



"Our business is the creation of learning environments that result in success."

BRANDON VALLEY SCHOOL DISTRICT #49-2
BRANDON VALLEY HIGH SCHOOL - COMMUNITY ROOM
MONDAY, FEBRUARY 13, 2023
Board Meeting
AGENDA
6:30 p.m.

I. OPENING OF MEETING

PRESIDENT ULLOM

- A. Call to Order**
- B. Pledge of Allegiance**
- C. Welcome to Visitors, Guests and Media**
- D. Roll Call**
Ullom _____ Ode _____ Saxer _____ Scott _____ Bell _____
- E. Approval of Agenda**
- F. Conflict of Interest Disclosure - Waiver Request**

II. APPROVAL OF MINUTES

- A. Regular Meeting - [January 9, 2023](#), [January 23, 2023](#)**
- B. Special Meeting - [January 27, 2023](#)**

III. COMMUNITY INPUT

(Persons wishing to speak at a meeting should contact the Superintendent prior to the meeting.)

IV. FINANCIAL ITEMS

- A. Bills & Claims**
 - 1. District Accounts**
[Invoice Listing - February 2023](#)
[Advanced Payments - January 2023](#)
[Pay Vouchers - February 2023](#)
 - 2. Child Nutrition**
[Invoice Listing - Food Service - February 2023](#)
- B. Financial Report**
 - 1. Monthly Cash Flow Statement - All Funds**
[Cash Report - January 2023](#)
[Monthly Receipts - January 2023](#)
 - 2. Investment Analysis**
[Investments - January 2023](#)
 - 3. Expenditures & Revenue Reports**
[Payroll and Benefits Summary - January 2023](#)
[Revenue Report - January 2023](#)
[Expense Report - January 2023](#)
[Food Service Department Financial Statement - January 2023](#)
 - 4. Trust & Agency Report**
[Trust and Agency Report - January 2023](#)
 - 5. Capital Project Budget - None**
Capital Projects Financial Statement - None

V. GENERAL BUSINESS

- A. ORAL REPORTS**
- B. BUILDING REPORTS**
- C. ADMINISTRATION REPORTS**
 - 1. Administrative Center - Supt. Larson, Business Mgr. Lundberg**
 - i. [Superintendent's Report](#)
 - 2. High School - Mr. Schlekeway, Mrs. Moore, Mr. Paula**
 - i. [School Announcements](#)

3. **Middle School - Dr. Nelson, Mr. Rothenberger**
 - i. [School Announcements](#)
4. **Intermediate School - Mr. Skibsted, Mr. Pearson**
 - i. [School Announcements](#)
5. **Special Services - Mrs. Otheim**
6. **Elementary Buildings - Ms. Foster, Mrs. Hofkamp, Mr. Horst, Mrs. Mudder, & Mrs. Palmer**
 - i. [School Announcements](#)
7. **Director of Instruction - Mrs. Nelson**
8. **Operations Manager - Mr. Hentschel**
 - i. [Print Shop Report - January 2023](#)
 - ii. [Transportation Report - January 2023](#)
9. **Activities Director - Mr. Freking**

D. BOARD POLICY

1. **Discussion Items**
2. **Proposed (First Reading)**
3. **Adoption (Second Reading)**

E. GENERAL BUSINESS

(Consent/Approval)

1. [Approve 2022-2023 Brandon Valley School District School Improvement Plans](#)
2. [Approve agreement between Brandon Valley School District and Recover Health of Iowa, Inc., dba as Aveanna Healthcare, for student healthcare services, \\$80.00/hour, as needed, effective February 6, 2023 through June 30, 2023, as presented](#)
3. [Approve Membership Agreement between Brandon Valley School District and Eastern South Dakota Food Buying Group \(ESDFBG\), effective the 2023/2024 school year](#)

F. PERSONNEL

(Consent/Approval)

1. [Approve recommendation to transfer Shealynn Schultz from Robert Bennis Elementary Special Education Educational Assistant to Brandon Elementary Evening Custodian, \\$17.50/hour \(plus \\$1.00/hour night differential\), effective January 30, 2023](#)
2. [Approve resignation from Alison Knutson, Brandon Valley High School Agriculture Teacher and FFA Advisor, effective at the end of the 2022/2023 school year](#)
3. [Approve recommendation to hire Claire Toth, long-term substitute for Brooklyn Brouwer, Brandon Elementary Special Education Teacher, effective on or around March 5, 2023, for 8-10 weeks](#)
4. [Accept retirement notification from Georgia Carlson, Brandon Valley Middle School Custodian, effective June 9, 2023](#)
5. [Approve recommendation to hire Vicki Piper, Inspiration Elementary Special Education Educational Assistant, full-time, \\$16.95/hour, effective March 13, 2023](#)
6. [Approve recommendation to hire Jessica Paquette, long-term substitute for Michelle Kieffer, Fred Assam Elementary 3rd Grade Teacher, effective on or around April 11, 2023, through the end of the school year](#)
7. [Approve recommendation to hire Emily Johnson, Brandon Elementary Custodian, full-time, \\$17.50/hour, effective March 1, 2023](#)
8. [Approve additional Inspiration Elementary Special Education Educational Assistant, 1.0 FTE, effective the 2022/2023 school year](#)
9. [Approve request for leave without pay for Kimberly Moffitt, Brandon Valley Middle School Educational Assistant, effective January 17, 2023 for four days](#)
10. [Approve recommendation to hire through transfer Tonya Onnen, Brandon Valley High School Custodian, from evening shift to day shift, \\$17.62/hour, effective March 13, 2023](#)
11. [Approve resignation from Jennifer Funke, Brandon Valley Middle School Computer Teacher, effective at the end of the 2022/2023 school year](#)
12. [Approve substitutes for the 2022/2023 school year](#)

Rose Andera, Jeremy Brewer, Stacy DeBoer, Mikayla Kappenman, and Tyson Newton

VI. COMMUNICATION

A. Central Office

1. [Building Permit Applications - January 2023](#)

B. Board of Education

1. [Thank you from Alan Savage and family for the plant sent in memory of Maxine Savage](#)
2. [Thank you from Sarah Harte for flowers sent during her recovery](#)

VII. BOARD REPORTS

A. Formal Reports

1. **Transportation (Scott & Ode)**
2. **Alternative Education (Ullom & Saxer)**
3. **Building & Grounds (Ode & Bell)**

4. Student Activities, Curriculum & Technology (Bell & Ode)
5. City Affairs & Legislation (Saxer & Scott)
6. Child Nutrition/Wellness Committee (Ullom & Saxer)
7. Personnel Welfare (Saxer & Ullom)
8. Safety Committee (Bell & Scott)

B. Information Reports

VIII. TRAVEL REPORTS

A. Reports

B. Other

IX. OTHER BUSINESS ITEMS

X. EXECUTIVE SESSION

ADJOURNMENT

January 9, 2023

The regular meeting of the Brandon Valley Board of Education, Brandon, SD was held at 6:30 p.m. on the 9th of January 2023 at the Brandon Valley High School Community Room with the following members present: Renee Ullom, Gregg Ode, Ellie Saxer, Nick Scott, and David Bell. Absent: None. Also present were Superintendent Jarod Larson, Business Manager Paul Lundberg, High School Principal Mark Schiekeway, Activities Director Bill Freking, Assistant Middle School Principal Adam Rothenberger, Intermediate School Principal Nick Skibsted, Assistant Intermediate School Principal Rick Pearson, Brandon Elementary Principal Merle Horst, Valley Springs Elementary Principal Mary Mudder, Robert Bennis Elementary Principal Kristin Hofkamp, Inspiration Elementary Principal Tanya Palmer, Director of Instruction Sherri Nelson, Special Services Director Wendy Otheim, and Operations Director Ty Hentschel.

Renee Ullom called the regular meeting to order at 6:30 p.m., beginning with the Pledge of Allegiance.

Motion by Ode, seconded by Bell to approve the agenda as amended to make the following changes: Personnel Item #2, teaching contract for Lisa Ducheneaux, from a 90 day to a 92-day contract; Personnel Item #6, teaching contract for Germaine Glieden-Lindquist, from a 90 day to a 92-day contract; and Personnel Item #7 to approve a half-year lane change for Victoria Heinrichs as presented. Motion carried.

Motion by Scott, seconded by Saxer to approve the minutes of the board of education regular meeting of December 12, 2022, as presented. Motion carried.

Motion by Bell, seconded by Ode to approve the bills & claims as submitted (see attached). Motion carried.

The cash report for the month of December, 2022 showed receipts of \$3,448,438.22 and disbursements of \$7,193,761.17 leaving a balance of \$14,103,613.80. The General Fund had receipts of \$2,496,384.91, and disbursements of \$3,392,432.21, leaving a balance of \$8,424,722.94. Capital Outlay Fund had receipts of \$331,909.43, and disbursements of \$1,232,473.15, leaving a balance of \$4,072,671.85. Special Education Fund had receipts of \$485,478.00, and disbursements of \$839,511.39 leaving a balance of \$1,411,583.73. Bond Redemption Fund had receipts of \$134,665.88, and had disbursements of \$1,808,998.17, leaving a balance of \$180,138.17. Lastly, the Enterprise Fund had receipts of \$0.00 and disbursements of \$484.42, leaving a balance of \$14,497.11.

The December, 2022 payroll totaled \$2,466,405.91 which \$1,348,686.04 was instructional, \$532,770.54 was support services, \$33,020.36 was co-curricular, \$441,110.67 was Special Education, \$110,368.30 was Food Service, and \$450.00 was Driver's Education.

Motion by Saxer, seconded by Scott to approve the financial reports as presented for the month of December, 2022. Motion carried.

Administrative reports were presented. Superintendent Jarod Larson reported on the following:

The 2023-24 Academic Calendar – Development is in progress as follows: 1) Corresponding "draft" calendar developed and presented under General Business at tonight's meeting; 2) Classified Council, Teacher Liaison Council and Administrative Council review; 3) Calendar Adoption ~ tentatively scheduled for January 23, 2023.

Navigator CO2 Pipeline – application for party status through the Public Utility Commission has been submitted and approved for party status. Party status provides information, communication, and opportunity to comment on a pipeline that is tentatively scheduled to run between Brandon and the community of Valley Springs as the process is worked through. Currently, the Brandon Valley School District is neither a proponent nor opponent; we simply want to receive the information and have the opportunity to comment in this process. Superintendent Larson was in attendance during the 1/5/2023 PUC Meeting (via livestream).

The Superintendent Evaluation process will take place in February with the following timeline: February 13, 2023 – Distribute evaluation tool; February 27, 2023 – Evaluation due to School Board President, Renee Ullom; March 13, 2023 – Discuss performance evaluation (executive session); and April 11, 2023 – Tentative contract negotiations (executive session).

The 2023-24 Budget process overview begins with 5-Year plan completion by Administration in December, 2022, followed by budget forms/documents distributed early January, 2023. The Business Office will compile and review budget forms in March 2023. In February 2023, we will present the 5-year plan. In March 2023, we will approve new staffing positions and the preliminary Capital Outlay budget will be presented for approval in order for major items to be bid in a timely manner. In May 2023, we will hold a preliminary budget presentation and in July 2023, we will hold the public budget hearing for potential action.

The 2022-23 School Calendar items include the following: Monday, January 16, 2023 ~ No school (teacher workshop/in-service); February 17-20, 2023 ~ No School – President's Day Weekend; Monday, March 13, 2023 ~

IS/MS Parent-Teacher Conferences; Tuesday, March 14, 2023 ~ HS/EL Parent-Teacher Conferences; Friday, March 17, 2023 ~ No school (comp day); and Friday, March 31, 2023 ~ No school, in-service day.

The March 31, 2023 in-service presentation will host professional motivational speaker Hamish Brewer to include Classified staff participation training along with the Certified staff participation and their Collaborative Learning Communities.

BVHS Addition Schedule (Overview of Important Dates)

- Wednesday, June 1, 2022 ~ BVHS Addition Construction began
- Friday, June 16, 2023 ~ Substantial Completion
- Friday, June 30, 2023 ~ Final Completion
- Tuesday, August 15, 2023 – Science Room/Restroom Renovation Completion

The BVHS Addition priorities include General Classrooms, Ground Floor Special Education, Science Lab Classrooms, Maximize Land Usage/Upgrade East Facility Face, all while minimizing the impact to parking.

A BVHS High School Addition – Information website has been created as a centralized communication hub providing project information and timelines relevant to HS information including bus loop, traffic flow, parking, etc. Visit this information site at <https://j1163.k12.sd.us/2022%20BVHS%20Classroom%20Addition%20Project.html>. There is a scheduled BVHS Utility Interruption that is also outlined by clicking on this web-site as well.

Pictures shared at tonight's meeting included the following construction work in progress: Area A exterior masonry and interior concrete work; Area B steel stud construction; and Area C structural steel construction.

The per pupil spending report for FY22 as tabulated by the South Dakota Department of Education was presented at tonight's meeting. It compares the per pupil spending of School Districts throughout South Dakota. Brandon Valley ranks 132 out of 149 school districts. Brandon Valley still maintains an efficient utilization of the dollars that are allocated to us while still maintaining high levels of salary policies and programs. The Brandon Valley FY22 cost per pupil was \$9,120 versus the state of South Dakota average of \$10,527.

Brandon Valley High School Principal Mark Schlekeway reported that Winter activities are in full swing now with some rescheduling of events underway as well.

With the end of the semester this Friday, January 13, 2023, the High School will be holding semester tests this week with an adjusted schedule for that testing.

Mid-Year graduation is scheduled for Wednesday, January 18th at 7 p.m. in the Performing Arts Center. Ten graduates will be receiving their diplomas at this mid-year service. All Board members are encouraged to attend.

Director of Instruction, Sherri Nelson, reported that Brandon Valley has been awarded a STEM grant in the amount of \$200,000 through the Department of Education. This grant will help to purchase a set of robots for each elementary grade in each elementary school, including the BVIS 5th grade classes. We will also be able to purchase a cart of I-pads in each elementary school and the Intermediate school along with our teachers being able to participate in a robotics boot camp that will be led by our STEM Technology Integrationist, Marie Gosse. Teachers will also be compensated for their time at this camp.

In response to some feedback during our Accreditation with the South Dakota Department of Education, the following board policies were updated and reviewed by Superintendent Jarod Larson and presented to the Board of Education for a first reading:

1. AFC (also GCN) – Evaluation of Professional Staff
2. JBA – Anti-bullying/Harassment of Students

Superintendent Jarod Larson reported on the proposed 2023-24 school year calendar. This calendar has been reviewed through the Administration, Teacher Liaison Committee, and the Classified Council and is consistent and corresponding to the previous school year calendar. Important dates to highlight are August 15, 2023 as new staff in-service, August 17, 21, and 22, 2023 with all staff returning. Wednesday, August 23, 2023 is the scheduled first day of classes and Thursday, May 23, 2024 is the last day of classes for all BV students. Brandon Valley High School graduation is scheduled for Sunday, May 12, 2024. This calendar will be presented for adoption at the January 23, 2023 regular Board of Education meeting.

Superintendent Larson reported on the 2022-23 Academic Calendar Modifications as follows:

- School closings on 12/15/2022, 12/16/2022, 1/03/2023 and 1/4/2023 and late starts 12/9/2022, 12/14/2022 and 1/05/2023
- No change to Quarter 2/ Semester 1 end dates
- School will be in session on Thursday, March 16, 2023 (originally a snow day)
- Students will be in session on Friday, May 26, 2023, with a two-hour early dismissal
- Staff workshop on Tuesday, May 30, 2023
- Two (2) additional teacher contract days that have been missed.

Other valuable scheduling information to consider: if we do not have another snow day, then the current updated calendar will be utilized, and the additional two teacher contract days will be made up via professional development/flexible curriculum development planning. In the event of an additional snow day occurring this current school year, the calendar will be updated to reflect the following:

Students would be in session May 30, 31, and June 1, 2023 with the teacher workshop day scheduled for June 2, 2023. We will make every effort not to extend the student calendar beyond Thursday, June 1, 2023. In the event that multiple snow days occur, we will evaluate the extension of the day and or amending the calendar for non-paid vacation days currently scheduled "off".

Motion by Saxer, seconded by Bell to approve the 2022-23 academic calendar modifications as presented. Motion carried.

Motion by Ode, seconded by Scott to approve the following general business items:

1. Approve the contract by and between the Brandon Valley School District #49-2 and Relentless Enterprises, LLC for speaking services by Hamish Brewer, \$8,000.00, on March 31, 2023, as presented.
2. Approve the 2023 School Board Election date of June 20, 2023.
3. Acknowledge Brandon Valley Education Association (BVEA) notification of contract negotiations for 2023 and beyond.
4. Approve agreement by and between the Brandon Valley School District #49-2 and Teachwell Solutions for Early Childhood Speech Language Pathology Assistant, \$355/day, effective January 23, 2023 through May 26, 2023, as presented.

Motion carried.

Motion by Saxer, seconded by Bell to approve the following personnel items:

1. Approve resignation from Lisa Ducheneaux, BVHS Special Education Educational Assistant, effective January 13, 2023 (in order to transfer to BE Special Education Teacher).
2. Approve recommendation to hire through transfer Lisa Ducheneaux, BE Special Education Teacher, BA Step Base 1 ~ \$49,793, pro-rated for 92 days remaining in the 2022-23 school year for \$24,750 (\$25,300 including two extra paid days), effective January 16, 2023.
3. Approve recommendation to hire Gwynne Anderson, BVHS Special Education Educational Assistant, \$16.95/hour, effective January 17, 2023.
4. Approve resignation from Brian Bennett, Grounds Supervisor, effective December 31, 2022.
5. Approve request for leave without pay for Rebecca Peterson, BVMS full-time Child Nutrition worker, effective March 15, 2023 for 7 days.
6. Approve recommendation to hire Germaine Glieden-Lindquist, BVHS Science Teacher, MA Step 10 ~ \$53,787, pro-rated for 92 days remaining in the 2022-23 school year for \$26,730 (\$27,324 including two extra paid days), effective January 16, 2023.
7. Approve half-year lane change for Victoria Heinrichs from MA+15 to MA+30.
8. Approve recommendation to hire the following substitutes for the 2022-23 school year: Lauren Burrough and Jaycey Jonnes.

Motion Carried.

The following was presented to the Board of Education for Information only:

1. Request for maternity leave from Michelle Kieffer, FAE Third Grade Teacher, effective on or around April 11, 2023 for approximately 8 weeks.

Communication received by the Central Office and Board of Education we reviewed. They included:

1. Building Permit Applications – December 2022.
2. Thank you from Mary Niedringhaus for the BVSD Retired Staff Holiday Luncheon.
3. Thank you from Tracy South for the BVSD Retired Staff Holiday Luncheon.
4. Thank you from Chris Erickson, Joyce Heaton, and Anita Hume for the BVSD Retired Staff Holiday Luncheon.
5. Thank you from Bob and Wanda Logan for the BVSD Retired Staff Holiday Luncheon.
6. Thank you from Lorraine Osheim for the BVSD Retired Staff Holiday Luncheon.

Board reports were presented. Board Member Nick Scott wanted to issue a special THANK YOU to all bus driver's and transportation personnel as they navigate this major snow event safely around our townships, cities, country roads, etc. Scott also thanked all the plow drivers, city workers, etc., that worked tirelessly to keep our streets and parking lots cleared. This has been no small feat, and your patience and hard work is appreciated!

Travel reports were reviewed.

Motion by Saxer, seconded by Bell to go into Executive Session at 7:07 p.m. per SDCL 1-25-2.1 & 1-25-2.4 ~ Employee Qualifications / Negotiations. Motion Carried.

The Board of Education came out of Executive Session and into Open Session at 7:21 p.m.

Motion by Saxer, seconded by Scott to adjourn the meeting at 7:22 p.m. Motion carried.

Signed Paul J. Lindberg
Business Manager

Approved by the Board of Education this 13th day of February, 2023.

Signed _____
Chairperson

January 23, 2023

The regular meeting of the Brandon Valley Board of Education, Brandon, SD was held at 6:30 p.m. on the 23rd of January 2023 at the Brandon Valley High School Community Room with the following members present: Renee Ullom, Gregg Ode, Ellie Saxer (via phone), Nick Scott, and David Bell. Absent: None. Also present were Superintendent Jarod Larson, Business Manager Paul Lundberg, High School Principal Mark Schlekeway, Associate Principal Mitzi Moore, Associate Principal Jordan Paula, Activities Director Bill Freking, Middle School Principal Amanda Nelson, Intermediate School Principal Nick Skibsted, Assistant Intermediate School Principal Rick Pearson, Director of Instruction Sherri Nelson, and Operations Director Ty Hentschel.

Renee Ullom called the regular meeting to order at 6:30 p.m., beginning with the Pledge of Allegiance.

Motion by Bell, seconded by Scott to approve the agenda as presented. Motion carried.

High School Associate Principals Mitzi Moore and Jordan Paula, along with HS Counselor Michelle Steward presented a Good News Report on behalf of the Brandon Valley High School and the different projects being supported this school year under the LEAD, LEARN and SERVE umbrella. Launched on Homecoming week, the school began a Veteran's Community Project. This project had a goal of collecting \$10,000 and have raised \$5,000 to date. Other projects supported by the BVHS students and staff was Angel Tree gift wrapping with 326 gifts wrapped (special thanks also to HS Admin Assistant Jessica Henson for coordinating this wrapping event and BVHS students helping to wrap). Lastly, HOPE Squad, with both National and BVHS Goals to reduce self-destructive behavior and youth suicide by training, building, and creating change in schools and communities and to harness the power of positive peer intervention to promote HOPE within our hallways.

Administrative reports were presented. Superintendent Jarod Larson reported on the following:

Navigator CO2 Pipeline – application for party status through the Public Utility Commission has been submitted and approved for party status. Party status provides information, communication, and opportunity to comment on a pipeline that is tentatively scheduled to run between Brandon and the community of Valley Springs as the process is worked through. Currently, the Brandon Valley School District is neither a proponent nor opponent; we simply want to receive the information and have the opportunity to comment in this process. Superintendent Larson was in attendance during the 1/5/2023 PUC Meeting (via livestream).

The Superintendent Evaluation process will take place in February with the following timeline: February 13, 2023 – Distribute evaluation tool; February 27, 2023 – Evaluation due to School Board President, Renee Ullom; March 13, 2023 – Discuss performance evaluation (executive session); and April 11, 2023 – Tentative contract negotiations (executive session).

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Pictures shared at tonight's meeting included the following construction work in progress: Area A exterior masonry and interior concrete and construction work; Area B sheathing and steel stud construction; and Area C structural steel/masonry construction.

In response to some feedback during our Accreditation with the South Dakota Department of Education, the following board policies were previously updated and reviewed by Superintendent Jarod Larson and presented to the Board of Education at tonight's meeting for a second reading:

1. AFC (also GCN) – Evaluation of Professional Staff
2. JBA – Anti-bullying/Harassment of Students

Motion by Saxer, seconded by Ode to approve Board Policy AFC (also GCN) – Evaluation of Professional Staff and Board Policy JBA – Anti-bullying/Harassment of Students as presented. Motion carried.

Superintendent Jarod Larson reported on the proposed 2023-24 school year calendar. This calendar has been reviewed through the Administration, Teacher Liaison Committee, and the Classified Council and is consistent and corresponding to the previous school year calendar. Important dates to highlight are August 15, 2023 as new staff in-service, August 17, 21, and 22, 2023 with all staff returning. Wednesday, August 23, 2023 is the scheduled first day of classes and Thursday, May 23, 2024 is the last day of classes for all BV students. Brandon Valley High School graduation is scheduled for Sunday, May 12, 2024. Motion by Ode, seconded by Bell to approve the 2023-24 Brandon Valley School District Academic Calendar as presented. Motion carried.

Superintendent Jarod Larson presented the 2022-23 State of the Schools Address. This address provides an overview of available academic data, Brandon Valley facilities and capacity information, BVSD strategic plan, implementation and progress update, as well as a look ahead to the 2023-24 budget and staffing situation. Visit this information site at <https://j1163.k12.sd.us/2022.23.state.of.schools.Presentation.pdf>,

Motion by Scott, seconded by Bell to approve the following general business items:

1. Approve request to purchase two (2) new school buses for the 2023-24 school year from the Sourcewell Contract #063020-BBB as follows: two (2) 2023 Blue Bird BBCV Vision Type C Propane buses, for a total of \$269,934.00, as presented.
2. Approve recommendation to accept lowest bid from Meteor Education, LLC for the Brandon Valley High School Addition Classroom Furnishings for a total of \$179,932.21 as presented.

Motion carried.

Motion by Saxer, seconded by Bell to approve the following personnel items:

1. Approve leave without pay for Tamara Gorsuch, BVHS Special Education Educational Assistant, effective March 13, 2022 for four days.
2. Approve resignation from Naome Poppe, Winter Sideline Cheer Advisor, effective at the end of the 2022-23 school year, contingent upon finding a suitable replacement.
3. Approve leave without pay for Wilma Kirkeby, BVMS Library Educational Assistant, effective March 6, 2023 for eight days.
4. Approve resignation from Mariah Koch, Assistant Competitive Cheer Advisor, effective at the end of the 2022-23 school year, contingent upon finding a suitable replacement.
5. Approve resignation from Alyssa Klautt, Head Girls Tennis Coach, effective at the end of the 2022-23 school year, contingent upon finding a suitable replacement.
6. Approve retirement notification from Steven Farley, BVMS Special Education Educational Assistant effective May 26, 2023.
7. Approve recommendation to hire Connor VandeVoort, Custodial Substitute, \$16.00/hour, effective January 24, 2023.
8. Approve recommendation to hire Gary Parker, Substitute Bus/Van Driver, paid according to the 2022-23 Transportation Hiring Schedule, effective January 24, 2023.
9. Approve recommendation to transfer Brenda Winter from Summer Substitute Van Driver to Regular Van Driver, effective January 3, 2023.
10. Approve recommendation to transfer Sarah Hills from Substitute Van Driver to Regular Van Driver, effective January 3, 2023.
11. Approve recommendation to transfer Brooke Finn from Regular Van Driver to Substitute Van Driver, effective January 3, 2023.
12. Approve resignation from Logan Harkema, BE Evening Custodian, effective January 27, 2023.
13. Approve Brandon Valley School District Business Manager's Contract for Paul Lundberg, effective July 1, 2023 through June 30, 2025; 2023/24 salary pending administrative wage approval, as presented.

14. Accept retirement notification from Susan Olson, BVIS Library Educational Assistant, effective May 26, 2023.
15. Approve amended retirement notification for Susan Foster, Fred Assam Elementary Principal, now effective at the end of the 2023-24 school year.
16. Accept resignation/retirement notification from Terry Gullickson, BVHS Music Instructor, effective at the end of the 2022-23 school year.
17. Approve half-year lane changes for the 2022-23 school year for the following:
Matthew Christensen, MA+15 to MA+30 and Matthew Gappa, BA to BA+15
18. Approve recommendation to hire the following substitutes for the 2022-23 school year: Krista Bickley, Torren Devericks, Jordyn Kramer, Grace Lamberty, Deann Park, Anna Reinschmidt, and Nick Wagley.

Motion Carried.

The following was presented to the Board of Education for Information only:

1. Request for maternity leave from Brooklyn Brouwer, BE Special Education Teacher, effective on or around March 5, 2023 for approximately 8-10 weeks.

Communication received by the Central Office and Board of Education were reviewed. They included:

1. Thank you from Connie VanDenOever for the BVSD Retired Staff Holiday Luncheon.
2. Thank you from Terri Whipkey for flowers sent during her recovery from surgery.

Board reports were presented. Board member David Bell reported on the Safety Committee regarding a meeting held on January 18, 2023. This committee works well together, and Bell is very impressed with the professionalism of all involved in our student's safety, especially on this committee. Bell noted that in his opinion, one of the hardest things to fix in life are the things that you don't think about. He thanked and praised our BV community for proactively building the resiliency of our students so they will be prepared to be able to fix the hard things they may encounter in their future!

Board member Nick Scott reported on a recent Transportation Committee meeting. This meeting was moved several times due to weather before actually happening. The committee reviewed the year's progress and wants to continue to remind everyone to stay out of the bus loop areas at each building during the beginning and end of each school day. Scott noted that by approximately 4:20 pm each day, all of our students are delivered safely and is very thankful for all our drivers and staff that get that (and so much more) done every day.

Motion by Scott, seconded by Bell to adjourn the meeting at 7:28 p.m. Motion carried.

Signed Paul J. Lundberg
Business Manager

Approved by the Board of Education this 13th day of February, 2023.

Signed _____
Chairperson

January 27, 2023

A special Brandon Valley School District/District 2 Collaboration session meeting of the Brandon Valley Board of Education along with District 2 Legislative members was held at 7:00 a.m. on the 27th day of January, 2023 at the Brandon Valley High School Community Room, Brandon, SD, with the following members present: Gregg Ode, Ellie Saxer, and David Bell. Absent: Renee Ullom and Nick Scott. Also present were Superintendent Jarod Larson, Business Manager Paul J. Lundberg, BVMS Instructor and BVEA Representative Molly Ring, District 2 Representatives David Kull and John Sjaarda, and District 2 Senator Steve Kolbeck.

Vice chairperson Gregg Ode called the meeting to order at 7:00 a.m., beginning with the Pledge of Allegiance.

Motion by Saxer, seconded by Bell to approve the agenda as presented.

The purpose of this meeting was to hold a collaborative round-table with the District 2 Legislators. No action was taken.

Motion by Bell, seconded by Saxer to adjourn the collaboration session at 8:30 a.m. Motion carried.

Signed Paul J. Lundberg
Business Manager

Approved by the Board of Education this 13th day of February, 2023.

