webpage	Every Month	Project Director
Fitness Testing	Oct/April	LT's/Project Director
Complete Year 2 Reports	April/October	Project Director
YEAR 3	Event	Times
		Person Responsible
GPRAs Assessments	Nov/March	LT's/Project Director
Equipment Bid Process	June/July	Project Director/Business Manager
Equipment Ordering	July	Project Director
PLT Meeting	Aug/Nov/Feb/May	Project Director
Monthly Newsletters/Articles/Webpages	Every Month	Project Director
Fitness Testing	Oct/April	LT's/Project Director
Complete Yr. 3 and Final Reports	April/October	Project Director

QUALITY OF PROJECT EVALUATION

GPRAs Measure 1	Three week-long collection periods will take place Year 1 and two week long collection periods using pedometers in years 2 and 3 will take place in K-12. Additionally, the 3-day Physical Activity Recall (3DPAR) will be used in grades 5-12 in 3 data collection periods in year 1 and 2 data collection periods in years 2 and 3. The evaluations will be performed by PE teachers (who will receive PD) under the supervision of the Project Director. <i>Goal 2</i>
GPRAs Measure 2	All six PYFP assessments will be utilized for 3 data collection periods in Year 1 and 2 collection periods in Years 2 and 3. The evaluations will be performed by PE teachers (who will receive PD) under the supervision of the Project Director. <i>Goal 4,5</i>
GPRAs Measure 3	Measured utilizing a Nutrition Daily Consumption Survey for students in grades K-8. The survey will be designed by the Project Director and PLT to determine the % of students who consumed fruit two or more times per day and vegetables three or more times per day. For students in 9-12, this log will be enhanced utilizing nutrition-related questions from the Youth Risk Behavior Survey (YRBS). PE teachers will administer the assessments under supervision by Project Director. <i>Goal 2</i>

a. General Evaluation Framework and Evaluation Methods

1) Individual Student Assessment: One component is to develop skills in young people to allow them to assess individual health-related fitness, create a plan to improve individual health-

related fitness, and then assess progress (**Stand 2**). The GPRA assessments will provide individual student assessment; additionally we will use:

Type of Assessment	What it Assesses	Project Goals, PE standard, PEP area
Fitness Assessment and Tracking Hardware and Software/HR Monitors	Students will be able to measure individual fitness and wellness levels, analyze the results, set goals, chart self-improvement, and redesign individual program as needed. Students will pre-/post-assess overall health risk utilizing the health risk appraisal surveys.	Project Goal: 2,4,5 PE Standard: 2,3 Absolute Priority
Student Portfolios	The student portfolios will consist of a variety of assessments including fitness journals, lab activities, student goals and goal evaluations.	Project Goal: 2,4 PE Standard 1,2,3 Absolute Priority

2). Individual School Assessment: Each school building will develop individual school data on the GPRA assessment data and also:

Type of Assessment	What it Assesses	Project Goal, PE Standard, PEP area
Fitness Assessment and Tracking Hardware and Software/HR Monitors	Class and grade level reports of pre-/post-fitness assessments for effectiveness of curricular design and equipment usage	Project Goal: 2,4,5 PE Standard: 2,3

3. Systemic Evaluation: This evaluation includes grade level and district-wide aggregate data. The Project Director will provide an annual report based on evaluation findings and provide recommendations for any programmatic or systemic changes to improve or enhance outcomes.

Type of Assessment	What it Assesses	Project Goal, PE Standard, PEP area
Pre-Post Evaluation of teacher proficiency at curricular delivery	This evaluation will determine if improvements are being made and the magnitude of those improvements. This information will be used to identify deficiencies and determine future professional development needs.	Project Goal: 3,4
Individual interviews with staff and administration	This will allow open-ended discussion between staff and administration with the EE. Topics for evaluation will include professional development opportunities, curricular changes, meeting of goals and objectives, desire for future changes.	Project Goal: 1,2,3,4,5,6
SHI/PECAT/HECAT	Each of these self-assessments will be completed at the half-way point of the project and the end of the project.	Project Goal: 1,2,3,4,5,6

Evaluation Tools: The project utilizes a variety of qualitative and quantitative evaluation and assessment throughout. We have included evaluation and assessment at the Individual Student level, Individual School level, and the Systemic level (evaluation/assessment tools are described in the first section in Quality of Project Evaluation, and specific individuals or teams responsible for each evaluation and assessment tool are listed in the Quality of Management Plan section).

Dissemination of Data with Project Leadership Team and Specific Goal Teams

Method 1	<ul style="list-style-type: none"> The Project Director will facilitate in-person bi-annual meetings (additional meetings if needed) with PLT and Goal Teams to assist the leadership groups with information regarding evaluation and assessment procedures, review of data collected, facilitate reflective brainstorming on data collected, and analysis of progress towards meeting the objective performance measures.
Method 2	<ul style="list-style-type: none"> The Project Director will provide weekly email updates to all members of the PLT team important information regarding evaluation and assessment procedures, review of all data collected, facilitate reflective brainstorming on data collected, and analysis of progress towards meeting the objective performance measures.

Dissemination of Data with Students, Parents, Staff

Method 1	<ul style="list-style-type: none"> Regular initiative updates, announcements, and data analysis results will be an integrated part of every initiative professional development session.
Method 2	<ul style="list-style-type: none"> PE teachers will regularly hold both formal and informal discussions with students in their classes regarding past, current, and future projects within <i>Building on Success</i>.
Method 3	<ul style="list-style-type: none"> Dissemination listed for outside stakeholders will be open to Students, Parents, Staff

Dissemination of Data with Outside Stakeholders

Method 1	<ul style="list-style-type: none"> Yearly reports, in terms of student assessment and assessment of PEP goals will be shared with outside stakeholders through every other month newsletters. The initial newsletter will take place in Nov. 2013 describing the purpose, goals, and evaluation procedures for <i>Building on Success</i>.
Method 2	<ul style="list-style-type: none"> A Facebook page will be developed regularly updated to keep stakeholders informed.
Method 3	<ul style="list-style-type: none"> The project will connect with outside stakeholders with a variety of external media sources. Articles will include updates on initiative announcements, initiative milestones, initiative goals, evaluation/assessment data, and other relevant data. Sources include: <ul style="list-style-type: none"> Monthly article in the <i>BSD Newsletter</i> (school newsletter)
Method 4	<ul style="list-style-type: none"> A new <i>Building on Success</i> page on the BSD website will be created. This will provide open availability and provide updates on announcements, milestones, goals, evaluation and assessment data, and other data. The Project Director will update monthly. The website will be promoted in all newsletters, PSA's, articles, social media site, and any other announcements or data provided to both inside and outside stakeholders.