Signed _____
Chairperson

Invoice Listing - February 2023

**BRANDON VALLEY SCHOOL DISTRICT 49-2
INVOICE LISTING
FEBRUARY 2023**

PAYEE	DESCRIPTION	AMOUNT
3D SECURITY INC	DISTRICT-FIRE ALARM MONITOR SVCS	1,920.00
A&B BUSINESS SOLUTIONS INC	DISTRICT-COPIER LEASE	7,125.00
	HS-COPIER SUPPLIES	94.38
	IE-COPIER SUPPLIES	261.70
A TO Z WORLD LANGUAGES, INC	INTERPRETER SVCS	175.00
A & M PRODUCTS COMPANY	WRES SUPPLIES	244.00
ABC-CLIO	HS LIBRARY-ONLINE DATABASE	100.00
ACADEMIC HALLMARKS	QUIZ BOWL SUPPLIES	58.00
ACE HARDWARE - BRANDON	BE-CLASSROOM SUPPLIES	131.88
	BE-CUSTODIAL SUPPLIES	82.09
	HS-CUSTODIAL SUPPLIES	238.62
	HS-ONE ACT PLAY SUPPLIES	143.54
	HS-WOODS SUPPLIES	90.95
	IE-CUSTODIAL SUPPLIES	167.62
	IS-CUSTODIAL SUPPLIES	34.55
	RBE-CUSTODIAL SUPPLIES	39.98
	DISTRICT-FURNACE FILTERS	4,717.96
	GROUNDS SUPPLIES	21.56
	MAINT SHOP SUPPLIES	477.61
	SNOW REMOVAL	1,855.00
	TRANSPORTATION SUPPLIES	41.15
ALL AMERICAN TOWING	TOWING SVCS	205.50
ALLIANCE COMMUNICATIONS	UTILITIES-TELEPHONE/INTERNET	10,244.00
AMAZON CAPITAL SERVICES	BE-CLASSROOM SUPPLIES	22.88
	BE-PRINCIPAL SUPPLIES	63.80
	HS-A/V SUPPLIES	75.90
	HS-DRONES/AVIATION SUPPLIES	176.38
	HS-PE SUPPLIES	401.58
	HS-WOODS SUPPLIES	38.22
	IE-CLASSROOM SUPPLIES	228.44
	IS-ART SUPPLIES	213.75
	IS-ELA SUPPLIES	127.92
	RBE-CLASSROOM SUPPLIES	195.10
	ELEMENTARIES-STEM SUPPLIES	575.68

**BRANDON VALLEY SCHOOL DISTRICT 49-2
INVOICE LISTING
FEBRUARY 2023**

PAYEE	DESCRIPTION	AMOUNT
AMAZON CAPITAL SERVICES (CONT'D)	DISTRICT-TESTING SUPPLIES	58.78
	BUSINESS OFFICE SUPPLIES	62.60
	ESL TEXTBOOKS (TITLE III)	68.20
	NURSE SUPPLIES	35.53
	IT SUPPLIES	80.92
	SPEC ED SUPPLIES	177.49
AMBUSH APPAPREL	BBB SUPPLIES	2,350.00
ANDERA, BRIAN	GBB OFFICIAL	180.00
A-OX WELDING SUPPLY CO	HS-IND TECH SUPPLIES	703.74
ARCHITECTURE, INC	HS ADDITION-ARCHITECT FEES (DEC-JAN)	15,484.00
ATS INC	HS-INTERCOM REPAIRS	95.00
AUGUSTANA UNIVERSITY	TUITION	6,600.00
AMG OCCUPATIONAL MEDICINE	BUS DRIVERS-ALCOHOL/DRUG SCREENING	240.78
BAUER BUILT INC	BUS TIRES-#111	865.95
BAYMONT BY WYNDHAM PIERRE	TRAVEL-WRESTLING	76.00
BEERS, JERRY	BBB OFFICIAL/MILEAGE	121.60
BEGEMAN, MIKE	BBB OFFICIAL	90.00
BERG, DARIN	BBB OFFICIAL/MILEAGE	103.96
	GBB OFFICIAL/MILEAGE	103.96
BOHRER, JOHN	BBB OFFICIAL	90.00
BOHRER, MONTY	GBB OFFICIAL	90.00
BORCHERS, DEAN	GBB OFFICIAL	90.00
BOUND TO STAY BOUND INC	VSE-LIBRARY BOOKS	113.84
BRANDON, CITY OF	UTILITIES-WATER/SEWER	9,487.09

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
BV AREA CHAMBER OF COMMERCE	MEMBERSHIP DUES	125.00
BROWN, CHRIS	BBB OFFICIAL	305.00
	GBB OFFICIAL	90.00
BRUFLAT, DAVE	BBB OFFICIAL	80.00
BUILDERS SUPPLY COMPANY	FAE-CUSTODIAL SUPPLIES	51.19
BURGGRAAF, MELISSA	MILEAGE	171.36
BRANDON VALLEY FOOD SERVICE	SPEC ED SUPPLIES	340.41
BRANDON VALLEY MEDIA GROUP	LEGALS	255.74
BVSD ADVANCED PAYMENTS	ADVANCED PAYMENTS	7,391.37
CARROLL INSTITUTE	DRUG/ALCOHOL COUNSELING SVCS	1,536.00
CENTURY LINK	UTILITIES-TELEPHONE	162.54
CBM LLC	BE-LIBRRARY BOOKS	21.45
	FAE-LIBRRARY BOOKS	21.45
	RBE-LIBRRARY BOOKS	21.45
CHICOINE, JENNIFER	MILEAGE	271.32
CHILDREN'S CARE HOSPITAL	TUITION	4,200.00
CHILDRENS HOME SOCIETY	OT/PT SVCS	1,604.66
	TUITION	14,306.79
CHS INC	TRANSPORTATION SUPPLIES	100.00
CONSTELLATION NEWENERGY	UTILITIES-GAS	37,949.36
COUGHLAN COMPANIES LLC	MS-LIBRARY BOOKS	311.36
COUNTRY INN & SUITES	TRAVEL-AD	71.00
	TRAVEL-BBB	978.99
	TRAVEL-GBB	1,014.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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FEBRUARY 2023**

PAYEE	DESCRIPTION	AMOUNT
CULLIGAN WATER CONDITIONING	BE-CUSTODIAL SUPPLIES	45.30
	HS-CUSTODIAL CUSTODIAL	17.40
	MS-CUSTODIAL SUPPLIES	207.70
	RBE-CUSTODIAL SUPPLIES	60.90
CUMMINS CENTRAL POWER, LLC	BUS REPAIRS-#181	6,879.13
CURRAN, JON	WRES OFFICIAL/MILEAGE	362.16
DAKOTA ALIGNMENT & FRAME SVC	BUS REPAIRS-#111	732.72
DAKOTA AUTO PARTS	BUS REPAIRS	464.70
DAKOTALAND AUTOGLASS, INC	BUS REPAIRS-#161	300.00
	IMPALA REPAIRS-#73	220.00
	TRANSPORTATION SUPPLIES	735.00
DAKOTA POTTERS SUPPLY	MS-ART SUPPLIES	103.48
DAKOTA RIGGERS & TOOL SUPPLY	TRANSPORTATION SUPPLIES	156.22
DAKOTA SUPPLY GROUP	GROUNDS SUPPLIES	241.30
DEANS DISTRIBUTING	LUBRICANTS	442.10
DEGROOT, DREW	WRES OFFICIAL/MILEAGE	325.20
DEJONG, CHAD	BBB OFFICIAL/MILEAGE	235.28
DENEVAN, ALEX	BBB OFFICIAL	90.00
	GBB OFFICIAL	90.00
DUKE RENTALS	SKID STEER RENTALS (SNOW REMOVAL)	4,867.80
DUST-TEX SERVICE, INC	LAUNDRY	2,345.25
ECOLAB PEST ELIMINATION	DISTRICT-PEST CONTROL	1,500.16
ECOWATER	HS-CUSTODIAL SUPPLIES	110.00
EDMAN, ZACH	GBB OFFICIAL	135.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
EZ FLEX SPORT MATS	COMPETITIVE CHEER-FLOOR MATS	9,939.00
FINK, KOLN	WRES OFFICIAL/MILEAGE	316.80
FLAGHOUSE	HS-PE SUPPLIES	80.04
FLEET PRIDE	BUS REPAIRS	386.73
	TRANSPORTATION SUPPLIES	218.05
FLINN SCIENTIFIC, INC	HS-SCIENCE SUPPLIES	57.78
FLINT, JILL	BE-CLASSROOM SUPPLIES	89.06
FLOWER MILL, THE	BOE SUPPLIES	213.90
FORSSTROM, DAN	GBB OFFICIAL/MILEAGE	103.96
FRAZIER, MARLANA	MILEAGE	9.18
FREKING, BILL	FUEL	64.00
	WRES INVITE SUPPLIES	22.25
GARROW, MELISSA	MILEAGE	119.34
GAU, JORDAN	BBB OFFICIAL/MILEAGE	163.84
GE PRECISION HEALTHCARE LLC	TRAINER EQUIP REPAIRS	480.00
GEHRKE, HEIDI	MILEAGE	156.06
GEHRKE, WAYNE	MILEAGE	138.72
GEOTEK ENGINEERING & TESTING	HS ADDITION-TESTING FEES	1,354.00
GERNIGER, MONTANA	GBB WORKER	25.00
GERLACH, ERIK	GBB OFFICIAL/MILEAGE	103.96
GERRY, BRIAN	GBB OFFICIAL/MILEAGE	207.92
GILES, SCOTT	BE-CLASSROOM SUPPLIES	97.61

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
GINGLES, DOUGLAS	WRES OFFICIAL	500.00
GOPHER	IS-STUDENT WELLNESS (FUTP60)	1,955.69
GOSSE, MARIE	MILEAGE	250.41
GRAGE, MARETTE	TITLE I SUPPLIES (RE-ISSUE)	115.98
GRAINGER	DISTRICT-PLUMBING SUPPLIES	111.28
	MAINT SHOP SUPPLIES	82.42
GRAYBAR ELECTRIC CO, INC	RBE-ELECTRICAL SUPPLIES	491.40
	PAC-LIGHTING SUPPLIES	1,095.30
G & R CONTROLS	BE-HVAC REPAIRS	777.86
	MS BOILER INSTALL-PYMT 5	39,845.00
	MS-HVAC REPAIRS	215.00
	RBE-HVAC REPAIRS	500.00
GROCOTT, ERIC	GBB OFFICIAL/MILEAGE	257.12
GROUP RESOURCES	HRA ADMIN FEES (JAN-FEB)	4,270.50
GRUIS, ERIC	WRES OFFICIAL/MILEAGE	310.50
HAGEN, PAULA	MILEAGE	162.69
HANISCH, JAY	BBB OFFICIAL	160.00
HANSEN, ERIK	BBB OFFICIAL	305.00
	GBB OFFICIAL	80.00
HARBERTS, DEREK	BBB OFFICIAL	90.00
HAROLD'S PHOTO EXPERTS	ELEMENTARIES-STUDENT WELLNESS (FUTP60)	3,695.47
HATLESTAD, ANDREA	IE-ART SUPPLIES	64.36
	MILEAGE	78.54
HAUFF MID-AMERICA SPORTS	CC SUPPLIES	25.00
	DANCE SUPPLIES	25.00
	WRES SUPPLIES	662.00

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PAYEE	DESCRIPTION	AMOUNT
GIL HAUGAN CONSTRUCTION	HS ADDITION-PYMT 9	608,625.35
HEIDBRINK, BRIAN	WRES WORKER	285.00
HEIDBRINK, KYLE	WRES WORKER	125.00
HEIDBRINK, SPENCER	WRES WORKER	160.00
HEILING, KAREN	HS-FALL/ONE ACT PLAY SUPPLIES	547.23
HEJL, MYA	BBB WORKER	100.00
	GBB WORKER	130.00
HELM, BRAD	WRES WORKER	205.00
HENSON, CHUCK	TRAVEL/MEALS-HS OFFICE	856.04
	TRAVEL/MEALS-I.T.	856.05
HERMAN MOTORS	PICKUP REPAIRS-#85	1,647.01
HERNANDEZ, EVA	MS-CHORUS ACCOMPANIST	20.00
HIEB, MATT	GBB OFFICIAL/MILEAGE	103.96
HIEB, MIKE	BBB OFFICIAL	180.00
	GBB OFFICIAL	90.00
HOBBY LOBBY	HS-ONE ACT PLAY SUPPLIES	90.65
STAN HOUSTON EQUIP CO, INC	HS-WOODS SUPPLIES	1,012.82
	SKID STEER-SNOW BUCKET	2,475.00
HUBER, PAULA	RBE-CLASSROOM SUPPLIES	407.43
HUETHER, MIKE	BBB OFFICIAL	90.00
	GBB OFFICIAL	90.00
HUNSAID, RYAN	GBB WORKER	55.00
HUSKA, TERI	IE-CLASSROOM SUPPLIES	73.85

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
INNOVATIVE OFFICE SOLUTIONS	DISTRICT SUPPLIES	8,830.03
	BE-LIBRARY FURNISHINGS	3,256.61
	IE-CLASSROOM FURNISHINGS	2,087.68
	BUSINESS OFFICE SUPPLIES	129.36
INTERIM HEALTHCARE	NURSING SVCS	2,193.10
ISI LLC	INTERPRETER SVCS	2,025.00
IVERSON, JEREMY	BBB OFFICIAL	120.00
JANISCH, CHRISTOPHER	BBB OFFICIAL/MILEAGE	103.96
JOHNSON CONTROLS, INC	HS-HVAC REPAIRS	1,739.89
	IE-HVAC REPAIRS	845.38
JOHNSON, ANDY	BE-CLASSROOM SUPPLIES	24.95
JOHNSON, LEE	BBB OFFICIAL/MILEAGE	204.16
JONES, KRIS	MILEAGE	517.65
JOSEPHSON, TAYLOR	WRES WORKER	50.00
JUMA, AHMED	BBB WORKER	225.00
KASCHMITTER, ABBY	RBE-CLASSROOM SUPPLIES	248.50
KAYSTOSEK, SAMUEL	BBB OFFICIAL	45.00
	GBB OFFICIAL	90.00
KORNEY BOARD AIDS, INC	BBB SUPPLIES	175.45
KEMP, JAYLEN	BBB OFFICIAL	90.00
KENMARK INC	HS MUSICAL-SCENERY DROPS	3,391.00
KLEINSASSER, JAMISON	GBB OFFICIAL	90.00
KLENNER, PAM	MILEAGE	663.00
KLIMES, MARCIA	MS-CHORUS ACCOMPANIST	120.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
KONO, JASON	BBB OFFICIAL/MILEAGE	235.28
KRAMER, BRENT	BE-CLASSROOM SUPPLIES (RE-ISSUE)	28.68
KREG ENTERPRISES INC	HS-WOODS SUPPLIES	138.77
KRIER & BLAIN, INC	FAE-PLUMBING REPAIRS	509.37
	HS-PLUMBING REPAIRS	1,705.37
	IS-PLUMBING REPAIRS	1,080.90
	MS-PLUMBING REPAIRS	3,153.57
KUSLER, JAY	BBB OFFICIAL/MILEAGE	103.96
LANGNER, LUKE	BBB OFFICIAL/MILEAGE	103.96
LAWSON PRODUCTS INC	TRANSPORTATION SUPPLIES	307.81
LINCOLN QUIZ BOWL	QUIZ BOWL ENTRY FEE	60.00
LITTLE ARMS STUDIOS LLC	HS-DRONES/AVIATION SUPPLIES	598.00
LITERACY RESOURCES LLC	FAE-CLASSROOM SUPPLIES	288.36
LOCKNER, LEAH	HS-SPANISH SUPPLIES	18.99
LOGAN, BOB	BBB WORKER	375.00
	GBB WORKER	225.00
LONG, STACIE	FB WORKER (RE-ISSUE)	85.00
MACK, SCOTT	BBB OFFICIAL/MILEAGE	150.40
MACKIN EDUCATIONAL RESOURCES	IS-LIBRARY BOOKS	541.21
MADISON CENTRAL SCHOOL DIST	SPEC ED TRANSPORTATION	7,020.00
MALATERRE, DON	GBB OFFICIAL	240.00
MANUEL, JAMARI	BBB OFFICIAL	90.00
MARV'S SANITARY SERVICE	GARBAGE PICKUP	188.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
MATHESON TRI-GAS INC	TRANSPORTATION SUPPLIES	87.42
MATTHIESEN, KEITH	GBB OFFICIAL	117.64
MAXWELL FOOD EQUIP INC	RBE-PRINCIPAL SUPPLIES	399.54
MAYEN, MAYEN	BBB WORKER	80.00
MAYER, AARON	BUS DRIVER TESTING	35.00
MCCARTHY, ELLA	MS-CHORUS ACCOMPANIST	20.00
MCCONNELL, KALEB	REGISTRATIONS	122.00
MCCROSSAN BOYS RANCH	TUITION	1,723.26
MENARDS-SIOUX FALLS EAST	RBE-ELECTRICAL SUPPLIES	373.79
MIDWEST BUS PARTS	BUS REPAIRS-#111	1,688.35
MIDAMERICAN ENERGY	UTILITIES-GAS	9,151.03
MIDWAY SERVICE/VOLLAN OIL	FUEL	27,248.64
	GROUND SUPPLIES	3,931.29
MORK DIANNE	PAC WORKER	20.00
MORRELL, REAGAN	BBB WORKER	27.50
	GBB WORKER	27.50
MORRIS, MAX	BBB OFFICIAL/MILEAGE	159.64
MUELLER, PEYTON	GBB OFFICIAL/MILEAGE	344.48
MURTHA, CHRISTINE	MILEAGE	133.62
NAFME	REGISTRATION	122.00
NIELSON, SAIGE	WRES WORKER	50.00
NORTH CENTRAL BUS & EQUIP	BUS REPAIRS	132.23

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
NORTHERN TRUCK EQUIPMENT CORP	SNOW PLOW REPAIRS	2,183.42
O'REILLY AUTOMOTIVE, INC	BUS GARAGE-FRONT END JACK LIFT	4,850.00
	SUBURBAN REPAIRS	293.22
	TRANSPORTATION SUPPLIES	26.29
OLSON, BRADY	MILEAGE	399.90
OTC BRANDS, INC	FAE-CLASSROOM SUPPLIES	174.97
OVERHEAD DOOR COMPANY	BUS GARAGE-DOOR REPAIRS	530.61
OVERWEG AUTO GLASS & FUEL	TOWING SVCS	330.00
OYEN, TYLER	BBB OFFICIAL	270.00
	GBB OFFICIAL	90.00
PALMER, TANY	IE-PRINCIPAL SUPPLIES	70.61
PAPIK MOTORS	SUBURBAN REPAIRS	80.92
PEDERSON, JILL	RBE-CLASSROOM SUPPLIES	25.98
PENCIL GRIP, THE	BE-PRINCIPAL SUPPLIES	159.99
PENWORTHY COMPANY	BE-LIBRARY BOOKS	299.82
	FAE-LIBRARY BOOKS	299.82
	RBE-LIBRARY BOOKS	299.82
J W PEPPER & SON, INC	MS-VOCAL MUSIC SUPPLIES	477.99
PERMA-BOUND	BE-LIBRARY BOOKS	681.65
	HS-LIBRARY BOOKS	81.01
	MS-LIBRARY BOOKS	1,687.65
	RBE-LIBRARY BOOKS	917.26
PERFORMANCE PRESS	HS COMMONS-SENIOR POSTERS	141.25
PESICKA, CHAD	BBB OFFICIAL	80.00
	GBB OFFICIAL	160.00
PFEIFER IMPLEMENT	GROUNDS SUPPLIES	106.77

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
POPPLERS MUSIC INC	HS-BAND REPAIRS	41.60
	HS-BAND SUPPLIES	168.90
	HS-DRAMA SUPPLIES	145.60
	HS-VOCAL MUSIC SUPPLIES	18.00
	IS-BAND REPAIRS	28.40
	IS-BAND SUPPLIES	517.90
	IS-BASS OUTFIT	1,995.00
	IS-(2) VIOLIN OUTFITS	850.00
	IS-CHIMES	5,023.00
	IS-ORCHESTRA REPAIRS	192.95
	IS-ORCHESTRA SUPPLIES	158.90
	IS-VOCAL MUSIC SUPPLIES	262.35
	MS-BAND REPAIRS	224.00
	MS-BAND SUPPLIES	114.99
	USPS (QUADIENT-POC)	POSTAGE
POSTMA, BUD	WRES OFFICIAL/MILEAGE	256.10
PRAIRIE, SAM	BBB OFFICIAL	60.00
	GBB OFFICIAL	60.00
PRESLER, RYAN	PAC WORKER	20.00
	WRES WORKER	205.00
PRUETT, CARSON	HS-SPANISH SUPPLIES	146.82
	HS-SPANISH SUPPLIES (RE-ISSUE)	25.18
QUADIENT INC	POSTAGE MACHINE LEASE	972.00
RAUSCH, JAKE	BBB OFFICIAL	60.00
READING BUS LINE, INC	BBB-WATERTOWN	902.71
	BBB/GBB-SPEARFISH	6,649.02
	WRES-HURON	1,093.16
REISDORFER, JASON	GBB OFFICIAL/MILEAGE	103.96
REITER, AARON	GBB OFFICIAL	90.00
RENNEBERG HARDWOODS	HS-WOODS SUPPLIES	4,673.15

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
RHODE, TIM	GBB OFFICIAL	90.00
RICKETTS JR, JIM	BBB OFFICIAL/MILEAGE	213.20
ROBINSON, WHITNEY	IE-GUIDANCE SUPPLIES	68.96
	VSE-GUIDANCE SUPPLIES	187.07
ROOK, BRIAN	GBB OFFICIAL/MILEAGE	284.00
ROTO-ROOTER	HS-SEWER LINE	415.00
	HS-TOILET	140.00
	VSE-SEWER LINE	415.00
RSCHOOLTODAY	AD-SCHEDULING SOFTWARE	583.87
RUNNING SUPPLY CO	MAINT SHOP SUPPLIES	161.43
SAMP, JACOB	MS GBB OFFICIALS ASSIGNOR	200.00
SANDAGER, EMILY	RBE-CLASSROOM SUPPLIES	420.36
SASD	REGISTRATION	88.00
HENRY SCHEIN INC	TRAINER EQUIP	3,700.00
SCHENK, LAURA	REGISTRATION	122.00
SCHOOL HEALTH CORPORATION	MS-FACS SUPPLIES	771.99
SCHMID, ERIC	BBB OFFICIAL	90.00
SCHOBERT, JIM	HS-ORCHESTRA SUPPLIES	25.00
SCHOLTEN, STACY	BBB WORKER	45.00
	WRES WORKER	35.00
SCHRODER, JEFF	BBB OFFICIAL	100.00
SCHOOL SPECIALTY LLC	FINE ARTS NIGHT SUPPLIES	419.16
SCHWINT, RONALD	WRES WORKER	125.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
SOUTH DAKOTA RETIREMENT SYSTEM	EXCESS FICA CONTRIBUTION-BUSINESS MGR	622.06
	EXCESS FICA CONTRIBUTION-SUPT	3,452.66
SOUTHEAST AREA COOPERATIVE	MEDICAID ADMIN FEE	3,727.20
SERSHEN, GINA	IS-SCIENCE SUPPLIES	72.59
SIoux FALLS UTILITIES	UTILITIES-WATER/SEWER	707.51
SISK, MATT	BBB OFFICIAL	90.00
SITTIG, MELANIE	HS-ONE ACT PLAY SUPPLIES	73.63
SJO LLC	SNOW REMOVAL (DEC-JAN)	28,225.00
SKYWARD INC	1095C PROCESSING SVCS	1,146.94
	W-2 PROCESSING SVCS	1,789.74
SMIT, MICHAEL	WRES OFFICIAL	200.00
SPEECH PARTNERS	SPEECH THERAPY SVCS	11,956.70
SPLITROCK LANDSCAPING/NURSERY	SNOW REMOVAL (DEC-JAN)	5,935.00
STEMWEDEL, MICHELLE	HS-GUIDANCE SUPPLIES	58.07
STURDEVANT'S AUTO VALUE	BUS REPAIRS	266.50
	TRANSPORTATION SUPPLIES	139.90
SUBWAY, WILPACC INC DBA	WRES INVITE-WORKER MEALS	218.46
SUNDLING, TOM	BBB OFFICIAL	180.00
	GBB OFFICIAL	45.00
SUNSHINE FOODS	HS-FACS SUPPLIES	606.80
	HS-PSYCHOLOGY SUPPLIES	99.78
	HS-SCIENCE SUPPLIES	100.69
	MS-FACS SUPPLIES	247.97
	SPEC ED SUPPLIES	32.74
	WRESTLING SUPPLIES	138.79
	CURRICULUM DIR SUPPLIES	30.94
SUPT SUPPLIES	277.95	

**BRANDON VALLEY SCHOOL DISTRICT 49-2
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PAYEE	DESCRIPTION	AMOUNT
SIOUX VALLEY ENERGY	UTILITIES-ELECTRICITY	93,013.53
SWEETWATER	HS-BAND EQUIP	1,219.82
SIOUX EQUIPMENT	BUS GARAGE-FUEL FOB READER	1,995.07
TALCOTT, GREGG	BBB OFFICIAL	200.00
	GBB OFFICIAL	300.00
TALCOTT, JACK	GBB OFFICIAL	60.00
TASC	FLEX SPENDING FEES	612.75
TAYLOR, LEE	BBB OFFICIAL/MILEAGE	103.96
TEACHWELL SOLUTIONS	CO-OP SVCS-ACADEMY (NOV-DEC)	108,970.00
	COOP SVCS-ASSISTIVE TECH	170.00
	COOP SVCS-PSYCHOLOGIST	140.00
	COOP SVCS-SLP	910.00
TECHNOLOGY & INNOVATION IN EDUC	ONLINE COURSES	4,550.00
THEATREWORLD BACKDROPS	HS MUSICAL-SCENERY BACKDROPS	3,007.41
THEISEN, AARON	BBB OFFICIAL	225.00
	GBB OFFICIAL	90.00
THORSON, BRAD	BBB WORKER	120.00
TITAN MACHINERY	GROUNDS SUPPLIES	275.84
TK ELEVATOR CORPORATION	HS ELEVATORS-SERVICE AGREEMENT	6,785.13
TOP 20 TRAINING	SPEC ED SUPPLIES	110.00
TRANSOURCE TRUCK & EQUIP INC	SKID LOADER REPAIRS	3,718.62
TWO WAY SOLUTIONS INC	(8) BUS RADIOS	5,499.85
UNIVERSAL PEDIATRIC SERVICES	NURSING SVCS	1,732.50
UNITED RENTALS (NA) INC	RBE-HEATER RENTAL	106.00

**BRANDON VALLEY SCHOOL DISTRICT 49-2
INVOICE LISTING
FEBRUARY 2023**

PAYEE	DESCRIPTION	AMOUNT
UNISHIPPERS	DISTRICT SHIPPING	185.97
VALLEY SPRINGS BODY SHOP	EXPRESS VAN-COLLISION REPAIRS	11,526.12
VALLEY SPRINGS, CITY OF	UTILITIES-WATER/SEWER	325.00
VAN EDE, LORI	PAC WORKER	180.00
VANDEBERG, SARAH	BBB WORKER	115.00
	GBB WORKER	20.00
VANWESTEN, JENNE	WRES WORKER	75.00
VERIZON WIRELESS	MOBILE PHONES	161.84
VLAMINCK, CURTIS	MILEAGE	440.64
VOSSEKUIL, CHAD	GBB OFFICIAL/MILEAGE (RE-ISSUE)	107.64
WALTNER, LAYNE	IS-MATH SUPPLIES (RE-ISSUE)	21.98
WASTE MANAGEMENT	GARBAGE PICKUP (JAN-FEB)	16,855.46
STEVE WEISS MUSIC	HS-BAND SUPPLIES	173.38
WHETHAM, BRIAN	BBB OFFICIAL/MILEAGE	110.08
	GBB OFFICIAL/MILEAGE	110.08
X-GRAIN SPORTSWEAR	BBB SUPPLIES	904.00
XCEL ENERGY	UTILITIES-ELECTRICITY	4,677.52
		1,323,039.30

Advanced Payments - January 2023

**BRANDON VALLEY SCHOOL DISTRICT 49-2
ADVANCED PAYMENTS - January 2023**

NON-FOOD SERVICE:

First National Bank-BBB/GBB Meals	1,904.00
Blaine's Service-Grounds Toolkat Tires	940.00
Sunshine Foods-HS FACS Supplies	595.76
Sunshine Foods-HS Science Supplies	68.66
Sunshine Foods-Supt Supplies	28.65
Sunshine Foods-Wrestling Supplies	30.16
Danielle Sivera-HS Woods Fee Refund	61.93
Bob's Piano Service-HS/PAC Piano Tuning	365.00
Pierre School District-Wrestling Entry Fee	100.00
Culligan Water Conditioning-District Custodial Supplies	162.10
Lincoln High School-Wrestling Entry Fee	300.00
McCook Central School District-Powerlifting Entry Fee	50.00
Skyward-Conference Registration	650.00
Velaasa LLC-Track Supplies	688.80
Lewis Central (IA) High School-Wrestling Entry Fee	550.00
First National Bank-Safe Deposit Box Rental	30.00
Argus Leader Media-District Subscriptions	155.01
Region II Music-HS Band Solo/Ensemble Contest Entry Fee	264.00
Erik Perkinson-Maintenance Shop Supplies	447.30

TOTAL NON-FOOD SERVICE 7,391.37

FOOD SERVICE:

TOTAL FOOD SERVICE 0.00

Pay Vouchers - February 2023

Brandon Valley School District 49-2
Pay Vouchers
February, 2023

Elizabeth Aaker - Substitute	353.00	Ron Larson - Bus Driving	273.05
Laurie Adams - Theater Usher	20.00	Stacy Liudahl - Substitute	232.00
Robert Aseltine - Route Reorganization Meeting	24.00	Kate Livingston - Substitute	150.00
Jessica Balt - Substitute	375.00	Missy Livingston - Theater Usher, WR/BBB Tickets	100.00
Doug Barnes - Substitute	600.00	Leah Lockner - Substitute	20.00
Natalie Barthman - Substitute	1,220.00	Wanda Logan - Substitute	1,654.00
Paul Berndt - MatCat Tournament Video Board	40.00	Deb Marso - Bus Driving	407.12
Krista Bickley - Substitute	300.00	Randy Marso - Substitute	2,120.00
Jason Bisbee - Substitute	60.00	Ashley Matzke - Substitute	900.00
Andia Blake - Substitute	1,050.00	Aaron Mayer - Bus Driving	2,320.28
Merlyn Bosch - Bus Driving	65.11	Kara McDougall - BVIS Tutoring	125.00
Sandy Breitzman - CNS Substitute	120.00	Kathy Metzger - Substitute	150.00
Jennifer Brendsel - CNS Substitute	180.00	Jerald Meyer - Bus Driving	2,139.89
Shanna Bressler - Substitute	975.00	Susan Meyer - Substitute	637.00
Dylan Briest - MS GBB/BBB Official	320.00	Leah Moody - BVMS Tutoring, Substitute	200.00
Nancy Brown - Substitute, Theater Usher	820.00	Tatum Mork - Substitute	675.00
Brenda Burch - Substitute	825.00	Dan Murtha - Substitute	20.00
Lisa Burchill - Substitute	900.00	Lynn Nielsen - Bus Driving	633.10
Lauren Burrough - Substitute	150.00	Melissa Olson - Substitute	75.00
Suzanne Carroll - MS BBB Clock, Substitute	140.00	Steve Ondrush - Substitute	1,200.00
Trista Christiaansen - Bus Driving	304.78	Jessica Paquette - Substitute	300.00
Janna Conrad - Theater Usher	40.00	Lisa Parker - Substitute	825.00
Chris Constant - Bus Driving	1,033.64	Brent Paulsen - Bus Driver	354.96
Chelsea Cottrill - Bus Driving	29.58	Eric Paulsen - Bus Driving	1,304.41
Kathryn Davis - Substitute	300.00	Laura Peschong - Substitute	1,789.00
Brady DeBelts - Substitute	75.00	Don Pottebaum - Route Reorganization Mtg	16.00
Brent Deckert - GBB/BBB Book	260.00	Kraig Presler - Wrestling Meet Worker	380.00
Macy Del Grosso - Substitute	150.00	Natasha Presler - BBB Shot Clock	25.00
Theresa Doss - Theater Usher	60.00	Justin Preuschl - Substitute	2,404.00
Wilma Drenth - Substitute	1,575.00	Carson Pruett - Substitute	100.00
Kristin Dwire - Substitute	112.00	Mike Putnam - GBB Clock	40.00
Susan Dykes - Substitute	75.00	Julie Reiter - Theater Usher	20.00
Denise Edwards - Substitute	150.00	Marshall Rogers - MS BBB Official	80.00
Lexi Ellingson - Substitute	224.00	Kory Scholten - GBB Shot Clock	25.00
Adam Else - Concessions	1,050.00	Tara Scholten - Student Teacher Stipend	200.00
Margaret Ely - Bus Driving	720.05	Jennifer Schunke - Substitute	836.00
Duane Fiala - Substitute	150.00	Ann Sittig - Substitute	225.00
Brooke Finn - Bus Driving	118.32	Jennifer Smedsrud - Substitute	60.00
Jeff Fode - Theater Usher	80.00	Gwen Smith - Bus Driving	293.34
Rachael Fode - Teacher Usher	80.00	Mark Stadem - GBB/BBB Shot Clock	375.00
Jennifer Funke - Substitute	20.00	Kirk Strand - WR Official, Scoring	325.00
Anthony Garrow - Substitute	1,650.00	Abbie Strasser - GBB Tickets	135.00
Roxie Geerdes - MS GBB/BBB Clock	260.00	Alison Statema - Custodial Substitute	88.00
Todd Geerdes - Substitute, MS BBB Clock	430.00	Janae Sturma - Substitute	20.00
Kayla Gerken - Substitute	225.00	Logan Susie - Custodial Substitute	80.00
Germaine Glieden-Lindquist - Long-term Sub	1,400.00	Tim Sylliaasen - Student Teacher Stipend	250.00
Wes Gravning - Bus Driving	295.80	Melissa Symington - BBB/BBB/WR Tickets	190.00
Samantha Hanson - Substitute	75.00	Kyla Taschner - Long-term substitute	3,500.00
David Heck - Substitute	525.00	Diann Terpstra - WR Announcer	195.00
Tena Heikes - Substitute	64.00	Jacque Terveer - ECH Vision Screening	81.25
Chuck Henson - Tape BOE Meetings	80.00	Eric Tidemann - Substitute	400.00
Sarah Hills - Bus Driving	59.16	Tressa Tingle - Substitute	562.00
Rick Hilton - Substitute, GBB/BBB/WR Worker	455.00	Kristi Tomic Substitute	566.00
Kelsey Hoff - MS GBB/BBB Official	200.00	Claire Toth - Substitute	1,725.00
Jackie Houghtaling - Substitute Nurse	150.00	James Vanderburg - Bus Driving	59.16
Jessica Hunsaid - BVIS Tutoring, BB Shot Clock	350.00	Lorinda VanMaanen - MS GBB/BBB Clock	175.00
Abigail Huska - Substitute	224.00	Rebecca VanRoedel - Student Teacher Stipend	50.00
Kristi Jacobson - Bus Aide	1,064.88	Kelli Vellema - Classroom & Nurse Substitute	524.00
Jamie Johnson - Theater Usher	80.00	Gerald Wachter - Bus Driving	118.32
Noell Johnson - Substitute	64.00	Ben Wahlstrom - Theater Usher	20.00
Yolanda Johnston - Substitute	600.00	Kiersten Webber - Substitute	225.00
Kim Kelly - Substitute	1,275.00	Jolene Weber - Substitute	224.00
Wilma Kirkeby - MS GBB/BBB Clock	300.00	Monica West - Bus Aide	798.66
Gary Klatt - Substitute	490.00	Chris White - BBB Tickets, Substitute	65.00
Jennifer Klawitter - Substitute Nurse	300.00	Michelle Wiegand - Substitute	832.00
Mikayla Knouse - Substitute	900.00	Stacey Wiese - Substitute	80.00
Mariah Koch - Substitute	20.00	Stephen Williams - Custodial Substitute	644.00
Jordyn Kramer - Substitute	150.00	Karlie Winkler - GBB/BBB/WR Tickets	235.00
Joe Krivarchka - MS GBB/BBB Official	220.00	Dodi Young - Substitute	276.00
Megan Krivarchka - Nurse Substitute	150.00		
Paula Lammert - Substitute, Driver's Education	1,470.00		
Amanda Larson - Long-term Substitute Nurse	3,200.00		
		TOTAL	\$ 67,998.86

Invoice Listing - Food Service - February 2023

**BRANDON VALLEY SCHOOL DISTRICT 49-2
INVOICE LISTING - FOOD SERVICE
FEBRUARY 2023**

PAYEE	DESCRIPTION	AMOUNT
AMAZON CAPITAL SERVICES	SUPPLIES	156.25
CASH-WA DISTRIBUTING	FOOD PURCHASES	28,197.59
CHESTERMAN CO	FOOD PURCHASES	156.00
CULINEX	SUPPLIES	18.12
DACOTAH PAPER	SUPPLIES	7,647.27
ESJD - SIOUX FALLS	FOOD PURCHASES	12,981.49
GLOBAL DISTRIBUTING INC	FOOD PURCHASES	475.50
HILLYARD/SIOUX FALLS	SUPPLIES	3,708.00
IS RESTAURANT EQUIP SVCS	REPAIRS SUPPLIES	3,891.71 781.92
MITCHELL, SHAYNA	LUNCH ACCT REFUND	37.35
MUTH ELECTRIC	MS COMBINATION OVEN-WIRING INSTALL	2,278.43
PAN-O-GOLD BAKING CO	FOOD PURCHASES	3,311.83
PEPSI-COLA	FOOD PURCHASES	1,644.36
PERFORMANCE FOODSERVICE	FOOD PURCHASES	89,121.87
POMEGRANATE MARKET	FOOD PURCHASES	49.90
SMARTSENSE BY DIGI	TEMP CONTROL-MONITORING SVCS	2,164.91
SUNSHINE FOODS	SUPPLIES	12.68
		156,635.18

Cash Report - January 2023

CASH REPORT FOR MONTH ENDING: January, 2023

	CURRENT ASSETS			CASH BALANCE				
	DEMAND DEPOSITS	INVESTMENTS	TOTAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION FUND	BOND FUND	ENTERPRISE FUND
Balances Brought Forward								
Cash	12,101,850.58	2,001,763.22	14,103,613.80	8,424,722.94	4,072,671.85	1,411,583.73	180,138.17	14,497.11
Cash Receipts this Month	2,707,837.86		2,707,837.86	2,120,138.37	32,241.47	481,271.40	12,086.62	62,100.00
Temporary interfund transfer				(178,768.96)			178,768.96	
TOTAL FOR WHICH TO ACCOUNT	14,809,688.44	2,001,763.22	16,811,451.66	10,366,092.35	4,104,913.32	1,892,855.13	370,993.75	76,597.11
Less Cash Disbursed	(4,717,307.77)	0.00	(4,717,307.77)	(2,973,358.91)	(801,619.11)	(571,336.09)	(370,993.75)	
BALANCES END OF MONTH	10,092,380.67	2,001,763.22	12,094,143.89	7,392,733.44	3,303,294.21	1,321,519.04	0.00	76,597.11

BANK RECONCILIATION:	
Balance Per Bank Statement	10,070,167.03
Add- Deposits In Transit	26,492.30
TOTAL	10,096,659.33
Less Outstanding Checks	(4,278.75)
Adjusted Bank Balance	10,092,380.58

Monthly Receipts - January 2023

Brandon Valley School District 49-2
Receipts
January, 2023

Account	Description	Debit Amt	Credit Amt	Payee	Receipt #
10 R 000 1712 0000 0000	GBB-WATERTOWN		495.00	B FREKING	201264
22 R 000 1972 0000 0000	MEDICAID DIRECT PAY		17,815.70	STATE-SD	201265
10 R 000 1714 0000 0000	WRESTLING-BV INVITE		1,884.00	B FREKING	201266
10 R 000 1713 0000 0000	BBB-BROOKINGS		2,075.00	B FREKING	201266
10 E 000 2542 3410 0000	E-RATE		7,312.80	USAC	201267
10 R 000 1714 0000 0000	WRESTLING-ABERDEEN, YANKTON		842.00	B FREKING	201268
22 R 000 1972 0000 0000	MEDICAID DIRECT PAY		13,560.14	STATE-SD	201269
10 R 000 1712 0000 0000	GBB-MARSHALL		787.00	B FREKING	201270
10 R 000 4176 0000 0000	TITLE I		38,923.00	STATE-SD	201271
10 R 000 4173 0000 0000	TITLE II-CSR		35,763.00	STATE-SD	201271
22 R 000 4175 0000 0000	IDEA 619 PRESCHOOL		18,258.00	STATE-SD	201271
22 R 000 4175 0000 0000	IDEA 611 FLOWTHROUGH		165,804.00	STATE-SD	201271
10 R 000 4177 0000 0000	TITLE IV		2,412.00	STATE-SD	201271
22 R 000 1972 0000 0000	MEDICAID DIRECT PAY		3,624.11	STATE-SD	201272
10 R 000 1713 0000 0000	BBB-PIERRE		1,520.00	B FREKING	201273
10 R 000 1990 0000 0000	GARNISHMENT FEE		15.00	BREIT & BOOMSMA	201274
10 R 000 1990 0000 0000	POSTAGE REIMBURSE		54.55	S BRUCE	201275
21 R 000 1920 0000 0000	DONATION-BAND EQUIPMENT		3,042.48	BV BAND PARENTS	201276
10 E 000 2554 4110 0000	FUEL PURCHASES		4,617.63	CITY OF BRANDON	201276
10 E 000 2554 4110 0000	FUEL PURCHASES		43.00	CITY OF VS	201278
10 R 000 1791 0000 0000	WRESTLING INVITE FEES		100.00	B FREKING	201279
10 R 000 1920 0000 0000	DONATION		40.00	J KRIBELL	201280
10 R 000 1990 0000 0000	POSTAGE REIMBURSE		58.47	M MILLER	201281
10 R 000 1990 0000 0000	POSTAGE REIMBURSE		51.12	J SCOBERT	201282
10 R 000 1990 0000 0000	SUBSTITUTE REIMBURSE		150.00	STATE-SD	201283
10 R 000 1990 0000 0000	STUDENT TEACHER STIPENDS		500.00	STATE-SD	201283
10 R 000 1912 0000 0000	HS STUDENT PARKING FEES		150.00	J HENSON	201284
10 R 000 1990 0000 0000	MS COMPUTER INSURANCE		70.00	A NELSON	201285
10 R 000 1111 0000 0000	AD VALOREM TAXES		37,596.58	MINNEHAHA COUNTY	201286
10 R 000 1111 0000 0000	MOBILE HOME TAXES		933.03	MINNEHAHA COUNTY	201286
10 R 000 1121 0000 0000	PRIOR YEARS AD VALOREM TAXES		2,264.41	MINNEHAHA COUNTY	201286
10 R 000 1190 0000 0000	PENALTIES & INTEREST ON TAXES		1,783.15	MINNEHAHA COUNTY	201286
10 R 000 2111 0000 0000	COUNTY APPORTIONMENT		10,495.68	MINNEHAHA COUNTY	201286
21 R 000 1111 0000 0000	AD VALOREM TAXES		26,188.36	MINNEHAHA COUNTY	201286
21 R 000 1111 0000 0000	MOBILE HOME TAXES		461.25	MINNEHAHA COUNTY	201286
21 R 000 1121 0000 0000	PRIOR YEARS AD VALOREM TAXES		1,742.69	MINNEHAHA COUNTY	201286
21 R 000 1190 0000 0000	PENALTIES & INTEREST ON TAXES		806.69	MINNEHAHA COUNTY	201286
22 R 000 1111 0000 0000	AD VALOREM TAXES		13,951.35	MINNEHAHA COUNTY	201286
22 R 000 1111 0000 0000	MOBILE HOME TAXES		245.72	MINNEHAHA COUNTY	201286
22 R 000 1121 0000 0000	PRIOR YEARS AD VALOREM TAXES		1,061.92	MINNEHAHA COUNTY	201286
22 R 000 1190 0000 0000	PENALTIES & INTEREST ON TAXES		447.02	MINNEHAHA COUNTY	201286
30 R 000 1111 0000 0000	AD VALOREM TAXES		10,664.78	MINNEHAHA COUNTY	201286
30 R 000 1111 0000 0000	MOBILE HOME TAXES		187.84	MINNEHAHA COUNTY	201286
30 R 000 1121 0000 0000	PRIOR YEARS AD VALOREM TAXES		881.49	MINNEHAHA COUNTY	201286
30 R 000 1190 0000 0000	PENALTIES & INTEREST ON TAXES		352.51	MINNEHAHA COUNTY	201286
10 R 000 1712 0000 0000	GBB-ABERDEEN		1,039.00	B FREKING	201287
10 R 000 1920 0000 0000	DONATIONS		628.50	WELLS FARGO	201288
10 A 000 1312 0000 0000	F/S SALRY & BENEFITS		133,520.15	BV FOOD SERVICE	201289
10 R 000 1990 0000 0000	HS TRANSCRIPT FEES		2.00	J HENSON	201290
10 R 000 1713 0000 0000	BBB-SF JEFFERSON		2,507.00	B FREKING	201291
22 R 000 1972 0000 0000	MEDICAID DIRECT PAY		1,892.44	STATE-SD	201292
10 R 000 1712 0000 0000	GBB-YANKTON		701.00	B FREKING	201293

Brandon Valley School District 49-2
Receipts
January, 2023

10 R 000 3111 0000 0000	GENERAL FUND STATE AID		1,674,881.00	STATE-SD	201294
22 R 000 3111 0000 0000	SPEC ED FUND STATE AID		244,611.00	STATE-SD	201294
10 E 000 2131 4100 0000	RBE NURSE SUPPLIES		137.97	RBE STUCO	201295
10 E 104 1110 4100 0003	FAE PLAYGROUNDS SUPPLIES		1,062.88	FAE STUCO	201295
10 R 000 1911 0000 0000	BUS PASSES		150.00	BE CHARITABLE NEEDS	201295
53 R 000 1316 0000 0000	DRIVERS ED FEES		250.00	DRIVERS ED ASSISTANCE	201295
10 R 000 1792 0000 0000	QUIZ BOWL ENTRY FEES		30.00	C WHITE	201296
10 R 000 1714 0000 0000	WRESTLING-SFR/SFW		764.00	B FREKING	201297
10 R 000 1911 0000 0000	BUS PASSES		300.00	REV-TRAK	201298
10 R 000 1990 0000 0000	HS MACBOOK INSURANCE		105.00	REV-TRAK	201298
53 R 000 1316 0000 0000	DRIVERS ED FEES		55,000.00	REV-TRAK	201298
53 R 000 1990 0000 0000	ACT PREP COURSE		6,600.00	REV-TRAK	201298
10 R 000 1990 0000 0000	MS COMPUTER INSURANCE		25.00	REV-TRAK	201298
10 R 000 1990 0000 0000	F/S PYMTS		145,803.75	REV-TRAK	201298
10 E 000 2520 6400 0000	CREDIT CARD FEES		5,495.85	REV-TRAK	201298
10 R 000 1511 0000 0000	INTEREST-CHECKING		2,048.85	FIRST NATIONAL BANK	201299
10 A 000 1010 0000 0000	RECEIPTS-JAN., 2023	2,120,138.37			
21 A 000 1010 0000 0000	RECEIPTS-JAN., 2023	32,241.47			
22 A 000 1010 0000 0000	RECEIPTS-JAN., 2023	481,271.40			
30 A 000 1010 0000 0000	RECEIPTS-JAN., 2023	12,086.62			
53 A 000 1010 0000 0000	RECEIPTS-JAN., 2023	61,850.00			
	TOTALS	2,707,587.86	2,707,587.86		

Investments - January 2023

**BRANDON VALLEY SCHOOL DISTRICT 49-2
INVESTMENTS
1/31/2023**

<u>BANK</u>	<u>AMOUNT</u>	<u>RATE</u>	<u>MATURITY DATE</u>
SD F.I.T. - US TREASURY	1,001,763.22	2.66%	6/30/2023
FIRST NATIONAL BANK - US TREASURY	<u>1,000,000.00</u>	2.790%	3/15/2023
TOTAL	<u><u>\$2,001,763.22</u></u>		

Payroll and Benefits Summary - January 2023

BRANDON VALLEY SCHOOL DISTRICT 49-2
Payroll & Benefits Summary
January, 2023

Instructional Payroll	\$1,314,383.31
Support Services Payroll	549,795.63
Co-Curricular Payroll	43,033.83
Special Education Payroll	386,555.01
Food Service Payroll	92,219.61
Drivers Education	<u>0.00</u>
Total Gross Payroll	<u><u>\$2,385,987.39</u></u>

941 Payroll Taxes	\$491,099.93
B.V.E.A. Dues Deductions	12,916.89
Brandon Valley Flex Benefits	21,886.00
Life and Disability Insurance	9,109.60
Transamerica Supplemental Insurance	5,985.60
Dental Insurance	44,175.84
Health Insurance	629,452.93
SD Retirement System	269,652.21
403(b) Deductions	34,425.66
Wage Garnishments	<u>2,144.23</u>
	<u><u>\$1,520,848.89</u></u>

Revenue Report - January 2023

ACCOUNT NUMBER	LOCATIO	FUNCTION	2022-23 BUDGET	YTD REVENUE	YTD PERCENT	UNRECEIVED BALANCE
10 R 000 1111 0000 0000	DISTRIC	AD VALOREM TAX	10,000,000.00	4,349,102.69	43.49	5,650,897.31
10 R 000 1121 0000 0000	DISTRIC	PRIOR YEARS' AD VALOREM TAX	100,000.00	31,691.02	31.69	68,308.98
10 R 000 1141 0000 0000	DISTRIC	UTILITY TAX	750,000.00	0.38	0.00	749,999.62
10 R 000 1190 0000 0000	DISTRIC	PENALTIES AND INTEREST	25,000.00	9,877.86	39.51	15,122.14
10 R 000 1511 0000 0000	DISTRIC	INTEREST EARNED	50,000.00	6,932.29	13.86	43,067.71
10 R 000 1710 0000 0000	DISTRIC	ADMISSIONS	75,000.00			75,000.00
10 R 000 1711 0000 0000	DISTRIC	ADMISSIONS FOOTBALL		29,626.85		-29,626.85
10 R 000 1712 0000 0000	DISTRIC	ADMISSIONS GIRLS BASKETBALL		5,246.00		-5,246.00
10 R 000 1713 0000 0000	DISTRIC	ADMISSIONS BOYS BASKETBALL		6,102.00		-6,102.00
10 R 000 1714 0000 0000	DISTRIC	ADMISSIONS WRESTLING		4,466.00		-4,466.00
10 R 000 1717 0000 0000	DISTRIC	SOCCER		8,371.00		-8,371.00
10 R 000 1718 0000 0000	DISTRIC	ADMISSIONS VOLLEYBALL		7,108.00		-7,108.00
10 R 000 1719 0000 0000	DISTRIC	CHEER/DANCE		4,865.00		-4,865.00
10 R 000 1730 0000 0000	DISTRIC	PUPIL MEMBERSHIP	25,000.00	14,970.00	59.88	10,030.00
10 R 000 1790 0000 0000	DISTRIC	OTHER	25,000.00			25,000.00
10 R 000 1791 0000 0000	DISTRIC	OTHER PUPIL ACT-ATHLETICS		411.80		-411.80
10 R 000 1792 0000 0000	DISTRIC	OTHER PUPIL ACT-FINE ARTS		7,270.86		-7,270.86
10 R 000 1910 0000 0000	DISTRIC	RENTALS	25,000.00	7,049.42	28.20	17,950.58
10 R 000 1911 0000 0000	DISTRIC	BUS FEES	160,000.00	169,355.00	105.85	-9,355.00
10 R 000 1912 0000 0000	DISTRIC	STUDENT PARKING FEES	70,000.00	71,014.00	101.45	-1,014.00
10 R 000 1920 0000 0000	DISTRIC	DONATION FROM PRIVATE SOURCES	25,000.00	14,008.21	56.03	10,991.79
10 R 000 1960 0000 0000	DISTRIC	INSURANCE AND JUDGEMENTS	10,000.00	11,936.49	119.36	-1,936.49
10 R 000 1973 0000 0000	DISTRIC	MEDICAID ADMIN	25,000.00	13,498.08	53.99	11,501.92
10 R 000 1990 0000 0000	DISTRIC	ALL OTHER	150,000.00	349,291.46	232.86	-199,291.46
10 R 000 2111 0000 0000	DISTRIC	COUNTY APPORTIONMENT	160,000.00	82,162.19	51.35	77,837.81
10 R 000 3111 0000 0000	DISTRIC	STATE AID	21,825,000.00	12,509,239.00	57.32	9,315,761.00
10 R 000 3112 0000 0000	DISTRIC	STATE APPORTIONMENT	400,000.00			400,000.00
10 R 000 3114 0000 0000	DISTRIC	BANK FRANCHISE TAX	950,000.00			950,000.00
10 R 000 4151 0000 0000	DISTRIC	CARES ACT	815,000.00			815,000.00
10 R 000 4160 0000 0000	DISTRIC	TITLE III-ESL	5,000.00	1,575.00	31.50	3,425.00
10 R 000 4173 0000 0000	DISTRIC	TITLE II & CSR	115,000.00	57,166.00	49.71	57,834.00
10 R 000 4176 0000 0000	DISTRIC	TITLE I	130,000.00	73,374.00	56.44	56,626.00
10 R 000 4177 0000 0000	DISTRIC	TITLE IV	15,000.00	16,988.00	113.25	-1,988.00
10 R 000 4184 0000 0000	DISTRIC	OTHER STATE GRANTS	30,000.00	1,397.89	4.66	28,602.11
10 R 000 5110 0000 0000	DISTRIC	OPERATING TRANSFERS IN	800,000.00			800,000.00
10 R 000 5130 0000 0000	DISTRIC	SALE OF GENERAL FIXED ASSETS	25,000.00	16,104.08	64.42	8,895.92
10 - - - - - - - - - -	*GENERA		36,785,000.00	17,880,200.57	48.61	18,904,799.43
					47.90%	
<i>1/2022</i>						
21 R 000 1111 0000 0000	DISTRIC	AD VALOREM TAX	7,370,000.00	3,148,797.48	42.72	4,221,202.52
21 R 000 1121 0000 0000	DISTRIC	PRIOR YEARS' AD VALOREM TAX	50,000.00	15,813.92	31.63	34,186.08
21 R 000 1190 0000 0000	DISTRIC	PENALTIES AND INTEREST	10,000.00	4,506.44	45.06	5,493.56
21 R 000 1920 0000 0000	DISTRIC	DONATION FROM PRIVATE SOURCES	25,000.00	30,373.94	121.50	-5,373.94
21 R 000 1990 0000 0000	DISTRIC	ALL OTHER		21,588.60		-21,588.60
21 R 000 4149 0000 0000	DISTRIC	CORONAVIRUS RELIEF FUNDS	540,000.00	359,556.00	66.58	180,444.00
21 R 000 4178 0000 0000	DISTRIC	PERKINS GRANT	30,000.00			30,000.00
21 - - - - - - - - - -	*CAPITA		8,025,000.00	3,580,636.38	44.62	4,444,363.62
<i>1/2022</i>					37.18%	
22 R 000 1111 0000 0000	DISTRIC	AD VALOREM TAX	4,300,000.00	1,677,460.66	39.01	2,622,539.34
22 R 000 1121 0000 0000	DISTRIC	PRIOR YEARS' AD VALOREM TAX	20,000.00	9,653.77	48.27	10,346.23
22 R 000 1190 0000 0000	DISTRIC	PENALTIES AND INTEREST	3,000.00	2,517.29	83.91	482.71
22 R 000 1920 0000 0000	DISTRIC	DONATION FROM PRIVATE SOURCES	1,000.00			1,000.00
22 R 000 1972 0000 0000	DISTRIC	MEDICAID DIRECT	125,000.00	65,382.28	52.31	59,617.72
22 R 000 1973 0000 0000	DISTRIC	MEDICAID ADMIN	5,000.00	2,055.00	41.10	2,945.00
22 R 000 1990 0000 0000	DISTRIC	ALL OTHER	1,000.00			1,000.00
22 R 000 3111 0000 0000	DISTRIC	STATE AID	3,100,000.00	1,961,992.00	63.29	1,138,008.00
22 R 000 4175 0000 0000	DISTRIC	PL 94-142	943,000.00	237,054.00	25.14	705,946.00
22 - - - - - - - - - -	*SPECIA		8,498,000.00	3,956,115.00	46.55	4,541,885.00
<i>1/2022</i>					50.03%	

ACCOUNT NUMBER	LOCATIO	FUNCTION	2022-23 BUDGET	YTD REVENUE	YTD PERCENT	UNRECEIVED BALANCE
30 R 000 1111 0000 0000	DISTRIC	AD VALOREM TAX	3,000,000.00	1,282,295.13	42.74	1,717,704.87
30 R 000 1121 0000 0000	DISTRIC	PRIOR YEARS' AD VALOREM TAX	25,000.00	8,074.50	32.30	16,925.50
30 R 000 1190 0000 0000	DISTRIC	PENALTIES AND INTEREST	5,000.00	2,050.07	41.00	2,949.93
30 - - - - - - - - - -		*DEBT S	3,030,000.00	1,292,419.70	42.65	1,737,580.30
<i>1/2022</i>					<i>50.20%</i>	
Grand Revenue Totals			56,338,000.00	26,709,371.65	47.41	29,628,628.35
<i>1/2022</i>					<i>46.72%</i>	

Number of Accounts: 55

***** End of report *****

Expense Report - January 2023

ACCOUNT NUMBER	FUNCTION	2022-23 BUDGET	2022-23 ACTIVITY	YTD PERCENT	UNEXPENDED BALANCE
10 E --- 1110	ELEMENTARY INSTRUCTION	13,759,600.00	8,042,257.12	58.45	5,717,342.88
10 E --- 1120	MIDDLE SCHOOL INSTRUCTION	3,166,200.00	1,893,102.54	59.79	1,273,097.46
10 E --- 1130	SENIOR HIGH INSTRUCTION	5,790,800.00	3,363,918.14	58.09	2,426,881.86
10 E --- 1150	CLASS SIZE REDUCTION GRANT	141,600.00	86,121.11	60.82	55,478.89
10 E --- 1210	GIFTED	39,300.00	233.00	0.59	39,067.00
10 E --- 1250	CULTURALLY DIFFERENT (LEP)	312,300.00	173,397.41	55.52	138,902.59
10 E --- 1270	TITLE I	145,000.00	85,516.71	58.98	59,483.29
10 E --- 1---	INSTRUCTION	23,354,800.00	13,644,546.03	58.42	9,710,253.97
10 E --- 2120	GUIDANCE SERVICES	1,000,500.00	584,264.13	58.40	416,235.87
10 E --- 2131	HEALTH SERVICES	305,200.00	185,191.90	60.68	120,008.10
10 E --- 2139	CARES ACT	37,800.00	15,393.95	40.72	22,406.05
10 E --- 2209	PRINT SHOP	13,900.00	6,237.22	47.98	6,762.78
10 E --- 2211	CURRICULUM DIRECTOR	153,200.00	90,692.29	59.20	62,507.71
10 E --- 2212	STAFF CURRICULUM	85,000.00	13,131.45	15.45	71,868.55
10 E --- 2213	IN-SERVICE DAYS	227,000.00			227,000.00
10 E --- 2218	COMPUTER COORDINATOR	470,100.00	278,497.13	59.24	191,602.87
10 E --- 2222	LIBRARY	395,200.00	220,002.60	55.67	175,197.40
10 E --- 2310	BOARD OF EDUCATION	65,100.00	29,322.91	45.04	35,777.09
10 E --- 2314	ELECTION SERVICES	5,000.00			5,000.00
10 E --- 2315	LEGAL SERVICES	30,000.00	15,111.30	50.37	14,888.70
10 E --- 2321	OFFICE OF SUPERINTENDENT	375,900.00	206,681.14	54.98	169,218.86
10 E --- 2329	OPERATIONS MANAGER	153,300.00	89,024.73	58.07	64,275.27
10 E --- 2411	ELEMENTARY PRINCIPAL	1,353,100.00	790,732.03	58.44	562,367.97
10 E --- 2412	MIDDLE SCHOOL PRINCIPAL	358,400.00	204,804.62	57.14	153,595.38
10 E --- 2413	SENIOR HIGH PRINCIPAL	624,400.00	365,586.33	58.55	258,813.67
10 E --- 2416	THEATER DIRECTOR	10,800.00	2,773.38	25.68	8,026.62
10 E --- 2520	FISCAL SERVICES	500,100.00	301,169.53	60.22	198,930.47
10 E --- 2542	OPERATING & MAINT OF PLANT	4,814,600.00	2,571,758.91	53.42	2,242,841.09
10 E --- 2543	CARE AND UPKEEP OF GROUNDS	269,200.00	186,980.21	69.46	82,219.79
10 E --- 2552	VEHICLE OPERATION SERVICES	677,500.00	320,451.49	47.30	357,048.51
10 E --- 2554	VEHICLE MAINTENANCE	788,600.00	480,199.96	60.89	308,400.04
10 E --- 2---		12,713,000.00	6,958,007.21	54.73	5,754,992.79
10 E --- 4500	EARLY RETIREMENT	308,500.00	308,389.00	99.96	111.00
10 E --- 4---		308,500.00	308,389.00	99.96	111.00
10 E --- 6001	ACTIVITIES DIRECTOR	165,400.00	102,116.34	61.74	63,283.66
10 E --- 6002	TRACK	89,500.00	38,156.89	42.63	51,343.11
10 E --- 6005	CROSS COUNTRY	20,700.00	14,983.57	72.38	5,716.43
10 E --- 6050	ATHLETIC TRAINER	6,500.00	6,646.17	102.25	-146.17
10 E --- 6075	WEIGHT TRAINER	21,200.00	11,999.99	56.60	9,200.01
10 E --- 6101	FOOTBALL	122,800.00	78,168.05	63.65	44,631.95
10 E --- 6102	BOYS BASKETBALL	63,300.00	23,572.69	37.24	39,727.31
10 E --- 6104	WRESTLING	44,300.00	26,390.13	59.57	17,909.87
10 E --- 6105	BOYS TENNIS	13,000.00	8,424.58	64.80	4,575.42
10 E --- 6106	BOYS GOLF	12,900.00	7,862.99	60.95	5,037.01
10 E --- 6108	BOYS SOCCER	20,300.00	19,254.06	94.85	1,045.94
10 E --- 6201	GIRLS BASKETBALL	61,200.00	31,139.66	50.88	30,060.34
10 E --- 6204	GIRLS SOFTBALL	26,600.00	14,417.70	54.20	12,182.30
10 E --- 6205	GIRLS TENNIS	14,500.00	11,717.82	80.81	2,782.18
10 E --- 6206	GIRLS GOLF	14,000.00	5,695.54	40.68	8,304.46
10 E --- 6207	VOLLEYBALL	67,700.00	44,876.31	66.29	22,823.69
10 E --- 6208	GIRLS SOCCER	16,200.00	11,768.07	72.64	4,431.93
10 E --- 6209	CHEERLEADING	41,300.00	35,982.63	87.13	5,317.37
10 E --- 6510	CO-CURRICULAR TRANSPORTATION	112,300.00	53,351.51	47.51	58,948.49
10 E --- 6---	CO-CURRICULAR	933,700.00	546,524.70	58.53	387,175.30
10 - --- ---	GENERAL FUND	37,310,000.00	21,457,466.94	57.51	15,852,533.06
				57.07%	

ACCOUNT NUMBER	FUNCTION	2022-23 BUDGET	2022-23 ACTIVITY	YTD PERCENT	UNEXPENDED BALANCE
21 E --- 1110 ----	ELEMENTARY INSTRUCTION	1,051,700.00	809,652.05	76.99	242,047.95
21 E --- 1120 ----	MIDDLE SCHOOL INSTRUCTION	661,200.00	666,788.77	100.85	-5,588.77
21 E --- 1130 ----	SENIOR HIGH INSTRUCTION	774,800.00	810,177.81	104.57	-35,377.81
21 E --- 1250 ----	CULTURALLY DIFFERENT (LEP)		34,965.00		-34,965.00
21 E --- 1260 ----	SPECIAL EDUCATION	23,400.00	22,430.54	95.86	969.46
21 E --- 1----	INSTRUCTION	2,511,100.00	2,344,014.17	93.35	167,085.83
21 E --- 2120 ----	GUIDANCE SERVICES		2,820.00		-2,820.00
21 E --- 2131 ----	HEALTH SERVICES		940.00		-940.00
21 E --- 2209 ----	PRINT SHOP	100,000.00	52,917.89	52.92	47,082.11
21 E --- 2222 ----	LIBRARY	75,000.00	53,626.82	71.50	21,373.18
21 E --- 2300 ----	GENERAL ADMINISTRATION	15,000.00	11,883.97	79.23	3,116.03
21 E --- 2400 ----	OFFICE OF THE PRINCIPALS	20,400.00	10,206.43	50.03	10,193.57
21 E --- 2416 ----	THEATER DIRECTOR		14,229.04		-14,229.04
21 E --- 2530 ----	FACILITIES CONSTRUCTION	9,300,000.00	4,184,239.67	44.99	5,115,760.33
21 E --- 2540 ----	MAINTENANCE	690,000.00	453,866.29	65.78	236,133.71
21 E --- 2550 ----	TRANSPORTATION	482,000.00	477,896.10	99.15	4,103.90
21 E --- 2----		10,682,400.00	5,262,626.21	49.26	5,419,773.79
21 E --- 5000 ----	DEBT SERVICES	516,000.00	514,857.50	99.78	1,142.50
21 E --- 5----	DEBT SERVICES	516,000.00	514,857.50	99.78	1,142.50
21 E --- 6000 ----	CO-CURRICULAR	40,500.00	33,567.28	82.88	6,932.72
21 E --- 6----	CO-CURRICULAR	40,500.00	33,567.28	82.88	6,932.72
21 E --- 8110 ----	OPERATING TRANSFERS OUT	800,000.00			800,000.00
21 E --- 8----		800,000.00			800,000.00
21 - --- ----	CAPITAL OUTLAY	14,550,000.00	8,155,065.16	56.05	6,394,934.84

1/2022

66.75%

ACCOUNT NUMBER	FUNCTION	2022-23 BUDGET	2022-23 ACTIVITY	YTD PERCENT	UNEXPENDED BALANCE
22 E --- 1000 ----	INSTRUCTION	6,818,200.00	3,956,534.58	58.03	2,861,665.42
22 E --- 1----	INSTRUCTION	6,818,200.00	3,956,534.58	58.03	2,861,665.42
22 E --- 2414 ----	SPECIAL ED DIRECTOR	296,800.00	170,673.91	57.50	126,126.09
22 E --- 2550 ----	TRANSPORTATION	3,000.00	2,251.08	75.04	748.92
22 E --- 2592 ----	SPECIAL EDUCATION COOPERATIVE	1,555,000.00	550,520.09	35.40	1,004,479.91
22 E --- 2----		1,854,800.00	723,445.08	39.00	1,131,354.92
22 E --- 4900 ----	OTHER EDUCATIONAL INSTITUTIONS	125,000.00	69,276.69	55.42	55,723.31
22 E --- 4----		125,000.00	69,276.69	55.42	55,723.31
22 - --- ----	SPECIAL EDUCATION FUND	8,798,000.00	4,749,256.35	53.98	4,048,743.65

1/2022

57.79%

ACCOUNT NUMBER	FUNCTION	2022-23 BUDGET	2022-23 ACTIVITY	YTD PERCENT	UNEXPENDED BALANCE
30 E --- 5000 ----	DEBT SERVICES	3,135,000.00	2,971,907.50	94.80	163,092.50
30 E --- 5----	DEBT SERVICES	3,135,000.00	2,971,907.50	94.80	163,092.50
30 - ----	DEBT SERVICE FUND	3,135,000.00	2,971,907.50	94.80	163,092.50

1/2022

93.62%

Food Service Department Financial Statement - January 2023

**BRANDON VALLEY SCHOOL DISTRICT 49-2
FINANCIAL STATEMENT
FOOD SERVICE DEPARTMENT
1/31/2023**

OPERATING REVENUES	<u>Budget</u>	<u>Actual</u>
Sales - Pupils	\$2,100,000.00	\$823,922.05
Milk	5,000.00	1,246.55
Adults	30,000.00	14,273.30
A la Carte	500,000.00	158,252.94
Federal Reimbursement - Lunch/Milk	825,000.00	417,189.67
Federal Reimbursement - Supply Chain Funds	0.00	90,776.07
State Reimbursement	10,000.00	0.00
Federal Commodities	220,000.00	0.00
Other	<u>100,000.00</u>	<u>97,386.13</u>
TOTAL REVENUE	\$3,790,000.00	\$1,603,046.71
COST OF SALES		
Purchases	1,750,000.00	711,292.13
Donated Commodities	<u>220,000.00</u>	<u>0.00</u>
Total Cost of Sales	\$1,970,000.00	\$711,292.13
GROSS PROFIT	\$1,820,000.00	\$891,754.58
OPERATING EXPENSES		
Regular Salaries	1,185,000.00	596,017.74
Substitute Salaries	10,000.00	2,360.00
Employee Benefits	552,000.00	311,415.41
Professional/Technical	20,000.00	33,935.00
Repairs	25,000.00	18,149.85
Travel	8,000.00	9,934.32
Supplies	175,000.00	79,650.54
Dues/Fees	5,000.00	2,523.50
Depreciation	<u>100,000.00</u>	<u>50,000.00</u>
Total Operating Expenses	<u>\$2,080,000.00</u>	<u>\$1,103,986.36</u>
NET GAIN OR LOSS	<u>(\$260,000.00)</u>	<u>(\$212,231.78)</u>
	Federal Reimbursement Receivable	99,718.77
	Web Store Sales Receivable	245,308.20
	Inventory Adjustment	83,665.56
	Salary & Benefits Payable	(49,500.00)
	Accounts Payable	(154,344.07)
	Customer Deposits Payable Adjustment	<u>(110,646.61)</u>
NET GAIN OR LOSS (Fully accrued @ 1/31/2023)		<u>(\$98,029.93)</u>
1/31/2022		\$604,927.08

Trust and Agency Report - January 2023

BRANDON VALLEY SCHOOL DISTRICT TRUST AND AGENCY FUND
FINANCIAL STATEMENT 1-31-2023

Advanced Payments	5,108.63
Backpack Program	2,748.38
BE Charitable Needs Fund	4,842.53
BE Student Council	6,617.55
BE Teachers	95.58
Biology Club	56.72
Choir	603.56
Class of 2020	131.62
Class of 2022	160.02
Class of 2023	20,547.79
Class of 2024	39,143.42
Community Education	0.00
DECA	1,210.62
Drama Club	3,964.41
F AE Charitable Needs Fund	4,043.83
F AE Student Council	9,222.27
F.F.A.	2,018.91
HS Charitable Needs	7,356.95
HS Student Council	26,529.68
HS Teachers	(350.17)
IE Charitable Needs	4,238.41
IE Student Council	9,672.21
IS Charitable Needs	4,067.49
IS Student Council	3,052.40
IS Teachers	102.28
Letterwinners	2,190.00
Lunch Account Assistance	6,758.33
MS Charitable Needs Fund	4,358.45
MS Student Council	7,894.36
MS Teachers	281.85
Odyssey of the Mind	1,079.53
Orchestra	2,588.32
RBE Charitable Needs Fund	3,976.72
RBE Student Council	9,126.46
RBE Teachers	0.00
SD Large Schools Group	24,814.17
Spanish Tuition	10,884.00
VSE Charitable Needs	10,082.01
VSE Student Council	3,926.90
Yearbook	195.00
	Our Balance \$243,341.19
	Returned Checks 0.00
	Deposit in Transit 0.00
	Outstanding Checks 12,296.89
	Bank Balance <u>\$255,638.08</u>

This is to certify that the above is a true and correct statement of all funds belonging to the various organizations and their student associations. Officers of the various organizations and their sponsors may inspect the records at any time. *Dr. Jarod M. Larson, Superintendent*

WAGE DEDUCTION ACCOUNT - BANK RECONCILIATION

Balance per Bank	\$21,344.57
Add: Deposits in Transit	0.00
TOTAL	<u>\$21,344.57</u>
Less Outstanding Checks	(5,895.60)
Balance per Books	<u>\$15,448.97</u>
BV Flex Benefits	\$10,264.55
BV Self Insurance Funding	\$97,776.61

Superintendent's Report



BRANDON VALLEY SCHOOL DISTRICT 49-2

Administration Center

300 South Splitrock Boulevard, Brandon, SD 57005-1652

Dr. Jarod M. Larson, Superintendent
Paul J. Lundberg, Business Manager
Ty Hentschel, Operations Manager

2/13/2023

Superintendent's Board Report

Navigator CO2 Pipeline – Application for Party Status Submitted / Approved

- Party Status Provides Information, Communication, and Opportunity to Comment
- Currently - BVSD Continues to Monitor

Superintendent Evaluation

- 2/13/23 – Distribute Evaluation Tool
- 2/27/23 – Evaluation Due to President Ullom
- 3/13/23 – Discuss Performance Evaluation (Executive Session)
- 4/11/23 – *Tentative* Contract Negotiations (Executive Session)

2023-24 (FY 24) Budget Process Overview

- December 2022 – 5 Year Plans Completed by Administration
- January-March 2023 – Budget forms / documents distributed, completed, compiled, and reviewed by the Central Office
- February 2023 – Presentation of 5 Year Plan
- March 2023 – Approve New Staffing Positions
- March 2023 – Preliminary Capital Outlay Budget Presented / Approved
 - Necessary for major items to be bid in a timely manner
- May 2023 - Preliminary Budget Presentation
- July 2023 – Public Budget Hearing / Potential Action

Tentative 23-24 Negotiations Timeline / Wage Recommendations

- March 20, 2023 – Pre-negotiations Meeting BVSD Admin & BVEA
- March 23, 2023 – Pre-negotiations Meeting BVSD Admin & Personnel Welfare
- March 27, 2023 – School Board Negotiations Preparations in Executive Session
- March 29, 2023 – Negotiations (Personnel Welfare / BVEA)
 - Additional Dates Scheduled – If Necessary
- *Tuesday, April 11, 2023*
 - Ratify 2023-24 Master Contract
 - Approve Classified Wage Recommendation
 - Approve Administration Salary Recommendation
 - Superintendent Contract Negotiations

Legislative Session Update

- ASBSD / SASD / Large School Group Information Resources

March 31, 2023 – In-service

- Hamish Brewer, Speaker
- Classified Staff Participation / Training
- Certified Staff Participations & CLC's

2022–23 Academic School Calendar

- February 17-20, 2023 – No School President's Day Break
- March 13, 2023 – IS/MS Parent Teacher Conferences
- March 14, 2023 – HS/EL Parent Teacher Conferences
- Friday, March 17, 2023 – No School (Comp Day)
- Friday, March 31, 2023 – No School (In-Service)



BVHS Addition Schedule (Overview of Important Dates)

- Wednesday, June 1, 2022 - BVHS Addition Construction Begins
- Friday, June 16, 2023 - Substantial Completion
- Friday, June 30, 2023 - Final Completion
- August 15, 2023 - Science Room / Restroom Renovation Completion

BVHS High School Addition Priorities

- *General Classrooms*
- *Ground Floor Special Education*
- *Science Lab Classrooms*
- Maximize Land Usage / Upgrade East Facility Face / Minimize Impact to Parking

BVHS High School Addition – Informational Website

- [CLICK HERE for the BVHS Addition Informational Website](#)
- Centralized Communication Hub
- Project Information
- BVHS Informational Video Available
 - Bus Loop / Traffic Flow / Parking

Area A – Exterior Masonry & Windows In-progress



Area A – Roof Construction In-progress



Area A – Interior Construction In-progress (Classroom)



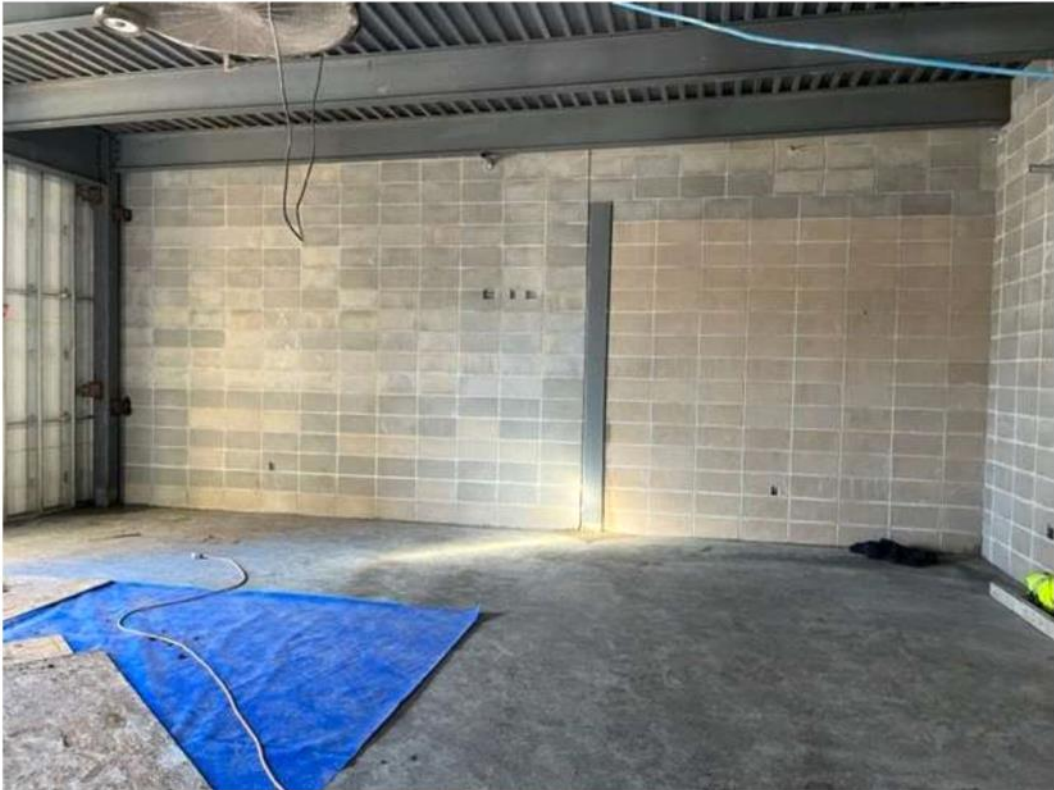
Area A – Interior Construction In-progress (Classroom)



Area B – Exterior Masonry In-progress



Area B – Interior Concrete In-progress



Area B (facing southwest) – Exterior Masonry Construction In-progress



Area – Interior Concrete Construction In-progress



Area B – Roof Construction In-progress



Area B /C – Roof Construction In-progress



Area C – Structural Steel / Steel Stud Construction In-progress



Area C – Structural Steel / Steel Stud Construction In-progress



School Announcements

High School:

<https://brandonvalley.k12.sd.us/bvhs/>

Middle School:

<https://brandonvalley.k12.sd.us/bvms/>

Intermediate School:

<https://brandonvalley.k12.sd.us/bvis/>

Fred Assam Elementary:

<https://brandonvalley.k12.sd.us/fae/>

Robert Bennis Elementary:

<https://brandonvalley.k12.sd.us/rbe/>

Brandon Elementary:

<https://brandonvalley.k12.sd.us/bes/>

Valley Springs Elementary:

<https://brandonvalley.k12.sd.us/vse/>

Inspiration Elementary:

<https://brandonvalley.k12.sd.us/ies/>

Print Shop Report - January 2023

Print Shop Report
2022-23

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	TOTALS	Avg. Student	
CENTRAL OFFICE															CENTRAL OFFICE
Supt. 6375-1													0	0	Supt. 6375-1
Board 6375-2													0	0	Board 6375-2
Secy 6375-3													0	0	Secy 6375-3
B.O. 6375-4													0	0	B.O. 6375-4
Opn. 6375-5													0	0	Opn. 6375-5
Tran. 6375-7													0	0	Tran. 6375-7
PAC 8235													0	0	PAC 8235
HIGH SCHOOL															HIGH SCHOOL
Adm. 3211-1													0	0	Adm. 3211-1
Ed. 3211-2	5,576	40,482	51,799	58,937	47,407	39,967	60,959						305,127	62	Ed. 3211-2
Ath. 3211-3													0	0	Ath. 3211-3
Flex Books 3211-5													0	0	Flex Books 3211-5
MIDDLE SCHOOL															MIDDLE SCHOOL
Adm. 3214-1													0	0	Adm. 3214-1
Ed. 3214-2	28,070	8,995	22,694	30,754	5,570	19,120	8,000						123,203	25	Ed. 3214-2
INTERMEDIATE															INTERMEDIATE
Adm. 6035-1													0	0	Adm. 6035-1
Ed. 6035-2	0	49,155	32,772	16,850	20,950	4,470	20,678						144,875	30	Ed. 6035-2
BRANDON ELEM															BRANDON ELEM
Adm. 6315-1													0	0	Adm. 6315-1
Ed. 6315-2	56,622	73,280	51,259	51,573	42,056	35,636	23,296						333,722	68	Ed. 6315-2
ROBERT BENNIS															ROBERT BENNIS
Ed 8010	6,514	56,081	49,778	21,158	21,534	6,290	12,104						173,459	35	Ed 8010
FRED ASSAM															FRED ASSAM
Ed 1500	16,915	24,086	40,282	37,515	22,685	14,366	50,543						206,392	42	Ed 1500
VALLEY SPRINGS															VALLEY SPRINGS
Adm. 6285-1													0	0	Adm. 6285-1
Ed. 6285-2	3,600	3,462	0	26	534	287	0						7,909	2	Ed. 6285-2
INSPIRATION															INSPIRATION
Ed. 1234-1	7,340	71,206	16,044	8,870	16,602	6,543	11,490						138,095	28	Ed. 1234-1
SP SERVICES															SP SERVICES
Adm. 3446-1													0	0	Adm. 3446-1
Ed. 3446-2													0	0	Ed. 3446-2
8320 - #1 East	69,590	171,720	119,470	121,754	98,904	50,256	87,279						718,973	163	8320 - '21
8320 - #2 West	55,047	155,027	145,158	103,929	78,434	76,423	99,791						713,809	162	8320 - '21
TOTAL	124,637	326,747	264,628	225,683	177,338	126,679	187,070	0	0	0	0	0	1,432,782	326	TOTAL

Copies per student - 4.900

New Machines Installed August 16, 2021

Transportation Report - January 2023

BRANDON VALLEY TRANSPORTATION REPORT 2022-23

Transportation Data	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total 22-23	Same Period 21	Total 21-22
# of Days	20	23	21	19	18	15	19						135	137	229
Student # Daily Avg.	132	1,918	2,014	2,038	2,058	2,076	2,109						12,345	11,607	17,167
Route Miles	-	9,204	37,855	29,974	26,858	21,384	28,807						154,082	168,222	261,455
SpEd Miles	7,852	3,152	7,618	11,393	11,919	6,984	10,242						59,160	70,974	120,699
Sport Act	-	2,192	6,613	4,063	526	1,667	1,899						16,960	14,566	18,155
Other Act	11,643	11,279	8,250	6,323	6,417	7,022	6,783						57,717	56,845	105,817
Band Orchestra FFA															
Plays	202	394	770	3,215	2,535	1,069	2,092						10,277	8,626	2,693
Total Miles	19,697	26,221	61,106	54,968	48,255	38,126	49,823	-	-	-	-	-	298,196	319,233	508,819
Fuel															
Gasoline (gallons)															
Buses	92	120	117	90	93	57	93						662	608	1,002
Vans/Sub	548	492	1,206	1,269	1,166	799	1,243						6,722	7,005	10,903
Pickups	599	611	401	389	407	801	245						3,452	3,499	5,484
Cars	219	183	133	62	40	-	40						677	719	1,516
Other	30	37	33	-	-	5	243						348	-	-
Total Gasoline	1,488	1,442	1,889	1,810	1,706	1,662	1,864	-	-	-	-	-	11,861	11,831	18,905
Diesel (gallons)															
Buses	165	1,333	4,096	3,680	3,238	2,659	3,432						18,603	20,339	31,568
Propane (gallons)															
Buses	-	-	-	-	431	633	721						1,785	-	-
Miles Per Fuel Type															
Gas (Bus)	768	344	1,228	1,019	844	543	798						5,544	5,601	9,470
Diesel (Bus)	1,296	8,456	31,258	27,077	22,345	17,351	22,225						130,008	151,175	329,652
Propane (Bus)	-	-	-	-	1,804	2,048	2,848						6,700	-	-
Vans/Sub	6,422	6,910	20,641	20,577	17,718	11,175	17,169						100,612	108,523	175,976
Pickups	6,164	7,334	3,672	5,224	4,816	6,152	5,627						38,989	36,708	57,600
Cars	5,047	3,177	4,307	1,071	728	857	1,156						16,343	17,226	36,121
Total Mileage	19,697	26,221	61,106	54,968	48,255	38,126	49,823	-	-	-	-	-	298,196	319,233	508,819
AVG MPG															
Gas - Bus	8.3	2.9	10.5	11.3	9.1	9.5	8.6						8.4	9.2	9.5
Diesel - Bus	7.9	6.3	7.6	7.4	6.9	6.5	6.5						7.0	7.4	7.3
Propane - Bus					4.2	3.2	4.0						3.8	-	-
Vans/Sub	11.7	14.1	17.1	16.2	15.2	14.0	13.8						15.0	15.5	16.1
Pickups	10.3	12.0	9.2	13.4	11.8	7.7	23.0						11.3	10.5	10.5
Cars	23.0	17.4	32.4	17.3	18.2		28.9						24.1	24.0	23.8

Other Act includes: Driver's Ed, Summer Rec., and Swimming. etc.
Propane Buses added in October, 2022

Approve 2022-2023 Brandon Valley School District School Improvement Plans

[Brandon Valley High School](#)

[Brandon Valley Middle School](#)

[Brandon Valley Intermediate School](#)

[Brandon Elementary](#)

[Fred Assam Elementary](#)

[Inspiration Elementary](#)

[Robert Bennis Elementary](#)

[Valley Springs Elementary](#)

Brandon Valley High School

Brandon Valley High School



#WeAreBV

School Improvement Plan 2022-2023

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life-long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

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Program Development

The Brandon Valley High School Planning Team consists of representation from building administration, counselors, and teachers. This school planning team was formed to analyze data and review the needs of the high school. This team met to review the limited data provided by the South Dakota Department of Education.

Brandon Valley High School Planning Team

Mark Schlekeway, Principal
 Jordan Paula, Associate Principal
 Mitzi Moore, Associate Principal
 Kara Likness, Counselor
 Dan Canfield, English Department
 Emily Carroll, Math Department
 Lisa Fuccello, Science Department
 Diane Sturgeon, Social Studies Department
 Missy Johnson, CTE Department
 Kelly Neeman, Special Education Department

After further revisions and approval by the local board of education, this plan will be implemented and made available on the district website to all stakeholders.

Brandon Valley High School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing and implementing the Brandon Valley High School Improvement Plan. These meetings have included sessions with administrators and faculty.

2020-2021 School Year

Annual Review	9/26/2022	High School Administration/Counselors met to review previous SIP and began discussion of a new SIP Plan for BVHS.
Review/Revision	10/03/2022	The High School Planning Team met to review corrections and further discuss improvements needed for SIP based on the limited data results.
Review/Revision	10/10/2022	High School staff in-service data dig.
Review/Revision	10/11-10/19, 2022	Individual department review of final plan for specific feedback (subject specific).
Approval BV BOE	10/24/2022	BV Board of Education
Implementation of Plan	TBD	BVHS School
Released to Public	TBD	Dr. Jarod Larson, BV Superintendent

This plan is designed to be on-going and will be reviewed periodically to make changes that are necessary to maximize student achievement.

Brandon Valley High School Profile

Brandon Valley High School is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena with the district covering 128 square miles of Minnehaha County. Brandon Valley High School is made up of approximately 1400 students in grades nine through twelve. Over 96% of students attend classes on-site with approximately 4% of the students attending classes at alternative sites. Due to COVID-19 and/or other health related reasons, approximately 21 students are completing coursework through our Brandon Valley Distance Learning Academy during the 2022-23 school year. An additional 35 students are enrolled at our alternative school, Teachwell Academy in Sioux Falls. It is worth noting that this will be the final year for the Brandon Valley Distance Learning Academy. The students at Brandon Valley High School are offered a balanced curriculum and extra-curricular activities that meet the needs of the young adolescent (See Appendix A).

There is an active Senior Parent Organization, various booster clubs, a Senior Leadership Team, Serve and Learn Student Association, Students Against Destructive Decision-making, Peer Helpers, Best Buddies, National Honor Society, National Math Honor Society, Student Council, Hope Squad, various athletic teams, fine arts activities, and clubs which all provide many opportunities that can make high school a positive educational and social experience.

The current high school facility was opened in the fall of 1968. Additions of a performing arts center, commons, library, thirteen classrooms, gymnasium, locker rooms, weight room, and expansion of the kitchen and various remodels have been done over the past forty years. The newest completed projects include a new high school office with secure entrance, a chorus room, scene shop, and the remodeling of a half dozen rooms. Brandon Valley High School broke ground in June of 2022 on a new addition that will include 22 classrooms. This project will be completed in the summer of 2023 and ready for the 2023-2024 school year.

State Report Card results can be found at the South Dakota Department of Education website at: <http://doe.sd.gov>.

Brandon Valley High School Demographic Data

As shown in the chart below, Brandon Valley High School has a small percentage of ethnic diversity as well as limited poverty. In recent years we have seen an increase in the number of students receiving special education services.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
HS Enroll	1085*	1129*	1221*	1327*	1299*	1344*
HS SpEd	84 (7.7%)	110 (9.7%)	116 (9.5%)	126 (9.5%)	132 (10.2%)	148 (11.0%)

*On-campus

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
White	91.2% (990)	89.4% (1009)	89.1% (1088)	88.1% (1169)	89.4% (1162)	88.1% (1184)
Non-white	0.003% Native Am. (3) 2.30% Hispanic (25) 1.11% Asian (12) 2.67% Afr. Am (29) 2.21% 2/More (24) 0.18% Haw/Pac (2)	0.003% Native Am. (4) 3.01% Hispanic (34) 1.68% Asian (19) 2.57% Afr. Am (29) 2.83% 2/More (32) 0.17% Haw/Pac (2)	0.002% Native Am. (3) 2.94% Hispanic (36) 1.55% Asian (19) 3.19% Afr. Am (39) 2.95% 2/More (36) 0.00% Haw/Pac (0)	0.4% Native Am. (5) 3.1% Hispanic (41) 1.81% Asian (24) 3.62% Afr. Am (48) 3.01% 2/More (40) 0.00% Haw/Pac (0)	0.46% Native Am. (6) 2.6% Hispanic (34) 1.62% Asian (21) 2.39% Afr. Am (31) 3.39% 2/More (44) 0.07% Haw/Pac (1)	0.52% Native Am. (7) 3.0% Hispanic (40) 1.57% Asian (21) 3.57% Afr. Am (48) 3.13% 2/More (42) 0.15% Haw/Pac (2)
Econ. Disadv.	16.15%	13.78%	14.00%	11.47%	6.00%	11.8%
Migrant	0 (0)	0 (0)	0(0)	0(0)	0(0)	0(0)

	2017-18	2018-19	2019-20	2020-21	2021-22
In School Suspension	21	16	23	16	56
Out School Suspension	36	36	32	48	53
Expulsions	2(0.02%)	0 (0.0%)	0 (0.0%)	0(0.0%)	0(0.0%)
Graduation	96.86%	96.44%	98.03%	96.01%	94.12%

Brandon Valley High School Performance Index (SPI)

Due to COVID-19, SPI scores for other schools were not released for the 2021-22 school year at the time this plan was created. We are now able to access our own SPI score, but that score can't be compared with other schools in the state at this time. We will utilize the data from the 2021-22 school year along with previously reported data from the 2018-19 school year to recognize opportunities to increase overall student achievement.

Category	2022 Points Earned	2021 Points Earned	2020 Points Earned	2019 Points Earned	2018 Points Earned	2017 Points Earned
Student Achievement						
Student Achievement Total	38.00	N/A	N/A	37.08	36.88	28.08
Completion Indicator Total	24.00	N/A	N/A	24.54	24.20	29.11
College & Career Readiness	20.90	N/A	N/A	21.41	19.95	24.11
English Language Proficiency	5.90	N/A	N/A	5.17	4.82	n/a
BVHS TOTAL	88.80	N/A	N/A	88.18	85.85	81.30
'AA' Average SPI	N/A	N/A	N/A	76.90	74.85	69.97
State SPI	N/A	N/A	N/A	79.70	78.54	64.15

Responsibilities for Increased Student Achievement

Brandon Valley High School	Brandon Valley School District	South Dakota Department of Education
<ul style="list-style-type: none"> • Provide instruction on state content standards • Monitor student achievement progress • Involve parents/guardians in their child's education • Provide supports for student success • Supporting staff instructional strategies through observations and feedback. 	<ul style="list-style-type: none"> • Provide in-service time, released time and training for professional development • Provide quality curricular resources • Write policies to ensure a quality education 	<ul style="list-style-type: none"> • Provide state assessment & results • Provide data analysis assistance through the South Dakota Assessment Portal (STARS)

Comprehensive Needs Assessment

An overview of the previous year's data from the State of South Dakota Report Card was reviewed. The high school administration and counselors examined the results in every portion of the School Performance Index that was reported on this year.

This year's BVHS School Improvement Plan will continue to put an emphasis around the areas measured by the School Performance Index and ACT scores. Focus will continue to be placed on preparing juniors for the South Dakota assessment and the ACT and preparing the seniors for the ACT and NCRC exams. All Brandon Valley High School sophomores will all be taking the Pre-ACT for the first and this data will provide additional information for future opportunities for growth. As in the past, instruction to match the state standards will continue to be implemented by teachers across the curriculum.

Strengths and Weaknesses

Brandon Valley High School has a commitment to excellence in all areas. A focus on areas of strength and weakness is necessary to maintain a high standard.

Strengths:

- The four-year cohort graduation rate is 94%.
- The high school completion rate is 98%.
- We have a large percentage of students taking the ACT exam and continue to achieve ACT results that exceed state and national averages.
- We continue to achieve well above the state average with respect to state assessments.
- Currently, 98.4% of high school teachers are highly qualified.
- Professional development opportunities are available to all of our staff throughout the school year.
- Teachers implement a variety of instructional strategies to help all learners succeed in an ever changing world.
- Parents/Guardians are involved in the education of their child as evidenced by their use of Family Access to view the on-line student information system and their attendance at parent teacher conferences.
- Teachers have utilized the SLO process to measure growth and adjust instructional strategies as needed.
- We provide opportunities for students to help students through the implementation of a tutor assistance program spearheaded by Mu Alpha Theta.
- Each student is provided with a computer and on-site internet access.
- The high school provides a range of courses including on-site dual enrollment, traditional, and remedial courses.
- Students may also take courses at a local career technical institute due to a partnership with a neighboring district.
- The high school offers credit recovery classes taught and facilitated by content specific teachers for students that have fallen behind.
- We offer an on-site summer school program that allows many students to recover credit and remain members of their graduating class.

Challenges

- Finding enough professional development time to continue to train teachers to use instructional techniques to motivate students to achieve their potential in an ever-changing society.
- Lack of time for collaboration, team meetings, practice, professional development, curriculum meetings. We are addressing this with a new PD plan for the next three years.
- We continue to see an increase in mental health related concerns with our students. We are having to devote more time, energy, and resources to mental health related issues at Brandon Valley High School.
- Keeping distance learning students engaged and on track for on-time graduation. This is a major area of concern with our current sophomore and junior distance learners. We will monitor this closely during the 2022-23 school year.
- Diversity of the student population is changing faster than diversity of the staff population.

South Dakota Assessment ELA Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Dan Canfield, and English Department

2022-2023 ELA Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 84% of all juniors taking the South Dakota Assessment for ELA in April 2023, will demonstrate proficiency by scoring a 3 or 4. In addition, staff will discuss additional intervention strategies to help close the achievement gap between male and female students.

Needs Assessment Performance, Perceptions, Demographic					
ELA	STATE 2021-22	BVHS 2019-20	BVHS 2020-21	BVHS 2021-22	+/-
All Stud Results:	51.39	No Data	84.27	82.57	-1.7
Female Students	56.30	No Data	87.79	84.77	-3.02
Male Students	46.74	No Data	81.29	80.39	-0.99

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ English staff will continue to provide students with instruction that increases the understanding of standards. ★ English staff will continue to utilize No Red Ink Grammar Program and Vocabulary Workshop. ★ Provide intensive review of English standards prior to major ACT test dates. ★ SRP Time to allow students to seek teacher assistance. ★ English staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction. ★ English teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments.

South Dakota Assessment Math Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Emily Carroll, and Mathematics Department

2022-2023 Math Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 74% of all juniors taking the South Dakota Assessment for Math in April 2023, will demonstrate proficiency by scoring a 3 or 4. In addition, staff will discuss additional intervention strategies to help close the achievement gap between male and female students.

Needs Assessment Performance, Perceptions, Demographic						Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
Math	STATE 2020-21	BVHS 2019-20	BVHS 2020-21	BVHS 2021-22	+/-			
All Stud Results:	42.75	No Data	67.13	72.70	+5.57	<ul style="list-style-type: none"> ★ Math staff will continue to provide students with instruction that increases the understanding of standards. ★ Algebra 1 and Pre-Algebra students will continue to use ALEKS to address student achievement levels. ★ Provide intensive review of math standards prior to major ACT test dates. ★ SRP Time to allow students to seek teacher assistance. ★ Math staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction.. ★ Math teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments
Female Students	41.29	No Data	62.60	70.86	+8.26			
Male Students	43.13	No Data	70.97	74.51	+3.54			

South Dakota Assessment Science Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Lisa Fuccello, and Science Department

2022-2023 Science Goals:

Brandon Valley High School students did take the South Dakota Assessment for Science in the Spring of 2022. We are still limited by the data results as not all data has been released with respect to Science. Brandon Valley High School Staff will improve instruction and test taking skills so that 70% of all juniors taking the South Dakota Assessment Science exam in April 2023 will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment Performance, Perceptions, Demographic						
SCIENCE	STATE 2021-22	BVHS 2018-19	BVHS 2019-20	BVHS 2020-21	BVHS 2021-22	+/-
All Stud Results:	49.81	49.00	No Data	No Data	68.02	NA

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ Science staff will continue to provide students with instruction that increases the understanding of standards. ★ The science department has implemented PLTW courses to address student interest in health care related careers. ★ Provide intensive review of science standards prior to major ACT test dates. ★ SRP Time to allow students to seek teacher assistance. ★ Science staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction. ★ Science teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments.

College or Career Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Michelle Stemwedel, Kara Likness, and Hannah Willman

2022-2023 College and Career Performance Goals:

A significant percentage of the BVHS students take the ACT prior to graduation. Also, the State now uses Accuplacer, NCRC, and South Dakota Assessment scores to determine college readiness for students that did not take the ACT. Brandon Valley High School Staff will improve instruction and test taking skills so that 80% of the students will be considered College & Career Ready. It is worth noting that the Coursework Readiness formula changed for the 2021-22 school year.

Needs Assessment Performance, Perceptions, Demographic				
Coursework Ready	2020	2021	2022	+/-
	81	89	85	-4
Assessment Ready	2020	2021	2022	+/-
	83	70	82	+12
College & Career Ready	2020	2021	2022	+/-
	70	65	79	+14
ACT Ave. Comp	2020	2021	2022	+/-
Seniors	23.2	23.4	23.7	+0.3
ACT Ave. English	2020	2021	2022	+/-
Seniors	22.5	22.3	22.8	+0.5
ACT Ave. Reading	2020	2021	2022	+/-
Seniors	23.4	24	24.2	+0.2
ACT Ave. Math	2020	2021	2021	+/-
Seniors	23.5	23.2	23.5	+0.3
ACT Ave. Science	2020	2021	2022	+/-
Seniors	23.0	23.4	24.1	+0.7

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ An ACT prep course is offered at student expense through District Community Education. ★ Students taking the ACT will have an opportunity for review during their TEAM time during the weeks prior to the test. ★ Teachers will use released ACT questions as review in their subject matter when appropriate. ★ Teachers will create test questions that mimic the style used on ACT exams and use those questions in quizzes and tests. 	<ul style="list-style-type: none"> ★ Counselors will monitor the progress of students' ACT results. ★ Junior teachers will utilize retired ACT test questions to guide and inform students of discovered gaps. ★ The National Career Readiness Certificate Assessment will be given to all senior students. ★ All sophomore students will take the Pre-ACT in the Spring of 2023. This will be the second time BVHS has done this. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development on the ACT and NCRC assessments. This professional development will be on-going. ★ Researching and considering a partnership with Career Launch.

Four-year Graduation Cohort and High School Completion Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Michelle Stemwedel, Kara Likness, and Hannah Willman

2022-2023 Four-year Graduation Cohort and High School Completion Goals:

Brandon Valley High School Staff has a goal that 98% of all students will graduate in a four-year time frame and 99% of all students will complete high school by the age of 21.

Needs Assessment Performance, Perceptions, Demographic								Interventions/Strategies to meet this goal	Staff Development Needs to meet this goal
	2018	2019	2020	2021	2022	+/-			
Grad Rate:	97.0	97.0	98.03	96.01	94.12	-2.02	<ul style="list-style-type: none"> ★ Counselors will meet with individual seniors at each grading period (mid-term and quarter) that are struggling in classes that are necessary for their graduation. ★ Parent/student/staff meetings will be held for students that rise to at-risk levels. ★ Optional instructional programs will be provided for students that have failed courses required for graduation. ★ Teachers will be provided more in-depth information on the at-risk students in their classes. 	<ul style="list-style-type: none"> ★ Administrators and counselors will be provided professional development opportunities to get a clearer understanding of impediments to graduation and programs that can help at-risk students. ★ Teachers will be provided staff development to help them to better serve their at-risk population. 	
Comp Rate:	97.0	100	98	99	97.94	-1.06			

Strategies to Improve Student Performance

We will continue to review best practices and scientifically based research strategies that are proven to increase student achievement. These strategies are implemented as resources allow. Several professional development classes are offered throughout the school year to help assist teachers with implementing new ideas in all areas of instruction.

South Dakota Assessment Strategies:

Teachers have received training on South Dakota Assessments, and throughout the year will implement South Dakota assessment type questions into assessments. New staff will work with their teacher mentor making sure they fully understand expectations for questioning and discussion topics. Specialized courses have been created to meet the needs of students who need additional assistance and guidance in particular subject matters. We continue to offer classes and instructional tools to our students in English and math that we believe will result in positive educational outcomes. Over the past four years, these course offerings have encompassed students from freshman to senior year. Additional time in the form of a Student Responsibility Period has been created for all students to allow them greater access to teachers for additional assistance.

Science Strategies:

Even though science assessment results were not a part of the data released in October, we will continue to look for ways to improve student achievement. Science staff members will use ACT results to guide instruction to increase student achievement. The expansion of science electives in the area of Project Lead The Way and our partnership with STC, will raise student achievement by actively engaging students in hands-on learning experiences. In our third year of Project Lead the Way, we have a record number of students taking two science courses. We will continue to look at future opportunities for expansion with respect to course offerings in coming years. It is our goal to allow more students to earn two CTE credits in the life science cluster (a Career Readiness standard), introducing students to science careers and expanding science education.

ELL Strategies:

EL students will be able to improve their ACCESS 2.0 composite scores and reach growth goals. In order to reach these goals BVHS staff will use the following strategies and plans to support students in growth to mastery of English language proficiency.

1. Annually at the beginning of the year BVHS staff will review students' CAN DO levels and annual growth goals.
2. BVHS staff will provide comprehensible and critical thinking instruction, along with interaction opportunities within the students' CAN DO levels +1.0 to continue working on growth goals. (see 3 differentiation principles)
3. Post daily Learning Objectives: Language Objectives and Content Objectives. Posting language goals supplies students' direction in what their language structures should look/sound like along with which key content vocabulary should be used in responses

(written/verbal). Content objectives supply students with purposeful focus on their instructional path and significance of content/curriculum.

- a. Resource: achieve the core
2. Encourage the use of C-E-R. Students learn to RESTATE questions and write/speak their CLAIM in a complete sentence. Students will explain their source of EVIDENCE and finally apply their REASONING/JUSTIFICATION as to how their evidence connects/supports their claim.

Teachers model and teach how to use C-E-R.

<p><u>Claim/Answer:</u> (always use words from the QUESTION in your claim.) (Restate the question into a sentence/statement).</p> <p>A statement/sentence that gives your opinion/thoughts/answer. USE CONTENT VOCABULARY</p>	<p>Example question: How do covalent bonds form? Example students claim: <u>Covalent bonds form when two nonmetal elements from the periodic table share electrons.</u></p> <p>Step 1: Eliminate the question words and question mark Step 2: <u>Rewrite your claim/answer using the words from the question.</u> Step 3: <i>Provide your claim/answer.</i></p>
<p><u>Evidence:</u> <u>TYPES OF EVIDENCE:</u> Pictures-visuals, images, illustrations Lecture-teacher talk Data-numbers, graphs Notes Citations page #s-text evidence-quotes Videos Articles</p> <p>Anything to help support your claim/answer. SPECIFICS</p>	<ul style="list-style-type: none"> • The text states... • The illustration shows... • According to the <u>(Type of Evidence)</u> • One piece of evidence to support my claim is _____, because... • • For instance, the ___(type of evidence)___shows.. • An example would be... • This supports my claim because..
<p><u>Reasoning/Justify</u> Explain in YOUR OWN WORDS how the evidence PROVES your CLAIM to be correct. Paraphrase!</p> <p>Use CONTENT vocabulary</p>	<ul style="list-style-type: none"> • Based on this evidence, I can conclude <u>(your claim)</u> because <u>(my analysis)</u> • <u>This is significant because (how it connects to your claim)</u> • For this reason, I can explain <u>(how it connects to your claim)</u> • This is why <u>(how it connects to your claim)</u>

3. BVHS will differentiate to support comprehension, interactions, and critical thinking for ELs. Three Principles of Differentiation: Comprehensibility, Interaction, and Critical Thinking. Background Knowledge and Sociocultural Content is included when differentiating and using the following strategies.

Comprehensibility: How do we get a message and content beyond just listening?

Teachers can provide visuals, manipulatives, gestures, organizers, multimedia/videos with captions, interactive word walls, project based learning opportunities, and writing/displaying key points, anchor charts, etc.

- Teachers can ask students to use actions to remember content vocabulary.
- Teachers can have students repeating/echoing content vocabulary.
- Teachers can repeat and use content vocabulary multiple times in a class period.
- Teachers can have students respond using the content vocabulary after modeling.
- Teachers can be animated and engaging while using gestures and body language.
- Teachers can model using the vocabulary in context through stories.
- Teachers can model language structures by providing sentence stems/starters and response frames (provided during interaction time).
- Teachers can supply manipulatives--sentences and cards to cut/sort.
- Teachers can teach the text backwards. Students are front loaded with background knowledge, hands on projects/experiences, content vocabulary, supply videos, and finally, complete reading/text.
- Teachers project a model of finished work. (presentation, paper, project)

Resources:

[GO-TO-STRATEGIES](#)

Interaction: English Learners must use the language to learn the language--ELs need quality engagement with peers and teachers. Teachers provide more opportunities for students to engage in using content; think-pair-share, turn and talk. Discussions need STRUCTURE: How to provide structure: --sentence starters/sentence stems/response frames. Students know how to start and can add justification/reasoning for their answers. Expectations are clear and students will be using higher levels of language. Furnish your modeled response. How should it look, sound, and feel?

Resources:

[Visible Thinking in action](#)

[GO-TO-STRATEGIES](#)

[Classroom Conversation tools](#)

Critical Thinking: English Learners need opportunities to build their critical thinking skills while exploring a variety of means to express their thinking. CAN DO descriptors provide the opportunity for us to maintain the content at a high level, but students can justify their answers at their CAN DO levels. (draw, build a model, communicate thinking in their first language, project-based learning). Accept various ways for students to demonstrate their knowledge. Create opportunities that build on habits for observing, analyzing, and questioning.

Resources:

[Using Visible Thinking: Project Zero Harvard](#)

[Visible Thinking in action](#)

ACCESS 2.0 Practice Test: <https://wbte.drctdirect.com/WIDA/portals/wida>

ACT Strategies:

A variety of strategies are implemented at BVHS to assist our students in achieving the highest results on this important assessment. All BVHS sophomore students will take the Pre-ACT for the first time this April. Data received from the Pre-ACT test will allow our staff to utilize additional data to help drive instruction decisions. Additionally, an ACT prep course is offered at student expense through Community Education. Students taking the ACT will have opportunities for review during their TEAM and SRP times during the weeks prior to the test. Teachers will use released ACT questions as review in their subject matter when appropriate. Teachers will create test questions that mimic the style used on ACT exams and use those questions in quizzes and tests. Seven released tests are available to teachers for use in the classroom. We will make the April ACT our prime test, encouraging teachers of juniors to review relevant information for the few weeks leading up to that test.

The Social Studies Department will implement rigorous reading passages (primary or secondary) with discussion questions that will provide students with opportunities to develop a better understanding of critical reading skills necessary for the reading portion of the ACT test. Teachers will be required to do this once per unit, but more readings can be utilized at teacher discretion.

Graduation and Completion Strategies:

Traditionally Brandon Valley High School has had one of the highest graduation rates amongst schools in South Dakota. A variety of strategies are implemented at BVHS to assist our students in their goal to graduate. Counselors will meet with individual seniors at each grading period (mid-term and quarter) that are struggling in classes that are necessary for their graduation. Parent/student/staff meetings will be held for students that rise to at-risk levels. Optional instructional programs will be provided for students that have failed courses required for graduation. Teachers will be provided more in-depth information on the at-risk students in their classes. Students struggling academically will be placed into a mandatory study period at the end of the school day. With distance learning opportunities available to students, staff will closely monitor students not engaged academically and intervene if and when necessary.

Instruction by Highly Qualified Staff

The Brandon Valley School District attracts and recruits highly qualified professionals through a variety of recruiting methods and job notifications. We will continue to advertise all job openings within the district website and through the Associated School Board website, as well as contacting higher education institutions. Brandon Valley implements non-discriminatory practices when hiring staff.

Teachers must meet the state requirements for highly qualified staff. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children.

Professional Development

The 2022-2023 Brandon Valley School District's professional development focus is on Collaborative Learning Communities (CLCs). CLCs engage in collaborative work that focuses on best practices in the areas of curriculum, instruction, and assessment. CLCs will increase an individual's professional capacity in the areas of curriculum and instruction, through positive, professional, and collaborative communications within each small group. The Brandon Valley School District Strategic Plan (2018-2023) places an emphasis on supporting highly effective teachers, leaders, and staff by providing relevant and personalized professional development that is responsive to need.

Teachers new to the district will be assigned a mentor. First and second year teachers will take part in the mentor program put on by the South Dakota Department of Education. All veteran teachers new to the district, will take part in a district-run mentoring program. The purpose of the mentor is to help new teachers in the district become competent and confident in professional practices in the classroom and help them be successful within each school. The benefits of the program for new teachers includes feedback about components of effective teaching and instructional strategies; positive attention, support, and encouragement; reassurance that he/she is developing professionally; and coaching from administrators.

Parent Involvement and Education

The parent involvement policy is included in the student handbook and in Appendix B. The district posts the Up-Front, a quarterly district newsletter; the annual school calendar; and on the district website. Biweekly messages (Link to the Lynx) are emailed to all high school parents and posted on the high school website. Parents are notified of their student's grades at mid-term and each quarter. Parent-teacher conferences are held in the fall and spring. Family Access, the school's grading program, is available on-line for parent use. The high school has teacher lesson plans posted on the school's website. All staff email addresses are published on the school's web page. The High School has a Facebook page that is used to inform students, parents, alumni, community members. The South Dakota Parent Involvement Survey is sent out annually to parents of students with special needs.

Transition

A transition plan is in place for students at all levels.

Transition to High School

- To begin the transition to high school, the high school hosts a spring informational registration night for parents of current 8th grade students.
- In addition, all eighth graders come to the high school during a school day in the spring for an orientation, lunch, and building tour.
- Eighth graders meet with high school counselors to schedule classes in the spring of each year.
- All incoming freshmen are invited to attend "Unity Day," which is directed by the high school administration and senior class.

In addition to existing transition activities, special education transitions are addressed through student IEP and Section 504 meetings. If necessary, additional visits to their new school are scheduled to assist in their transition.

Monitoring/Evaluation (Additional Support)

Assessment results from the South Dakota Assessments and ACCESS 2.0 are evaluated prior to school starting in the fall, if finalized and released by the South Dakota Department of Education. Brandon Valley district and school reports are provided to staff to obtain a focus for the new school year. Training opportunities will be provided to all teachers and administrators with respect to the updated assessment portal. Special Education, Teacher Assistance Team (TAT)/504, and ELL students are identified, and their plans are reviewed by staff to implement for the success of those students. All teachers attend curriculum subject area meetings to focus on South Dakota State Standards implementation. Teachers attend team meetings where they discuss additional help for struggling students. Interventions are as follows: one-on-one help during study hall, recovery, and before/after school tutoring assistance. Students who continue to struggle are referred to TAT for further support and interventions. All staff members are provided a tablet computer and on-going training to assist with instruction and assessment.

Fiscal Requirement

Teachers have been provided quality professional development, release time has been, and will be, provided for teachers to work on curriculum, assessment, and instructional strategies. Substitute costs will be covered through district or state funds. District level administrators and/or teachers trained in effective strategies will be available to meet with groups of building level teachers. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows.

Budget Summary 2023 - 2024

<u>Item Description</u>	<u>Cost</u>
3.0 FTE Additional Teaching Staff TBD	\$ 195,000.00

These positions would maintain class sizes in many areas as the 2023-2024 enrollment is expected to exceed the 2022-2023 enrollment by over 50 students.

Ongoing Program Development

This school improvement plan is being developed and written within the time frame for 2021-2022. It is written for utilization during the 2022-2023 school year and will be reviewed throughout the school year. It will be submitted to the school board for approval on October 24, 2022.

Timeframe

August 16, 2022	New Staff District Orientation
August 18, 2022	Building Level Meeting
August 22, 2022	Staff Retreat (STC)/Math Training
August 23, 2022	Grade Level Meetings – Welcome Back (Dr. Larson)
October 10, 2022	BVHS Staff Data Retreat/Challenging Behaviors/CLC Meetings.
January 16, 2023	CLC Meetings
March 31, 2023	Staff In-Service (TBD)
May 26, 2023	Teacher Workday

APPENDIX A

BRANDON VALLEY HIGH SCHOOL CURRICULUM for 2022 - 2023

- GRADE 9 Math 1.0, Science 1.0, English 1.0, Speech .5, Physical Education .5, Geography .5, Electives/other course needs 1.5, Health
- GRADE 10 Math 1.0, Science 1.0, English 1.0, World History .5 Electives/other course needs 2.5
- GRADE 11 Math 1.0, Science 1.0, English 1.0, Electives/other course needs 3.0
- GRADE 12 English 1.0, Electives/other course needs 4.0

All students wishing to graduate from Brandon Valley High School are required to earn 22.0 credits to graduate.

These credits include

- 4.5 English
- 3.0 Math
- 3.0 Science (Laboratory)
- 3.0 Social Studies
- 0.5 Computer
- 1.0 Fine Arts
- 0.5 Physical Education
- 0.5 Personal Finance/Economics
- 1.0 CTE and/or World Language
- 5.0 Electives
- 0.0 Health is taken at the MS level

Brandon Valley High School offers a wide range of electives aimed at various student ability levels and interests. These opportunities include courses taken at the Sioux Falls Career and Technical Academy, dual enrollment courses offered through area universities and colleges, and Rising Scholars courses offered on the high school campus through a partnership with the South Dakota Board of Regents and Northern State University. The new state-mandated graduation requirements and endorsements are now fully implemented.

APPENDIX B

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The school district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support students' efforts and provide techniques designed to assist their students with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

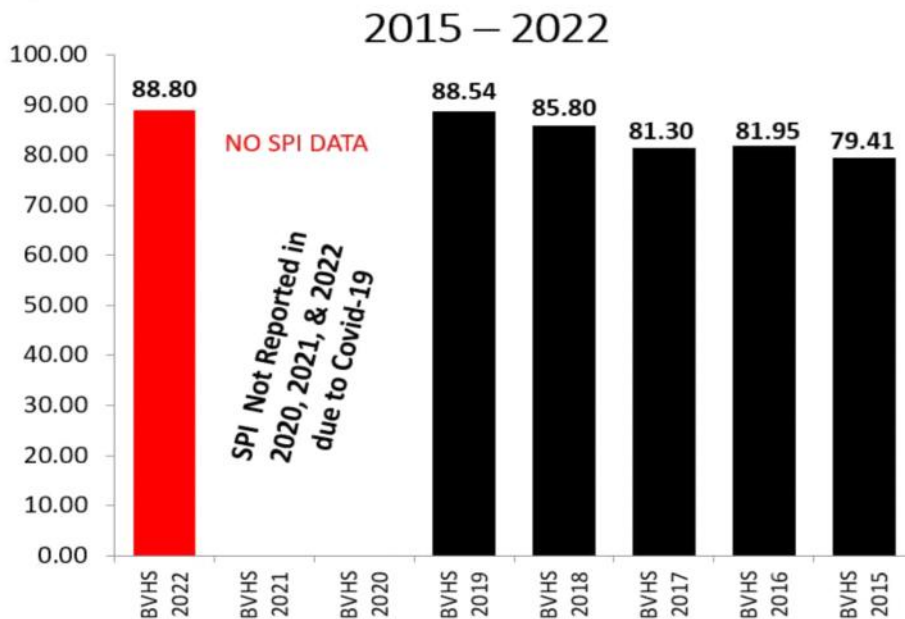
These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

APPENDIX C

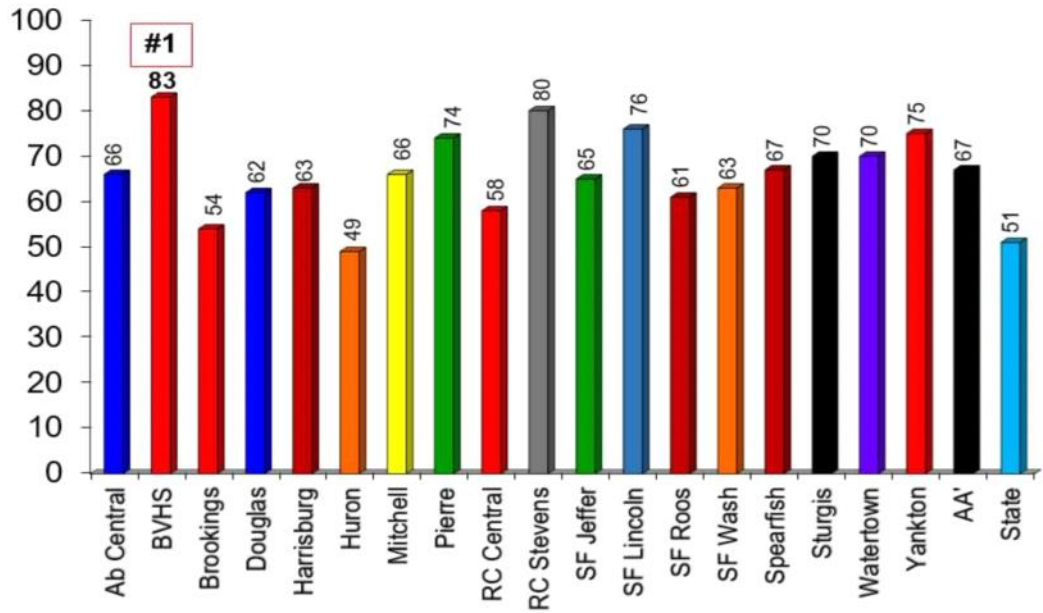
2022 BVHS
SCHOOL PERFORMANCE INDEX

Student Achievement – ELA & Math	38/40
High School Graduation & Completion	24/25
College & Career Readiness	20.90/25
English Language Learners	5.90/10
School Performance Index	88.80/100

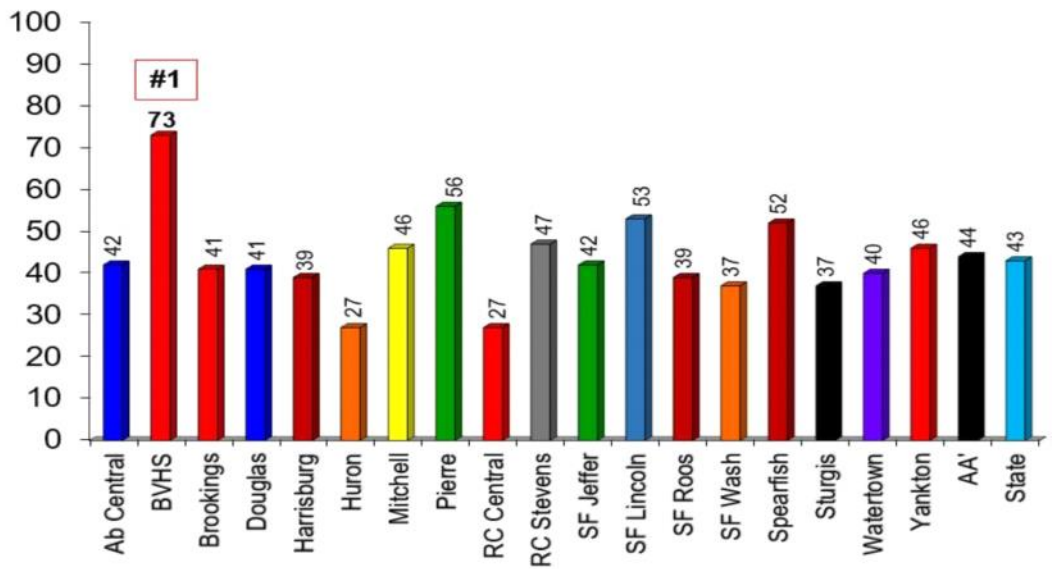
SCHOOL PERFORMANCE INDEX BVHS



CLASS 2022 'AA' GR 11 ELA % LEVELS 3 & 4



CLASS 2022 'AA' GR 11 MATH % LEVELS 3 & 4



Indicator #2 High School Completion

This is the percent of students in the most recently completed school year who have attained a diploma or GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates). This also includes students who obtained an alternate credential before age 21, namely the GED.

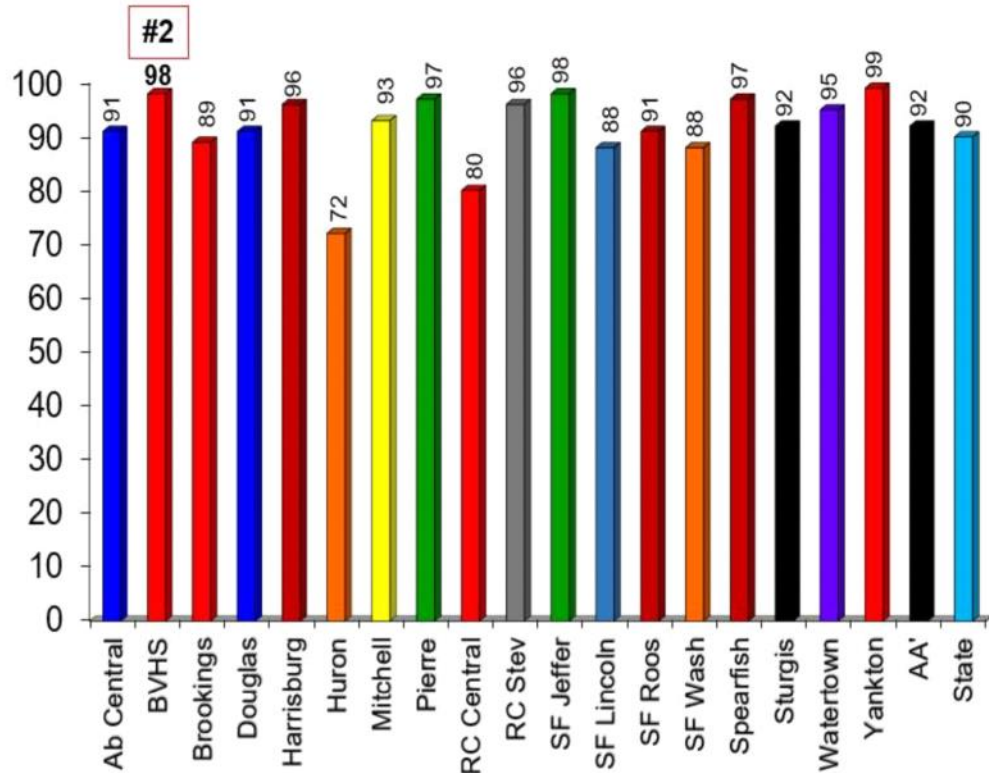
Calculation

Numerator = Number of students who obtained a high school diploma or GED in the most recently completed school year

Denominator = Dropouts (Grade 9 dropouts in 2018-19 + Grade 10 dropouts in 2019-20 +
Grade 11 dropouts in 2020-21 + Grade 12 dropouts in 2021-22) +

the number of students who obtained a high school diploma or GED in the most recently completed school year

2022 HIGH SCHOOL COMPLETION 'AA' PUBLIC HS



Indicator #3 On-Time Graduation Rate

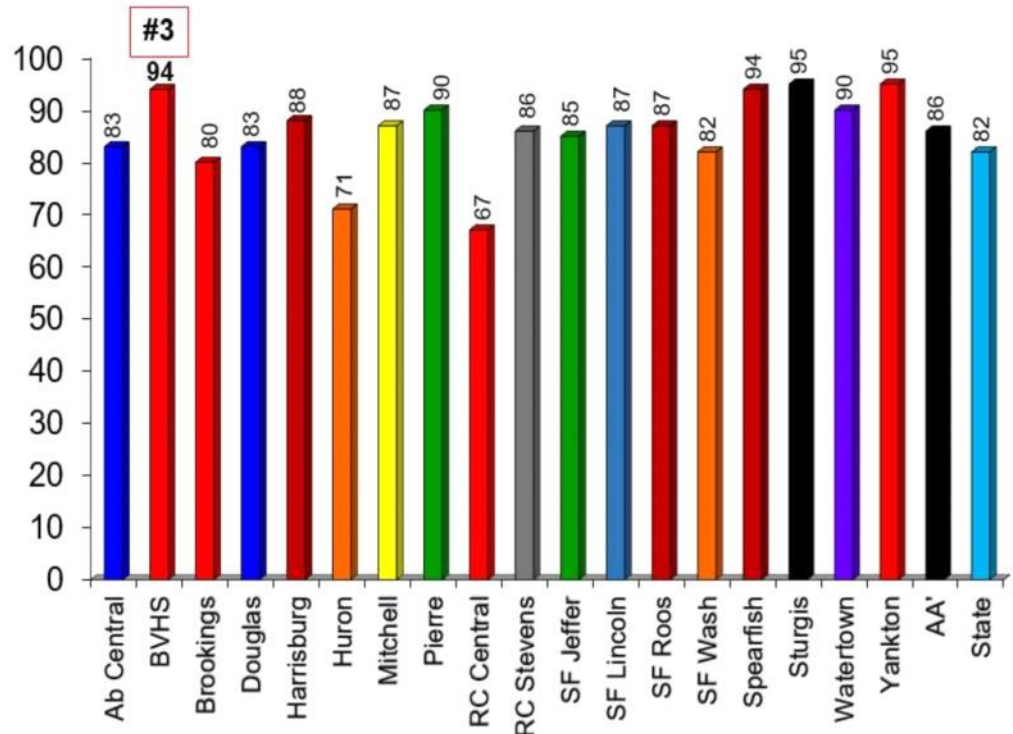
Students that continue their high school education beyond four years, those that finish with a GED, and those that dropout are all counted against the Four-Year Graduation Rate.

Calculation

Numerator = Number of cohort members who graduate within four years from their first point of entry into 9th grade (fall 2018) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2018), plus students who transfer in, minus students who are removed from the cohort during the school years 2018-19, 2019-20, 2020-21, and 2021-22

2022 On-Time Graduation Rate 'AA' HS



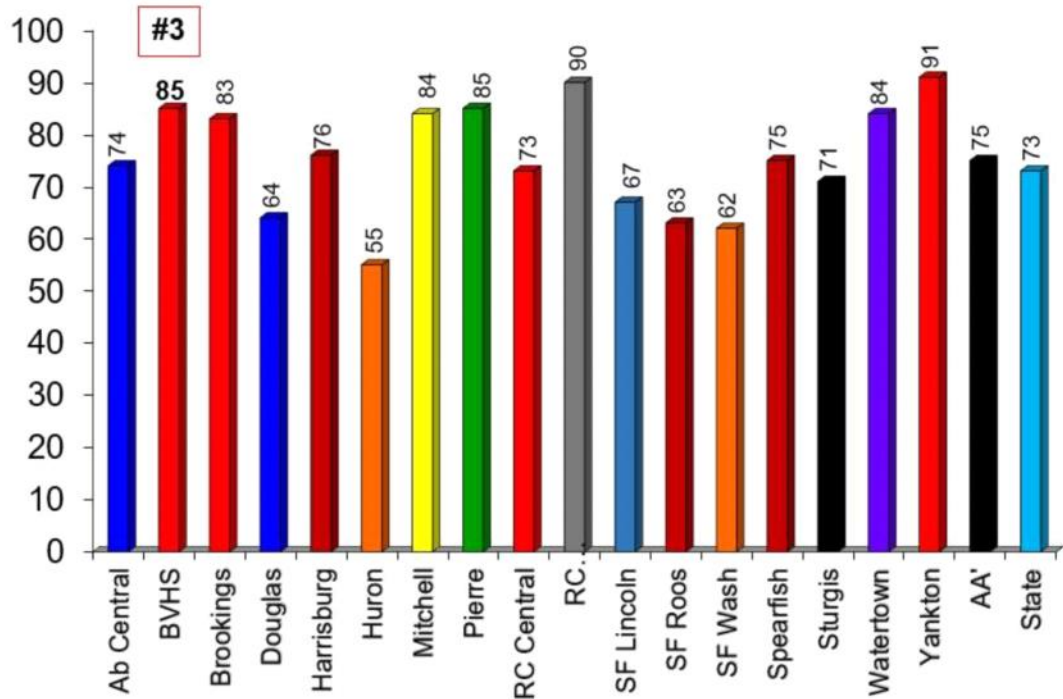
Indicator #4 College and Career Readiness

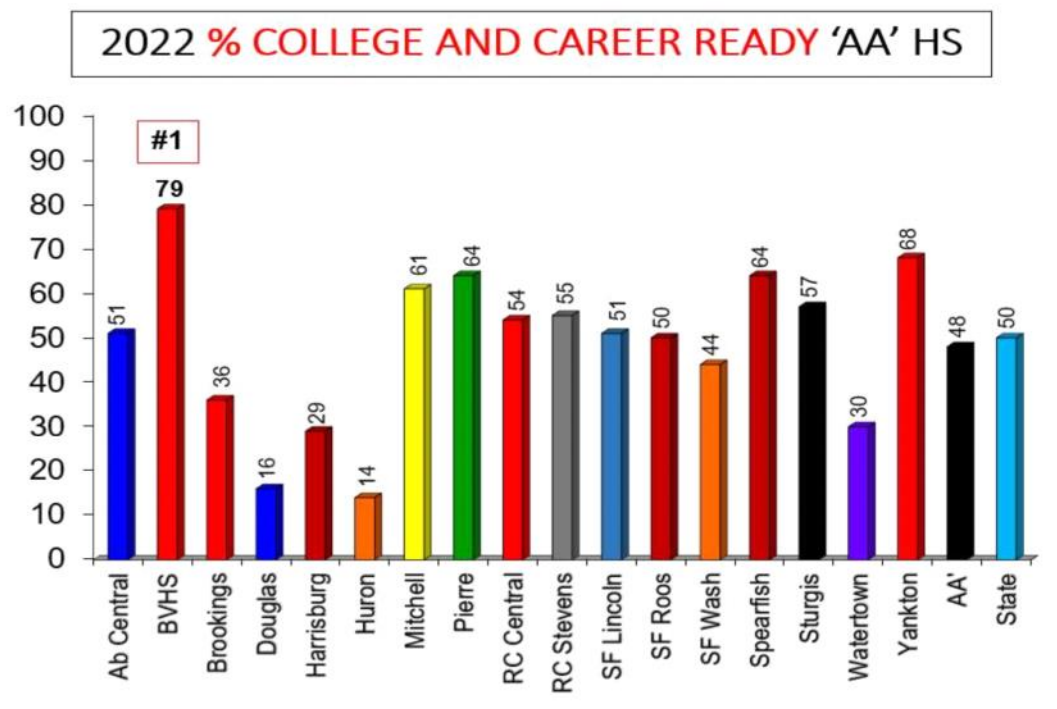
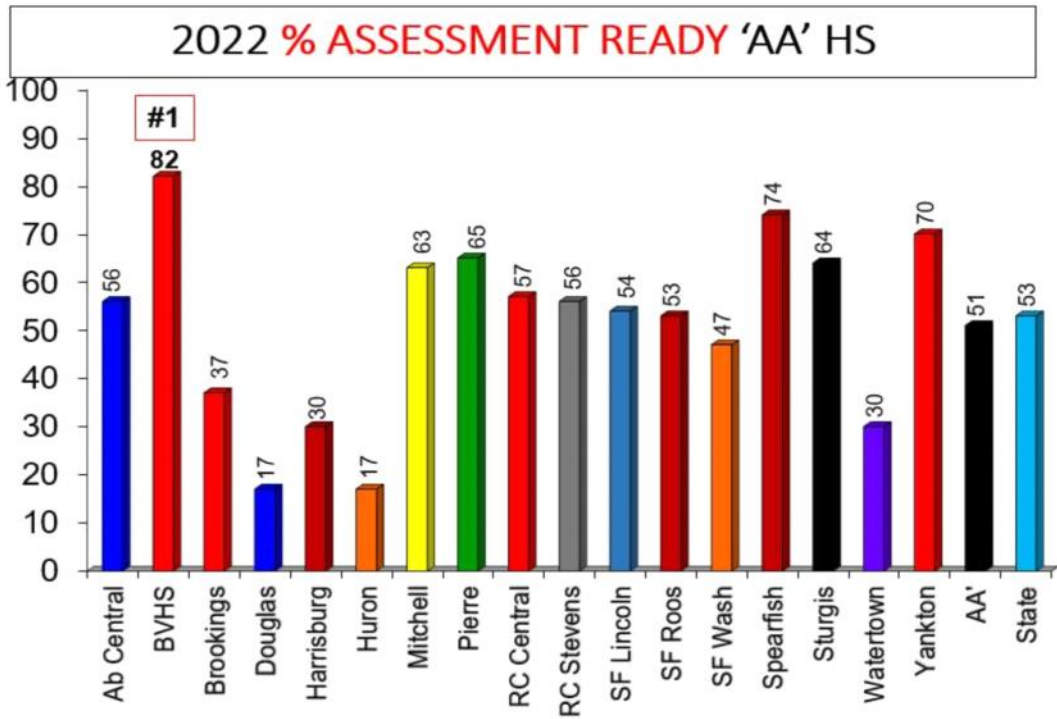
Assessment Readiness and Coursework Readiness. Measures reported in the report card for CCR include: assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster. New in the 2021-22 report card year are the rules for high school graduation advanced endorsements. See details in asterisk notes at the end of the "Newly Revised CCR Table" below.

NEWLY REVISED CCR TABLE (May 2022)

Assessment Readiness for College or Career	Coursework Readiness for College or Career
<ul style="list-style-type: none"> • College English Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> ○ State Assessment-ELA (Level 3 or 4) ○ ACT English (sub-score 18) ○ Accuplacer- NextGen Writing (score 263+) • College Math Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> ○ State Assessment-Math (Level 3 or 4) ○ ACT Math (sub-score 20) ○ Accuplacer- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) 	<ul style="list-style-type: none"> • High School Graduation Advanced Endorsement <ul style="list-style-type: none"> ✓ Earn 1 or more endorsements
<ul style="list-style-type: none"> • Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> ✓ National Career Readiness Certificate 	

2022 % COLLEGE COURSE READY 'AA' HS





**APPENDIX D
2021-2022 Data Comparison for 'AA' Public Schools**

	Performance Index		Smarter Balanced ELA 3 & 4 %		Smarter Balanced Math 3 & 4		Smarter Balanced Science 3 & 4
BVHS	88.8	BVHS	83	BVHS	73	BVHS	68
Aberdeen	n/a	RC Stevens	80	Pierre	56	Aberdeen	n/a
Brookings	n/a	SF Lincoln	76	SF Lincoln	53	Brookings	n/a
Harrisburg	n/a	Yankton	75	Spearfish	52	Harrisburg	n/a
Huron	n/a	Pierre	74	RC Stevens	47	Huron	n/a
Mitchell	n/a	Sturgis	70	Mitchell	46	Mitchell	n/a
Pierre	n/a	Watertown	70	Yankton	46	Pierre	n/a
RC Central	n/a	Spearfish	67	Aberdeen	42	RC Central	n/a
RC Douglas	n/a	Aberdeen	66	SF Jefferson	42	RC Douglas	n/a
RC Stevens	n/a	Mitchell	66	Brookings	41	RC Stevens	n/a
SF Jefferson	n/a	SF Jefferson	65	RC Douglas	41	SF Jefferson	n/a
SF Lincoln	n/a	Harrisburg	63	Watertown	40	SF Lincoln	n/a
SF Roosevelt	n/a	SF Washington	63	Harrisburg	39	SF Roosevelt	n/a
SF Washington	n/a	RC Douglas	62	SF Roosevelt	39	SF Washington	n/a
Spearfish	n/a	SF Roosevelt	61	SF Washington	37	Spearfish	n/a
Sturgis	n/a	RC Central	58	Sturgis	37	Sturgis	n/a
Watertown	n/a	Brookings	54	Huron	27	Watertown	n/a
Yankton	n/a	Huron	49	RC Central	27	Yankton	n/a
AA Average	n/a	AA Average	67	AA Average	44	AA Average	n/a
State Ave	n/a	State Ave	51	State Ave	43	State Ave	50

	4-Yr Graduation Cohort		Completion Rate		English Learner Proficiency
Yankton	95	Yankton	99	Aberdeen	n/a
Sturgis	95	BVHS	98	Brookings	n/a
BVHS	94	SF Jefferson	98	BVHS	n/a
Spearfish	94	Pierre	97	Harrisburg	n/a
Pierre	90	Spearfish	97	Huron	n/a
Watertown	90	Harrisburg	96	Mitchell	n/a
Harrisburg	88	RC Stevens	96	Pierre	n/a
Mitchell	87	Watertown	95	RC Central	n/a
SF Lincoln	87	Mitchell	93	RC Douglas	n/a
SF Roosevelt	87	Sturgis	92	RC Stevens	n/a
RC Stevens	86	Aberdeen	91	SF Lincoln	n/a
SF Jefferson	85	RC Douglas	91	SF Jefferson	n/a
Aberdeen	83	SF Roosevelt	91	SF Roosevelt	n/a
RC Douglas	83	Brookings	89	SF Washington	n/a
SF Washington	82	SF Lincoln	88	Spearfish	n/a
Brookings	80	SF Washington	88	Sturgis	n/a
Huron	71	RC Central	80	Watertown	n/a
RC Central	67	Huron	72	Yankton	n/a
AA Average	86	AA Average	92	AA Average	n/a
State Ave	82	State Ave	90	State Ave	n/a

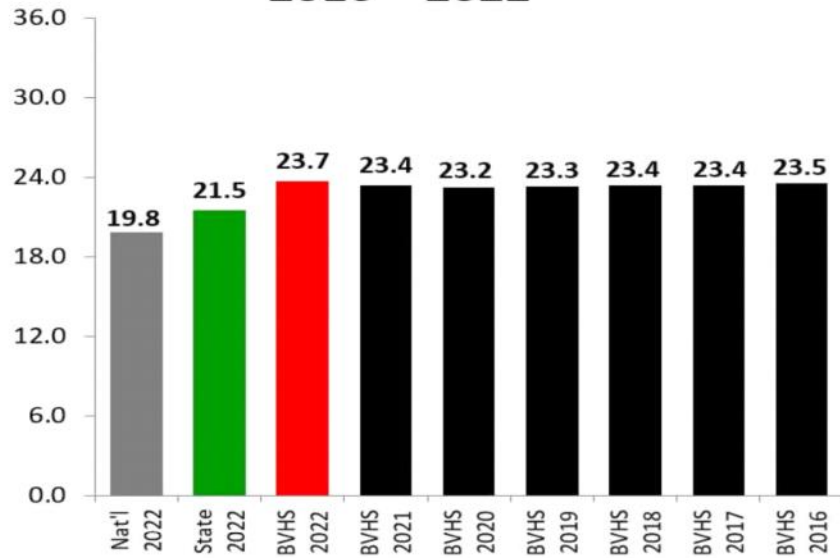
2021-2022 Data Comparison for 'AA' Public Schools

	College Course Readiness		Assessment Readiness		College & Career Readiness
Yankton	91	BVHS	82	BVHS	79
RC Stevens	90	Spearfish	74	Yankton	68
BVHS	85	Yankton	70	Pierre	64
Pierre	85	Pierre	65	Spearfish	64
Mitchell	84	Sturgis	64	Mitchell	61
Watertown	84	Mitchell	63	Sturgis	57
Brookings	83	RC Central	57	RC Stevens	55
Harrisburg	76	Aberdeen	56	RC Central	54
Spearfish	75	RC Stevens	56	Aberdeen	51
Aberdeen	74	SF Lincoln	54	SF Lincoln	51
RC Central	73	SF Roosevelt	53	SF Roosevelt	50
Sturgis	71	SF Washington	47	SF Washington	44
SF Lincoln	67	Brookings	37	Brookings	36
RC Douglas	64	Harrisburg	30	Watertown	30
SF Roosevelt	63	Watertown	30	Harrisburg	29
SF Washington	62	Huron	17	RC Douglas	16
Huron	55	RC Douglas	17	Huron	14
SF Jefferson	n/a	SF Jefferson	n/a	SF Jefferson	n/a
AA Average	75	AA Average	51	AA Average	48
State Ave	73	State Ave	53	State Ave	50

APPENDIX E
2022 Historical Data Comparison for BVHS

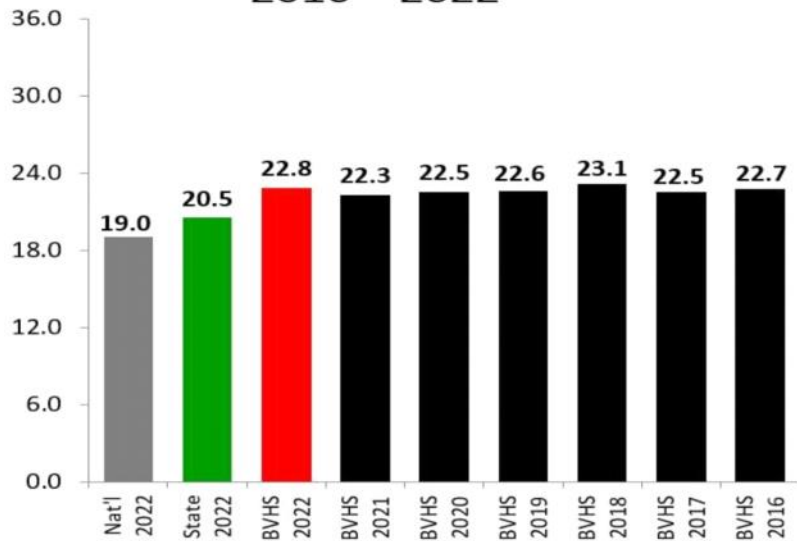
ACT COMPOSITE BVHS

2016 – 2022



ACT ENGLISH BVHS

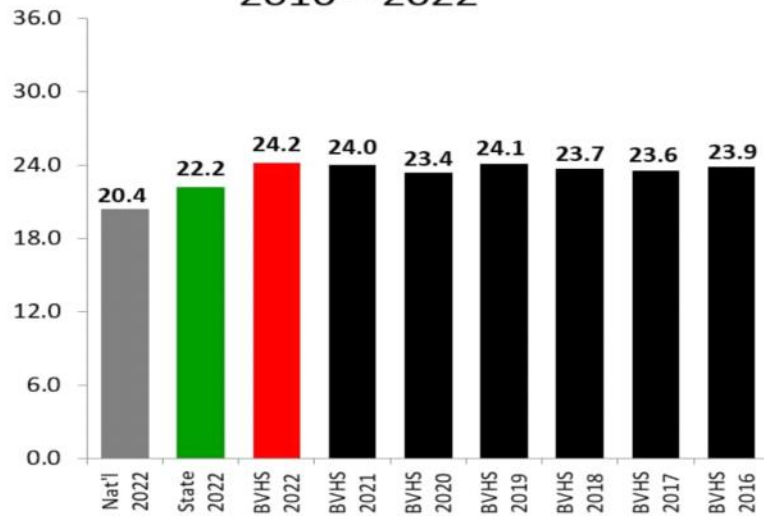
2016 – 2022



2022 Historical Data Comparison for BVHS

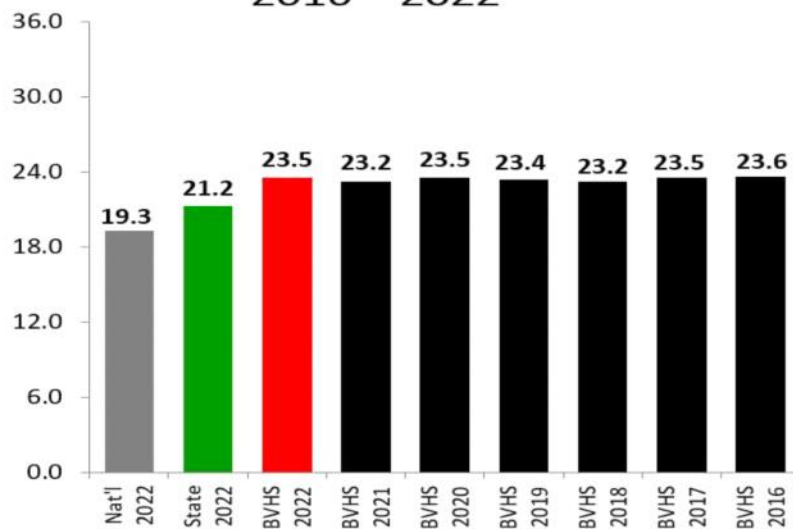
ACT **READING** BVHS

2016 – 2022



ACT **MATH** BVHS

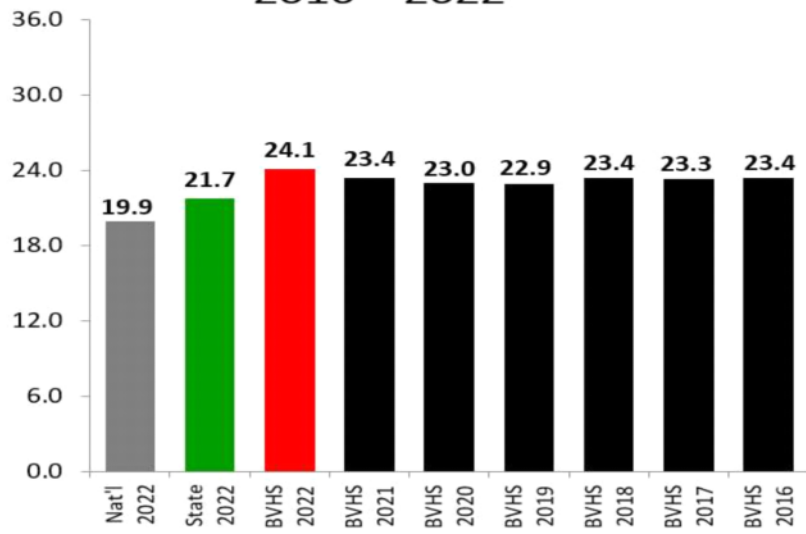
2016 – 2022



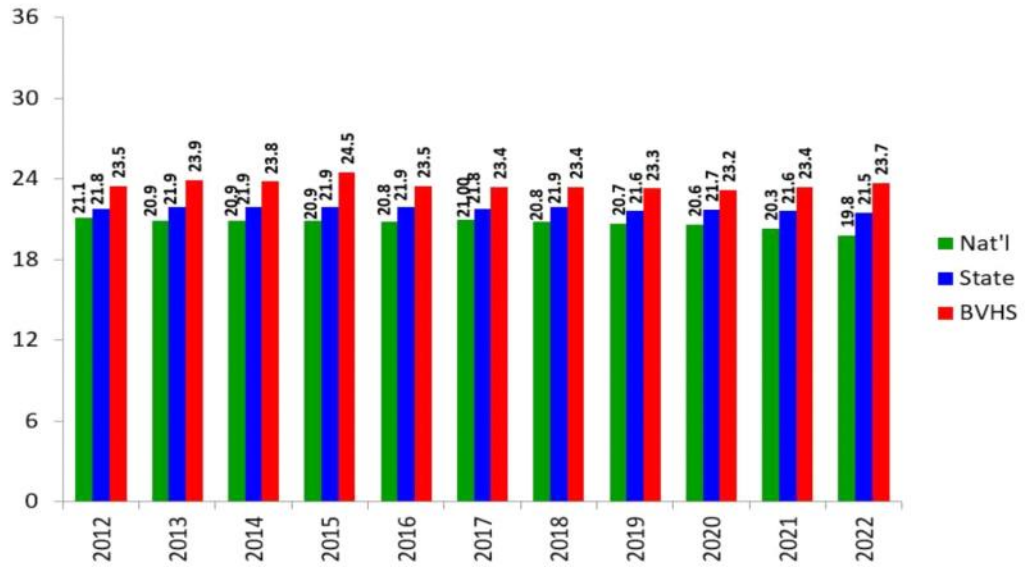
2022 Historical Data Comparison for BVHS

ACT SCIENCE BVHS

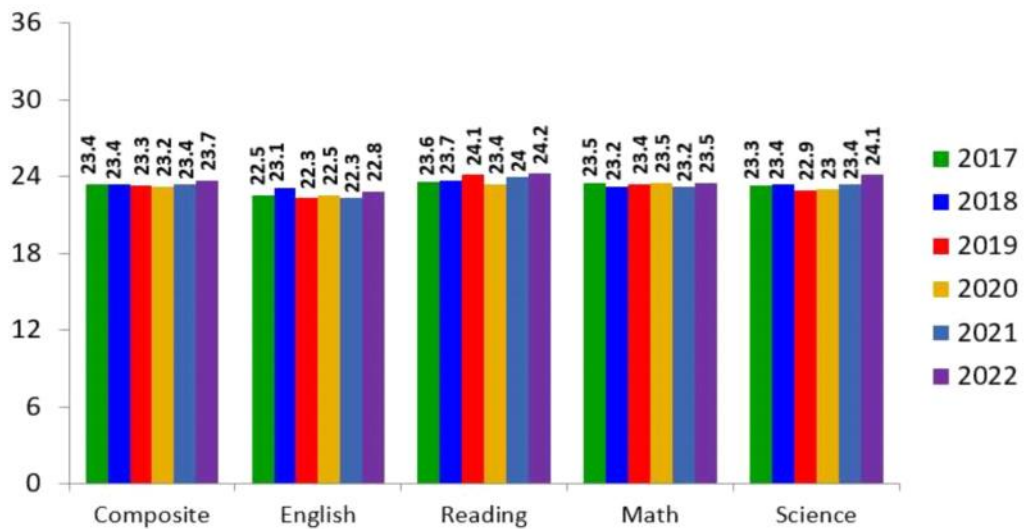
2016 – 2022



2022 Historical Data Comparison for BVHS BVHS ACT COMPOSITE RESULTS 2012 – 2022



BVHS ACT RESULTS 2017 – 2022



APPENDIX F Waivers from Administrative Rule

APPLICATION for a Waiver from an Administrative Rule

COPY

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24.43.06.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24.43.08.05.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24.43.11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

Signature of Supt. of Schools/Chief Educational Officer: [Signature] Date: 5/28/19

Signature of Board of Education President: [Signature] Date: 5/28/19

For Department Use Only
 Received: 5/31/19 Reviewed: 6/3/19
 Reviewer: [Signature]
 Recommendation: approve

Department of Education Secretary's Action: Approve Deny
 Department of Secretary's Signature: [Signature]

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2019
 Report Due Date: June 30, 2024

Sept. 2016 2

Section I - Application Details

Applying School District: Brandon Valley School District
 Participating Attendance Centers: Brandon Valley Middle School
 Local Public Hearing Date: Tuesday- May 28, 2019
 Local Board Approval Date: Tuesday- May 28, 2019
 Date Submitted to the Department of Education: _____

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2019
(This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)
 Proposed Years of Waiver: 2019-2023 (Five years) [Signature]
(Maximum of 5 school terms, which begin July 1 of each year.)
 If this is a renewal of a current waiver about to expire, an End of Waiver Term Report is required: <http://doe.sd.gov/data/documents/EndOfWaiver.pdf> Submit this report with the application to renew.

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested.
 Administrative rules are available online at <http://legis.state.sd.us/index.aspx>
 For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24.43.11.01.
24.43.11.01

Section IV - Course(s) for Which Exemption is Being Proposed

Algebra I

Section V - Reasons for Waiver Request

Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity, or increase accountability.
 1. Allows our 8th grade students to acquire a high school Algebra I credit.
 2. Allows students to accelerate in the area of math.
 3. Provides more math opportunities to take at the high school level.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.
 The instructors of the Algebra I class will collaborate with high school staff to ensure that the course is aligned with South Dakota state content standards. The class will be taught by staff members who are certified to teach high school Algebra. The students will have to meet all necessary requirements set forth by the South Dakota Department of Education.

Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction.

List teacher providing instruction for each course included on application:

Name	Course
<i>ok</i> Kelsey Hoff	Algebra I
<i>ok</i> Brianna Postma	Algebra I

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.

Section VIII- Evaluation

Evaluation:

A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24.43.08.02. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24.43.02.01 (ARSD 24.43.08.08)

Adding Waived Course Credits to High School Transcripts:

If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24.43.08.12)

Exams Offered by the South Dakota Department of Education

Algebra I	Geometry
Algebra II	Spanish I

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501

April 2011

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24.43.08.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24.43.08.08.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24.43.11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

Dr. Ted M. Larson
Signature of Supt. of Schools/Chief Educational Officer

05-14-2018
Date

Gene Wynn
Signature of Board of Education President

05-14-2018
Date

For Department Use Only

Received: 5/21/18 Reviewed: 6/7/18

Reviewer: *Carol M. Teckler*

Recommendation: approve

Department of Education Secretary's Office: Approve Deny

Department of Secretary's Signature: *Scott Taylor*

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2018

Report Due Date: June 30, 2023

Section I – Application Details

Applying School District: Brandon Valley
 Participating Attendance Centers: Brandon Valley High School
 Local Public Hearing Date: May 14, 2018
 Local Board Approval Date: May 14, 2018
 Date Submitted to the Department of Education: May 17, 2018

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2018
(This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)
 Proposed Years of Waiver: 5 years
(Maximum of 5 school terms, which begin July 1 of each year.)

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at <http://legis.state.sd.us/index.aspx>.
 For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24-43:11.01.
24-43:11.01

Section IV – Course(s) for Which Exemption is Being Proposed

Geometry

Section V - Reasons for Waiver Request

Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity, or increase accountability.
 The Brandon Valley School District will have a small number of students in 8th grade that are advanced in mathematics and have completed Geometry requirements. Our district believes that this small number of students are prepared for Geometry during their 8th grade year.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.
 The 8th grade students will take Geometry on the high school campus taught by a high school mathematics teacher.

Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction.

List teacher providing instruction for each course included on application:

Name	Course
Emily Carroll	Geometry
Tammy Bailey	Geometry
Kraig Presler	Geometry

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.
 Brandon Valley High School will continue to provide rigorous course work for the students who choose to take Geometry during their 8th grade year. The high school offers many challenging mathematics courses that will enhance student's academic skills in that area.

Section VIII- Evaluation

Evaluation:
 A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24-43:08:02. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24-43:02:01 (ARSD 24-43:08:08).
Adding Waived Course Credits to High School Transcripts:
 If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24-43:08:12)

Exams Offered by the South Dakota Department of Education

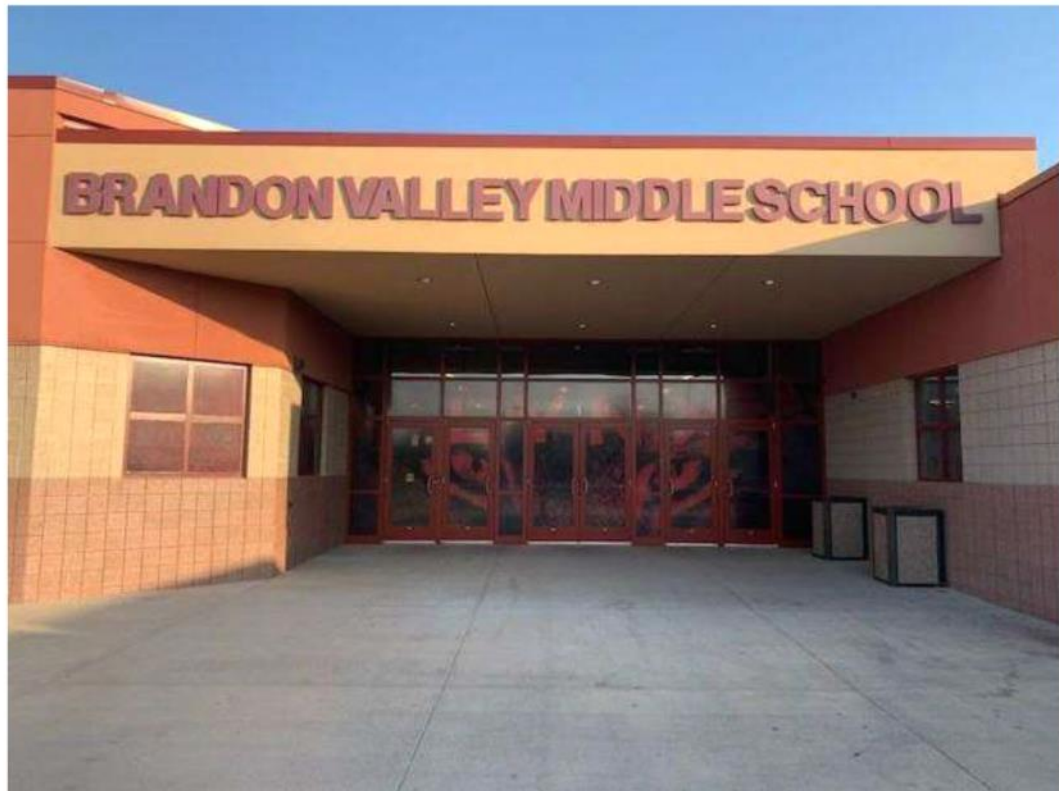
Algebra I	Physical Science
Algebra II	Spanish I
Geometry	Civics/Government

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501

Brandon Valley Middle School



Brandon Valley Middle School



School Improvement Plan

2022-23

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley School District Mission Statement

We will prepare our students to be life-long learners and productive citizens through a positive learning environment with the cooperation of students, educational staff, parents, guardians, and community.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing, and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

SCHOOL PROFILE

BVMS will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond. After further revisions and approval by the local board of education, this plan will be implemented and made available to all stakeholders on the district website.

Brandon Valley Middle School Demographic Data												
	2017-2018		2018-2019		2019-20		2020-21		2021-22		2022-23	
Total MS Enrollment	633		673		698		703		699		733	
White	568	89.73%	601	89.30%	609	87.25%	609	86.63%	605	86.55%	624	85.13%
Total SwD	68	10.74%	75	11.14%	77	11.03%	86	12.23%	77	11.02%	85	11.60%
Econ Disadv.	120	18.96%	125	18.57%	139	19.91%	42	5.97%	69	9.87%	96	13.10%
GAP	178	28.12%	190	28.23%	167	23.93%	186	26.46%	200	28.61%	286	39.02%
NON-GAP	455	71.88%	478	71.03%	531	76.07%	517	73.54%	499	71.39%	447	60.98%

**Federal programs provided free breakfast and lunch for all students. This deterred the need for many to apply for Free and Reduced meals, potentially skewing the calculated number of families classified as economically disadvantaged.*

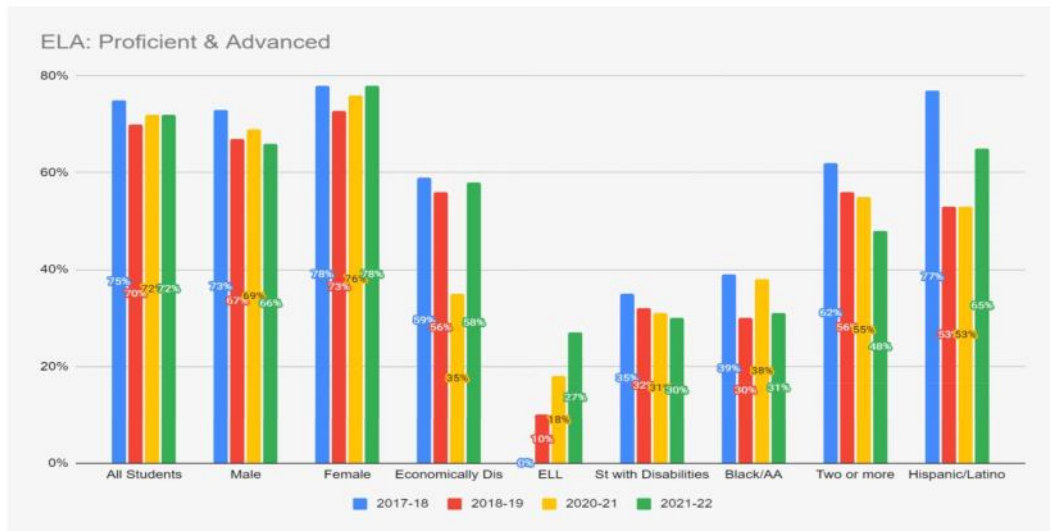
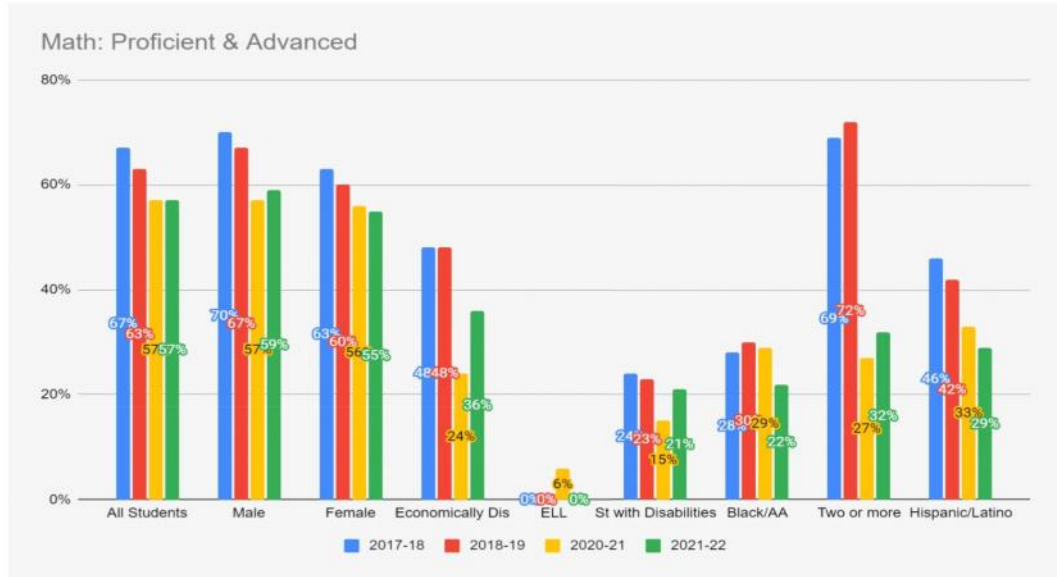
Gap and Non-Gap students:

In 2012-2013 South Dakota developed an accountability process used for calculating the School Performance Index which identifies students in two groups as Gap and Non-Gap students.

Gap students include the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient.

Non-Gap students used for accountability purposes included the subgroups of: White/Caucasian, Asian, Native Hawaiian-Pacific Islander, Two or More Races.

DATA EVALUATION AND ANALYSIS



**** In response to the COVID pandemic, all public schools transitioned to distance learning on March 13th, 2020 for the remainder of the 2019-2020 school year. Due to this stay-at-home order, state tests were not administered in spring of 2020.**

INTERVENTION & IMPROVEMENT STRATEGIES

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Principal
 Adam Rothenberger, Middle School Assistant Principal
 Staff Advisory
 Kelsey Hoff, Mallory Husher, Hillary Neisteadt, Molly Ring, Stacey Wiese,
 7th and 8th Grade Math Teachers

2022-23 Math Goals:

Goal 1: 7th Grade will increase strength and proficiency in weak targets.				
- Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems.				
- Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.				
WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Provide challenging directed learning opportunities in the classroom at least once/week. 1a. Critical Thinking Day: productive struggle, grit, higher-order questioning, mix up weekly pacing, spiraling	1. 7th Math Teachers	1. 3-year trend data 1a. Smarter Balanced 1b. Reveal data 1c. Alek data	1. Weekly grade-level, monthly department collaboration	Evaluate weekly. Adjust as needed.
2. Each module, teachers will have an in-person meeting discussing students' prior knowledge and make an action plan to address any deficiencies.	2. 7th Math Teachers 2a. Admin	2. Prerequisite Aleks assignment before each chapter 2a. Look at previous chapter data	2. Reveal 2a. Aleks 2b. Collaboration Time	Each module

<p>2a. Be intentional with warm-up questions.</p> <p>2b. Dive deeper into scope and sequence for 7A; focus on priority standards.</p>		<p>2b. SB scores/targets</p> <p>2c. Bell work</p> <p>2d. Daily Assignment proficiency</p>		
<p>Goal 2: 8th Grade will increase strength and proficiency in weak targets.</p> <p>-Target A: Know that there are numbers that are not rational and approximate them by rational numbers.</p> <p>-Target B: Work with radicals and integer exponents.</p> <p>-Target E: Define, evaluate, and compare functions.</p>				
<p>WHAT</p> <p>Intervention / Improvement Strategies</p>	<p>WHO</p> <p>Person(s) Responsible</p>	<p>HOW</p> <p>Progress Monitoring Assessments</p>	<p>HOW</p> <p>Resources Needed</p>	<p>WHEN</p> <p>Due Date</p>
<p>1. Provide challenging directed learning opportunities in the classroom at least once/week.</p> <p>a. Critical Thinking Day: productive struggle, grit, higher-order questioning, mix up weekly pacing, spiraling</p>	<p>1. 8th Math Teachers</p>	<p>1. 3-year trend data</p> <p>1a. Smarter Balanced</p> <p>1b. Reveal data</p> <p>1c. Alek data</p>	<p>1. Weekly grade-level, monthly department collaboration</p> <p>1a. Utilize Interim Assessments</p>	<p>Evaluate weekly. Adjust as needed.</p>
<p>2. Each module, teachers will have an in-person meeting discussing students' prior knowledge and make an action plan to address any deficiencies.</p> <p>2a. Be intentional with warm-up questions.</p>	<p>1. 8th Math Teachers</p> <p>2. Admin</p>	<p>2. Prerequisite Aleks assignment before each chapter</p> <p>2a. Look at previous chapter data</p> <p>2b. SB scores/targets</p> <p>2c. Bell work</p>	<p>2.Reveal</p> <p>2a. Aleks</p> <p>2b. Collaboration Time</p>	<p>Each module.</p>

2b. Dive deeper into scope and sequence for 8A; focus on priority standards.		2d. Daily Assignment proficiency		
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School: Brandon Valley Middle School

Evaluation Team Members:

- Amanda Nelson, Middle School Principal
- Adam Rothenberger, Middle School Assistant Principal
- Staff Advisory
- Leah Moody, Reading Interventionist
- Sonja Braucht, Julie Fettes, Cindy Feyereisen, Roxie Geerdes, Darcie Horstmeyer, Cynthia Schilf, Caitlyn Schwebach, Kim Skibsted, Jennifer Smedsrud, Lorinda Van Maanen
- 7th and 8th Grade ELA Teachers

2022-23 ELA Goals:

<p>Goal 1: 7th Grade will increase strength and proficiency in weak targets.</p> <p>-Reading Informational Texts, Target 8 (Key Details): Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>-Reading Literary Texts, Target 7 (Language Use): Interpret and analyze figurative language use or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.</p>				
WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Utilize Reading Interventionist to support students and gain strategies	1. ELA staff, Reading Interventionist	1. 3-year trend data 1a. Smarter Balanced 1b. Interim assessments 1c. STAR Reading assessments	1. Weekly grade-level collaboration 1a. Utilize Interim Assessments	Evaluate quarterly. Adjust as needed.

2. Common standard-aligned rubrics (Narrative, Argumentative, Expository)	2. ELA staff, Reading Interventionist	2. Final rubric used in each class. Discuss outcomes during collaboration	2. Collaboration, Priority Standards	2. Quarterly
3. Common standard-aligned projects & assessments	3. ELA staff	3. Higher-order application	3. Collaboration, Priority Standards	3. Quarterly
4. Model wording of assessments to align with standardized testing.	4. ELA staff	4. Vocabulary used on tests, quizzes, and rubrics	4. Team time to share vocab lists with other cores. 4a. Online vocab bank	4. Quarterly

Goal 2: 8th Grade will increase strength and proficiency in weak targets.

-Reading Informational Texts, Target 8 (Key Details): Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

-Reading Literary Texts, Target 1 (Key Details): Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

-Reading Literary Texts, Target 2 (Central Ideas): Determine a theme or central idea from evidence in the text or provide an objective summary of the text.

-Reading Literary Texts, Target 3 (Word Meanings): Determine intended or precise meanings of words, including academic, domain-specific, and words with multiple meanings, based on context, word relationships, word structure, or use of reference materials, with primary focus on determining meaning based on context and the academic vocabulary common to complex texts in all disciplines.

-Writing, Target 3 & 6 (Argumentative & Explanatory, Write/Revise Brief Texts): Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources...

-Writing, Target 7 (Argumentative, Compose Full Texts): Write full arguments about topics using the complete writing process...

WHAT	WHO	HOW	HOW	WHEN
Intervention / Improvement Strategies	Person(s) Responsible	Progress Monitoring Assessments	Resources Needed	Due Date

1. Utilize Reading Interventionist to support students and gain strategies	1. ELA staff, Reading Interventionist	1. 3-year trend data 1a. Smarter Balanced 1b. Interim assessments 1c. STAR Reading/Reading Inventory (READ 180) assessments	1. Weekly grade-level 1a. Utilize Interim Assessments	Evaluate quarterly. Adjust as needed.
2. Common standard-aligned rubrics (Narrative, Argumentative, Expository)	2. ELA staff	2. Final rubric used in each class. Discuss outcomes during collaboration	2. Collaboration, Priority Standards	2. Quarterly

2022-23 Building Goals

Goal 1: Brandon Valley Middle School will provide differentiated learning environments.				
WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Continue building PLC	1. Admin	1. Agendas, Collaboration, Team Building	1. Time	Quarterly
2. Focus on Teacher Culture	1. Certified Staff 1a. Sunshine Committee -Celebrations	1. Consistent team meetings and collaboration with departments. 1a. Engagement in activities, clubs, and meetings.	1. Improve interactions among staff outside of required meetings 1a. Funding for activities	Evaluate quarterly. Adjust as needed.
3. Staff Development	4. Admin, Staff Advisory	4. Monthly opportunities for PD	4. Staff Meetings 4a. Follow-up Resources	Quarterly

			4b. Observations	
Goal 2: Encore seeks to support improving school climate.				
WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Review and expand encore course offerings.	1. Subject specialists, Admin	1. Review encores yearly	1. Time to develop new curriculum 1a. Funding	1. February 2023
2. Increase student creative collaborations such as murals	2. Advisors, Admin	2. Further develop Art Club, Yearbook,	2. Space, Funding	2. May 2023
3. Speakers/Assemblies	3. Staff Advisory		3. Funding, Scheduling	3. Quarterly

WAIVERS FROM ADMINISTRATIVE RULE

MAY 31 2019

Sept. 2018 1

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43:08.08.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24:43:11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

Signature of Supt. of Schools/Chief Educational Officer

5/28/19 Date

Signature of Board of Education President

5/28/19 Date

For Department Use Only

Received: 5/31/19

Reviewed: 6/3/19

Reviewer: Carol M. Lee

Recommendation: approve

Department of Education Secretary's Action: X Approve Deny

Department of Secretary's Signature: Benjamin Jones

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2019

Report Due Date: June 30, 2024

Section I – Application Details

Applying School District: Brandon Valley School District

Participating Attendance Centers: Brandon Valley Middle School

Local Public Hearing Date: Tuesday- May 28, 2019

Local Board Approval Date: Tuesday- May 28, 2019

Date Submitted to the Department of Education: _____

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2019

(This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)

Proposed Years of Waiver: 2019-2023 (Five years) *2024*
(Maximum of 5 school terms, which begin July 1 of each year.)

If this is a renewal of a current waiver about to expire, an End of Waiver Term Report is required: <http://doe.sd.gov/oatq/documents/EndWaiver.pdf> Submit this report with the application to renew.

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at <http://legis.state.sd.us/index.aspx>

For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24:43:11:01.

24:43:11:01

Section IV – Course(s) for Which Exemption is Being Proposed

Algebra I

Section V - Reasons for Waiver Request

Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity, or increase accountability.

1. Allows our 8th grade students students to acquire a high school Algebra I credits
2. Allows students to accelerate in the area of math
3. Provides more math opportunities to take at the high school level.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.

The instructors of the Algebra I class will collaborate with high school staff to ensure that the course is aligned with South Dakota state content standards. The class will be taught by staff members who are certified to teach high school Algebra. The students will have to meet all necessary requirements set forth by the South Dakota Department of Education.

Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction.

List teacher providing instruction for each course included on application:

<u>Name</u>	<u>Course</u>
<i>ok</i> Kelsey Hoff	Algebra I
<i>ok</i> Brianna Postma	Algebra I

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.

Section VIII- Evaluation

Evaluation:

A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24.43:08.02. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24:43:02:01 (ARSD 24:43:08:08)

Adding Waived Course Credits to High School Transcripts:

If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24:43:08:12)

Exams Offered by the South Dakota Department of Education

Algebra I	Geometry
Algebra II	Spanish I

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501

Brandon Valley Intermediate School



Brandon Valley Intermediate School



School Improvement Plan 2022-2023

**Brandon Valley Intermediate School
School Improvement Plan
2022-2023**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

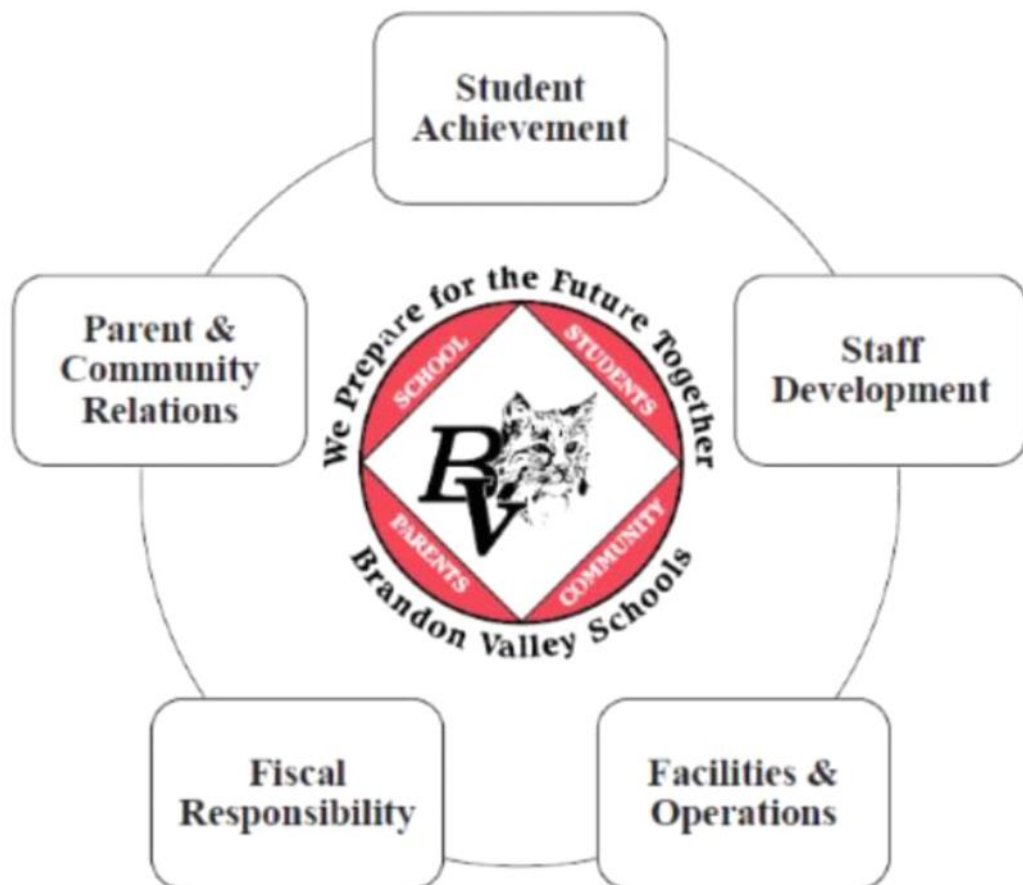
We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote lifelong learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Brandon Valley School District #49-2

Strategic Plan



Student Achievement: Provide relevant and rigorous academics grounded in best practices

Staff Development: Support highly effective teachers, leaders, and staff

Facilities & Operations: Create safe, healthy, and supportive learning environments

Fiscal Responsibility: Practice effective, efficient, and sustainable business practices

Parent & Community Relations: Strengthen school, family, and community engagement

Program Development

The Brandon Valley Intermediate School Planning Team consists of representation from building administration and teachers, to discuss the prior year's testing, review data and develop a school improvement plan. This year's discussion and review continues to be abbreviated because of the COVID-19 pandemic and limited academic data provided for BVIS from the state. We continue to utilize the strategies and interventions implemented in the 2022-2023 school improvement plan.

This school planning team was formed to analyze data and review the needs of the intermediate school. This year the team will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond. The team reviews summative and formative data and will continue to use this to guide decision-making.

Brandon Valley Intermediate School Planning Team

Nick Skibsted – Intermediate School Principal

Rick Pearson – Intermediate School Assistant Principal and District Assessment Coordinator

Kathy Woodard – BVIS Special Education – input from Special Education department.

Becky VanRoekel – 6th grade math – input from math team

Jessica Hunsaid – 6th grade ELA – input from ELA team

Baylee Relf – 5th grade ELA – input from ELA team

Jennifer Hart – BVIS Counselor – input from PBIS team

After further revisions and approval by the local board of education, this plan will be implemented and made available to all stakeholders on the district website.

Brandon Valley Intermediate School Planning Calendar

Below is a log of various meetings that have been held in the process of developing the Brandon Valley Intermediate School Improvement Plan. These meetings have included sessions with administrators and faculty. Meeting agendas, notes, sign-in sheets, and outcomes are on file in the school office.

2022-2023 School Year

Annual review	8/01/2022	Intermediate School Administrator reviewed SIP
SD – Report Card Release	9/01/2022	Reviewed BVIS report card
Review/revision	10/05/2022	Intermediate School Administrator and BVIS SIP team met
Review revision	10/10/2022	Planning Team met with staff at data retreat
Approval BV BOE	10/28/2022	BV Board of Education
Implementation of plan	11/28/2022	BVIS school
Released to public	11/28/2022	BV Superintendent: Jarod Larson

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted and revisions will be based upon this data. This data may lead to revisions more often than annually.

Brandon Valley Intermediate School Profile

The Brandon Valley School District is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena. Our district covers 128 square

miles of Minnehaha County with nearly 2000 students bussed daily. Our staff consists of approximately 560 people, with 301 teaching staff, 252 classified staff and 17 administrators. The school district is the largest employer in Brandon. The district has added staff members consistently to maintain effective class sizes. The district is bordered by Sioux Falls and Minnesota. The majority of the community travels to Sioux Falls for employment. Brandon is an affluent community with most parents holding higher education degrees. Several housing developments located throughout the district are a source of many of our students. Brandon Valley is a rapidly growing school district with the number of students this year increasing by over 150. Current district enrollment is approximately 5,000 students. Historically, Brandon Valley students have excelled academically.

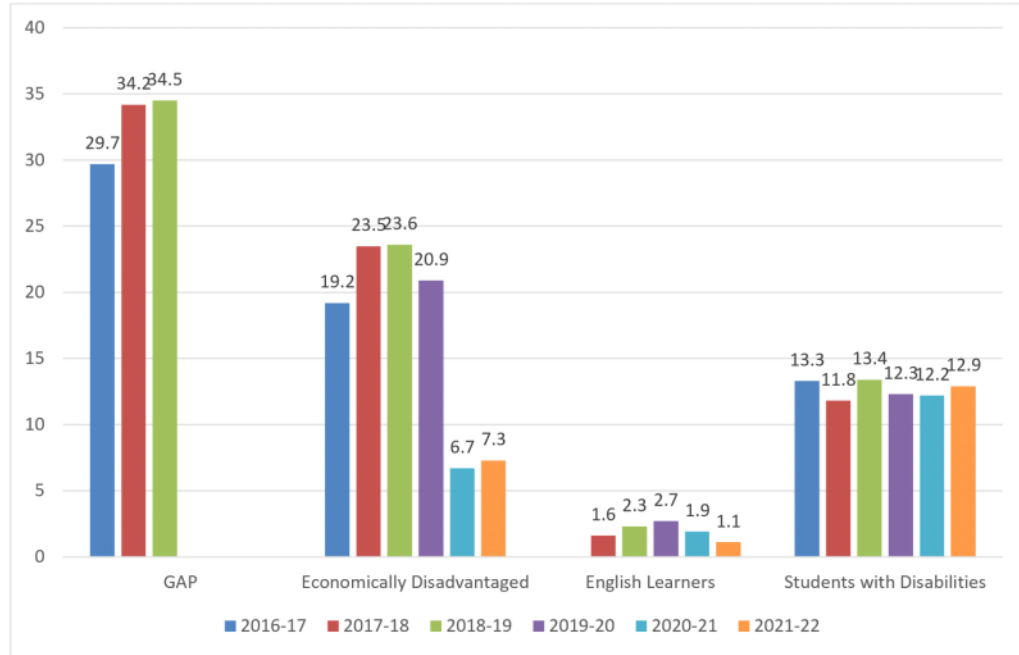
Brandon Valley Intermediate School is made up of approximately 740 students in grades five (379) and six (357). 5th grade consists of four teams of four teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). 6th grade consists of three teams of four teachers and one team of two teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). Students at Brandon Valley Intermediate School are offered a balanced curriculum and extra-curricular activities that meet the needs of the young adolescent. (See Appendix A)

There is an active Parent/Teacher/Association (PTA), which provides many services that make intermediate school a positive educational experience. The current intermediate school facility was opened in the fall of 2015 and was designed with the “young-adolescent school learner” and their needs as the focal point. The Intermediate concept is designed to bring 5th and 6th grade students together in one building allowing them to be successful in a school setting where their needs could be better met – socially, physically, and intellectually.

Brandon Valley Intermediate School Demographic Data

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total BVIS Enrollment	663	679	681	679	702	690
Total SwD	88 (13.3%)	80 (11.79%)	91 (13.36%)	83 (12.3%)	86(12.2%)	89 (12.9%)
Econ Disadv.	127 (19.2%)	160 (23.5%)	161 (23.64%)	141(20.9%)	47(6.7%)	51 (7.3%)
EL		11 (1.6%)	16 (2.3%)	19 (2.7%)	13(1.9%)	8 (1.1%)
GAP	197 (29.7%)	232 (34.22%)	235 (34.51%)			
NON-GAP	466 (70.3%)	447 (65.92%)	446 (65.49%)			

BVIS Percentage of Subgroup Populations

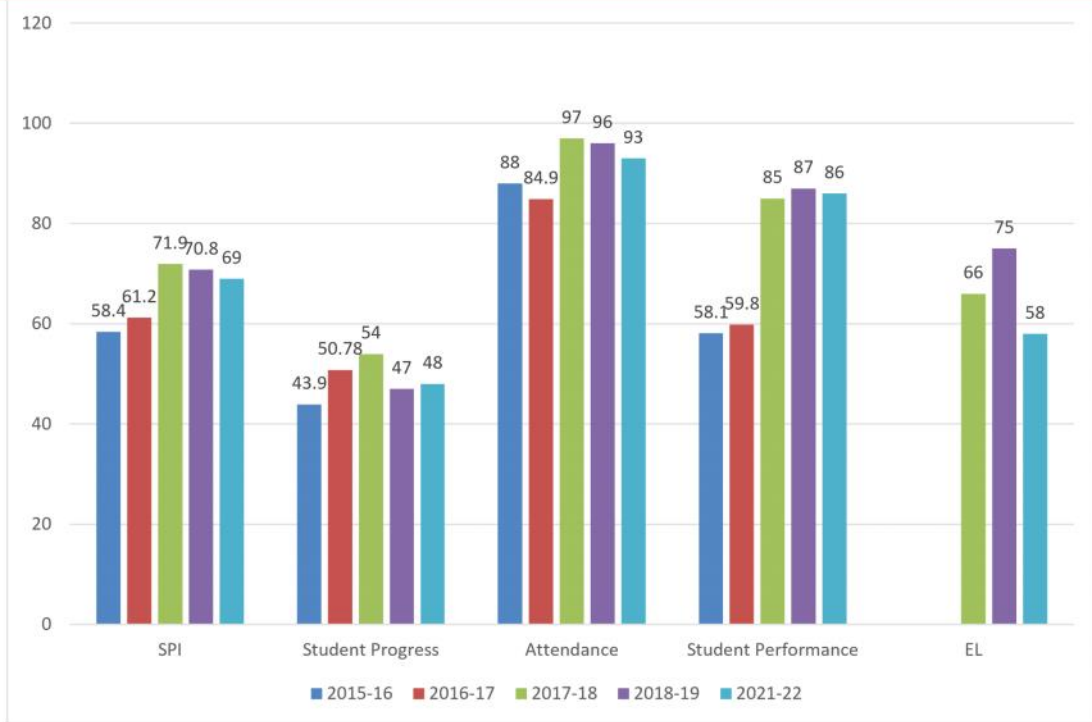


The Economically Disadvantaged group is 7.3%. The English Learners group is 1.1%. Students with Disabilities is 12.9% of the population for 2021-22.

BVIS Subgroup Populations:

Brandon Valley Intermediate School has a small percentage of subgroup populations and ethnic diversity and does not meet the state requirement n-size of 10 students in many subgroup areas. Although, over time the trends are showing we have an increasing percent of students in our subgroup populations. Due to the Covid-19 pandemic, the economically disadvantaged subgroup data is skewed. Our special education population continues to hold at a steady rate and even show a marginal increase in numbers at the Brandon Valley Intermediate School.

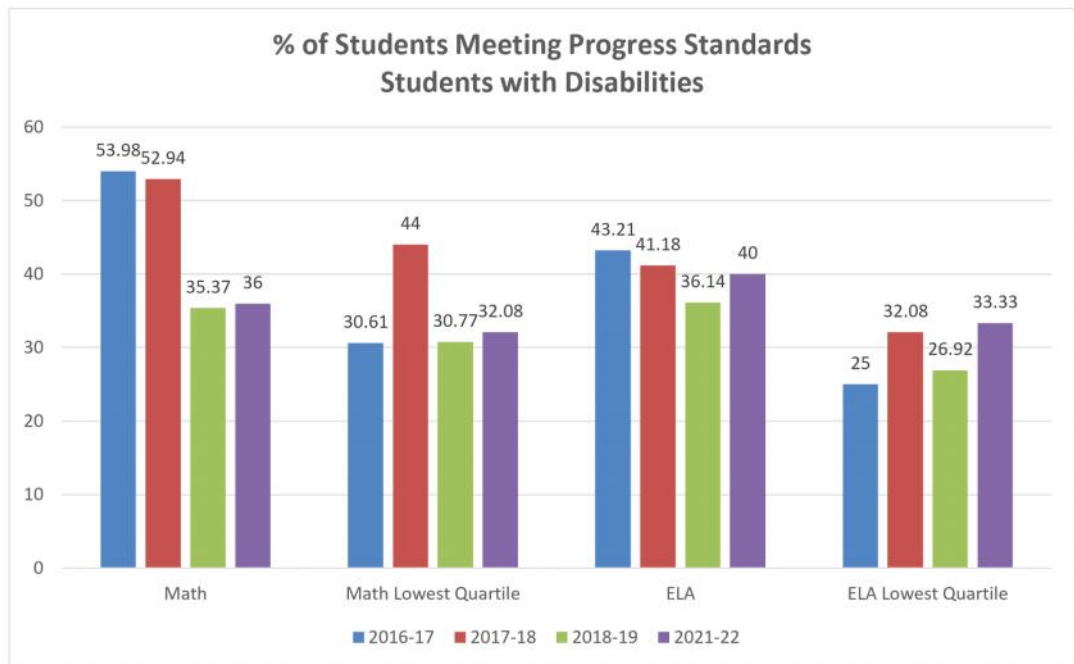
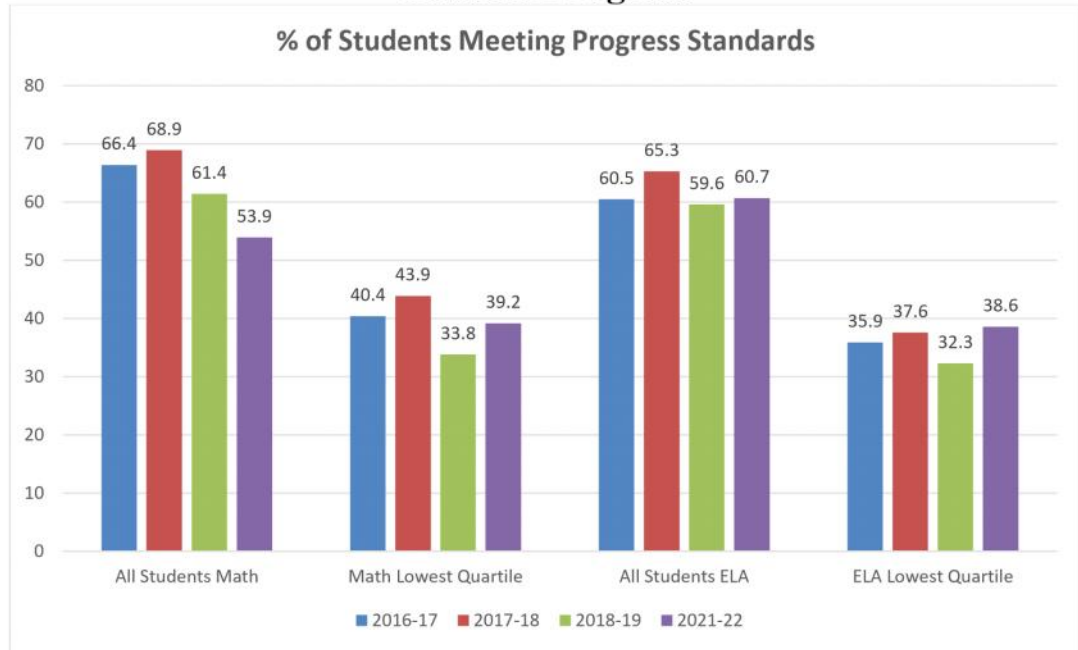
SPI Results: Student Progress, Attendance and Student Performance

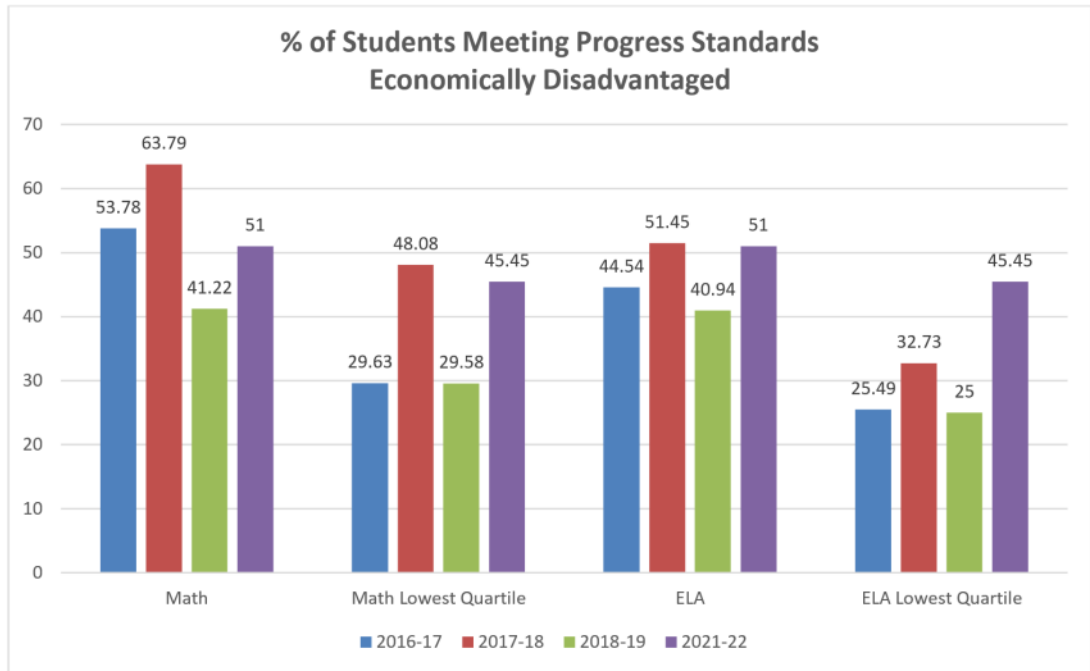


School Performance Index (SPI) is based on 10 points for attendance, 10 points for English Learners, 40 points for student progress, and 40 points for student performance. Brandon Valley Intermediate School's School Performance Index (SPI) for 2021-2022 was 69 points. There is no SPI score for the 19-20 and 20-21 school year due to the COVID-19 pandemic. The 2021-2022 school year represents the first year of SPI data since the pandemic. At BVIS, Student Progress was at 48%, EL was at 58%*, and attendance was at 96%. Student Performance as based on the Smarter Balanced assessments was at 86%. Percentages are based off percent of points earned.

*English Learner totals for the Brandon Valley Intermediate School are based off the district average. This is due to the EL n-size not reaching the state threshold of 10 students. because the number of EL students at BVIS is lower than 10.

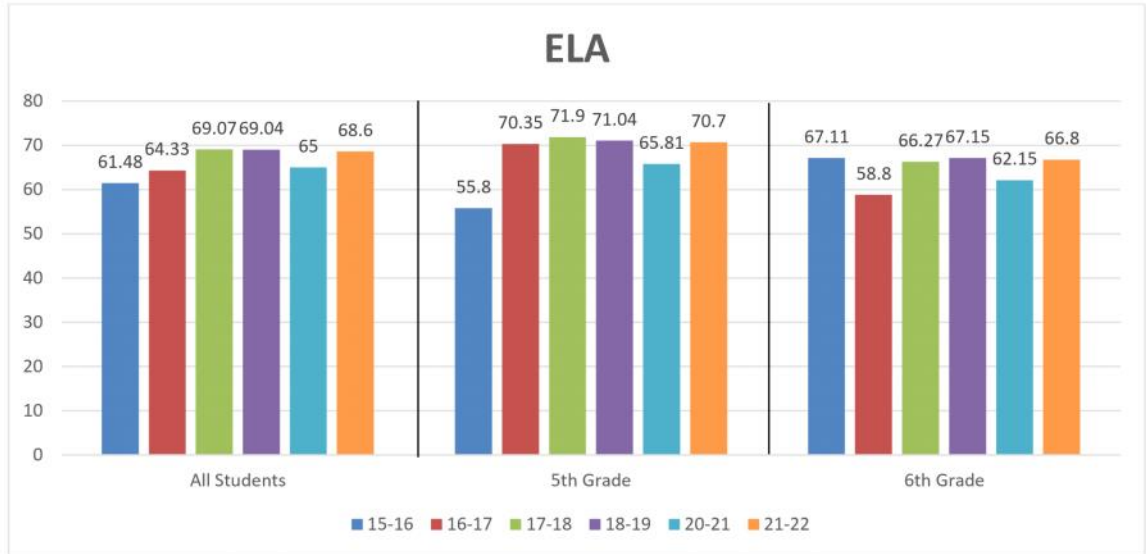
Student Progress



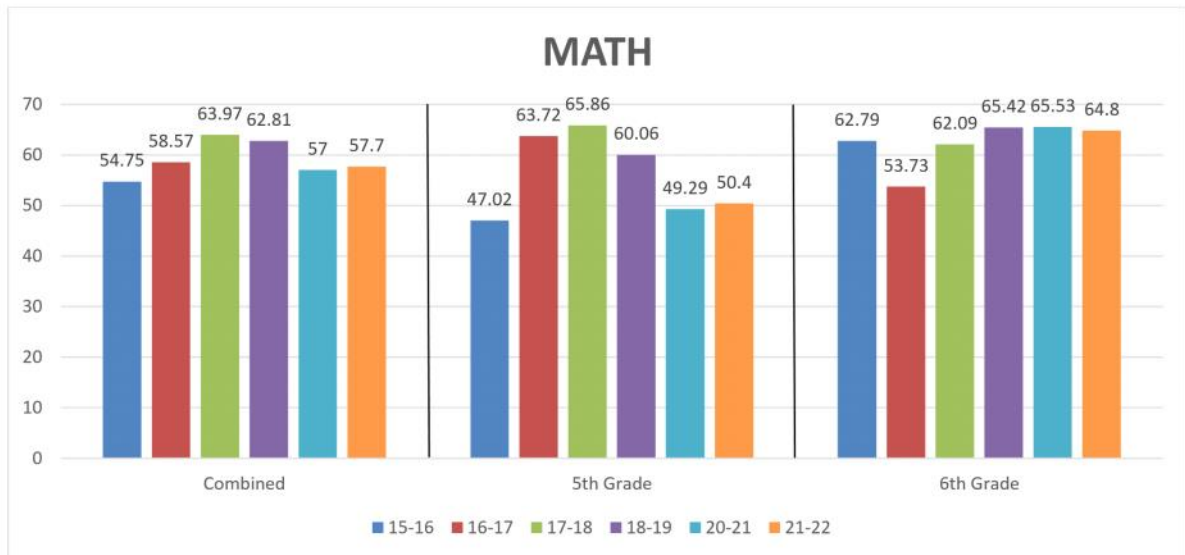


Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above). Also, the State takes the lowest quartile students from 2020-2021 assessment and calculate that into the formula of Student Progress.

Student Performance Level 3 and 4 2021-2022 Results

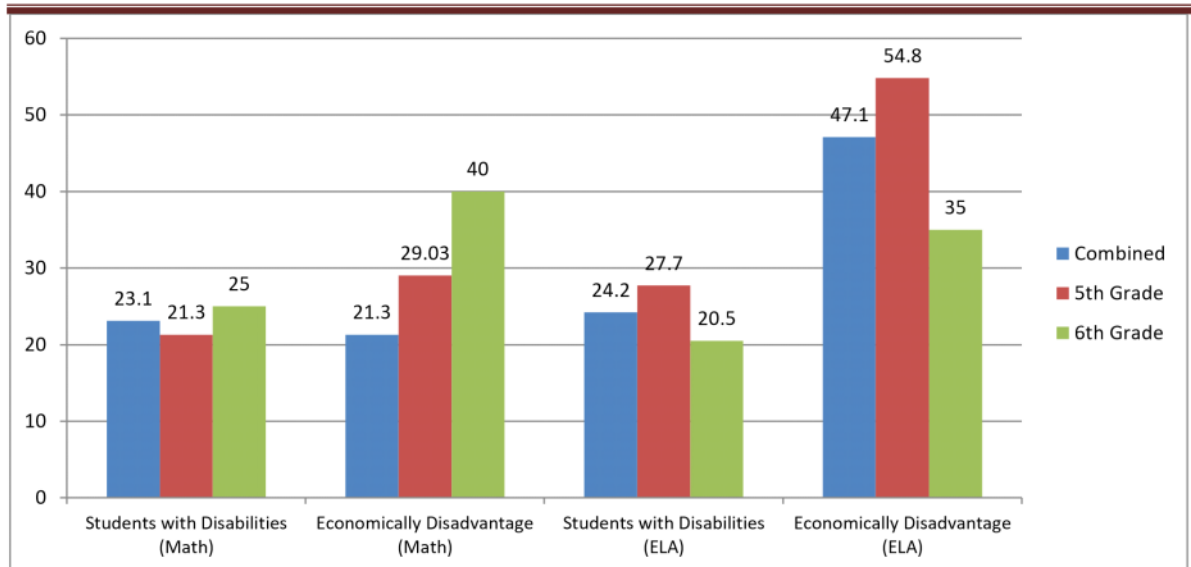


ELA in the Intermediate School resulted in 68.6% of the students performing at Level 3 or 4. 5th grade is at 70.7% performing at Level 3 or 4. 6th grade is at 66.8% performing at Level 3 or 4.



Math in the Intermediate School resulted in 57.7% of the students performing at Level 3 or 4. 5th grade is at 50.4% performing at Level 3 or 4. 6th grade is at 64.8% performing at Level 3 or 4.

BVIS SWD, EL, ED: Levels 3 and 4 2021-2022 Results

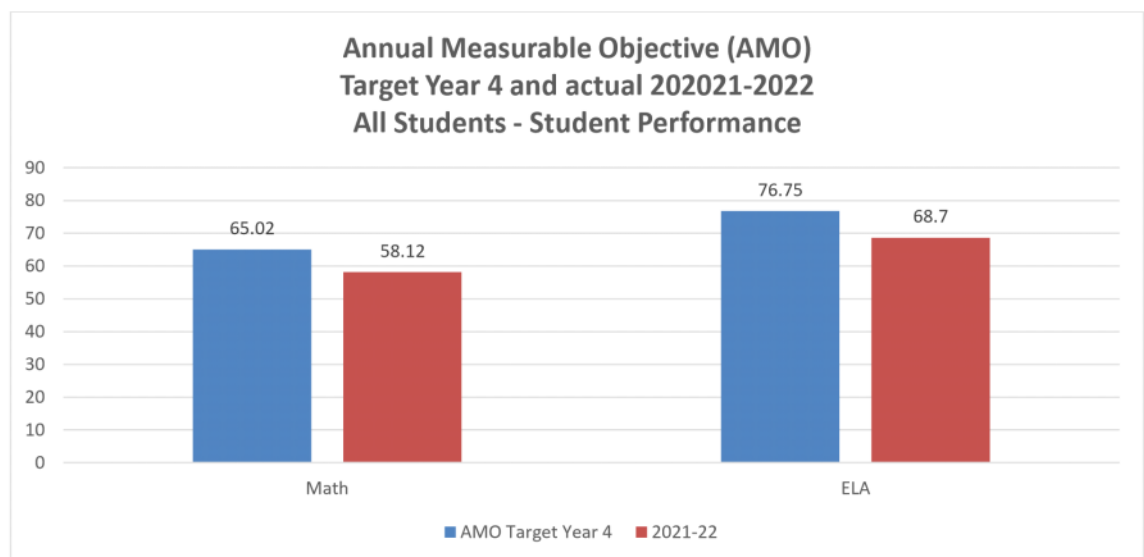


Level 3 and 4 - Students with Disabilities - Math combined student results is 23.1% performing at Level 3 or 4. 5th grade is at 21.3% performing at Level 3 or 4. 6th grade is at 25% performing at Level 3 or 4.

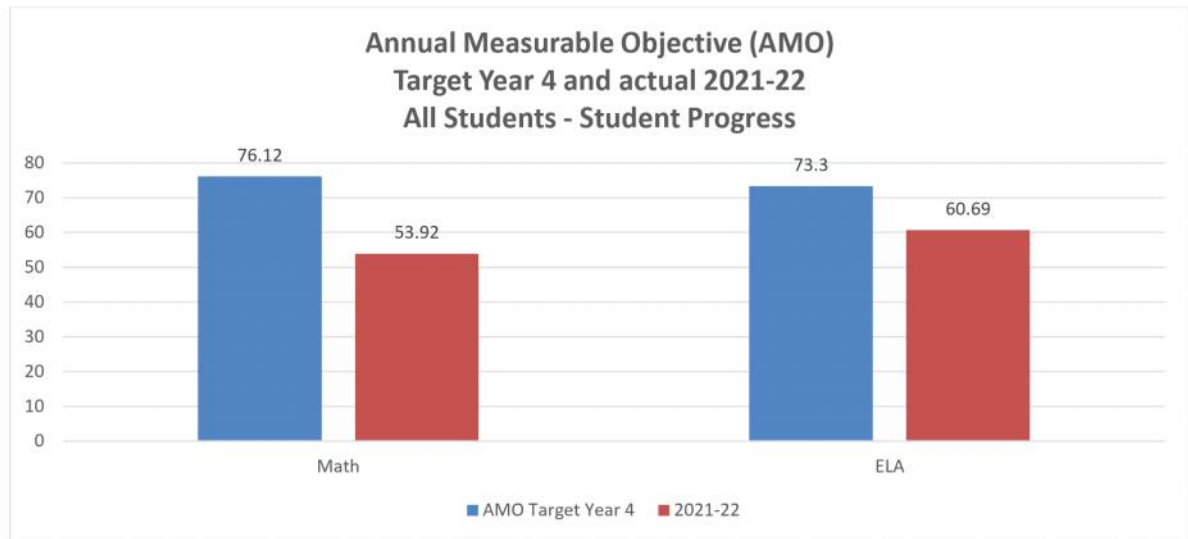
ELA combined student results 24.2% performing at Level 3 or 4. 5th grade is at 27.7% performing at Level 3 or 4. 6th grade is at 20.5% performing at Level 3 or 4.

Level 3 and 4 – Economically Disadvantaged - Math combined student results is 21.3% performing at Level 3 or 4. 5th grade is at 29.03% performing at Level 3 or 4. 6th grade is at 40% performing at Level 3 or 4.

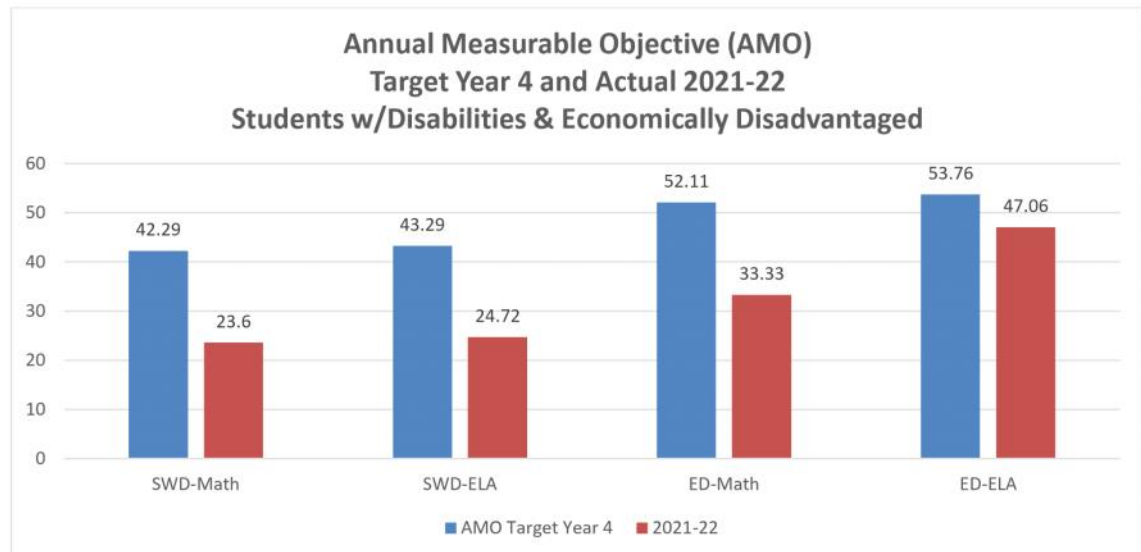
ELA combined student results 47.1% performing at Level 3 or 4. 5th grade is at 54.8% performing at Level 3 or 4. 6th grade is at 35% performing at Level 3 or 4.



Year 4 target for BVIS's AMO is 65.02% for all students in Math. Math for 2021-22 is at 58.12%. Year 4 target AMO is 76.75% for all students in ELA. ELA for 2021-22 is at 68.7%.



Year 4 target for BVIS's AMO is 76.12% for student progress in Math. Math for 2021-22 is at 53.92%. Year 4 target for BVIS's AMO is 73.3% for student progress in ELA. ELA for 2021-22 is at 60.69%.



Math: Students with Disabilities Target for Year 4 was 42.29%. The achieved level in 2021-22 was 23.6%. Economically disadvantaged Target for Year 4 was 52.11%. The achieved level in 2021-22 was 33.33%.

ELA: Students with Disabilities Target for Year 4 was 43.29%. The achieved level in 2021-22 was 24.72%. Economically disadvantaged Target for Year 4 was 53.75%. The achieved level in 2021-22 was 47.06%.

Annual Measurable Objectives or AMOs are South Dakota's overarching goal for Student Performance, Student Progress, Students with Disabilities, and Economically Disadvantaged Students. This correlates with the annual School Performance Index score for BVIS. Proficiency is measured by performance on the annual statewide assessment. Targets are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement over a many-year span. Targets are set separately for English Language Arts and Math. The 2017-18 school year serves as the base year for setting the thirteen-year goal and annual targets.

The Brandon Valley Intermediate School's school improvement team has identified areas of strengths and challenges within the building. We utilize this information to differentiate instruction and improve student outcomes.

Strengths:

- 100% of intermediate school teachers are highly qualified
- 100% of the staff participate in professional development opportunities
- Strong early intervention programs are in place at the elementary level and continued throughout the intermediate school.
- Teachers use a variety of techniques for the students who struggle including 21st century skills, formative assessment and differentiated instruction strategies.
- Parents are active and involved in the education of their child through Family Access to view the on-line student information system, (Grades, attendance, lunch accounts) Teachers report large numbers of parents attending parent teacher conferences.
- 100% of BVIS students have an online Student Access account for checking student grades and assignments.
- All teachers post online weekly lesson plans.
- Before and after school help is available with individual instructors in all subject areas.
- Recovery program (ICU) before school, during lunch periods, and after school for students in 5th and 6th grade who have missing or inadequate assignments.
- Utilize close reading strategies and differentiated instruction that can scaffold at-risk readers.
- Utilize STAR reading and math to identify students who are at-risk in these content areas.
- Utilize ALEKs within the 5th and 6th grade math curriculum.
- Continued implementation of state adopted New Generation Science standards
- Implementation of three targeted ELA and math sections/grade and utilize instruction support in both 5th and 6th grade
- Utilization of state adopted math and ELA standards
- 5th grade students are divided into four teams of four teachers and 6th grade students are divided into three teams of four teachers and one team of two teachers. This allows for a better relationship building opportunity for staff and students alike.
- Ability to collaborate with grade level teachers and job alike colleagues throughout the school (by subject).
- Continue PBIS Tier I Model and Tier II for behavior and academic support
- PBIS "Lynx Way Leaders" selected monthly
- LYNX Way days – teach LYNX Way expectations, community involvement, service projects, and team building.
- Positively reinforce LYNX Way expectations through tickets and opportunities to spend tickets (PBIS store).
- Two laptop carts per team for staff and students to implement technology within the classroom.
- Student showcase for conferences in the spring.
- Implementation of Lexia in 5th and 6th grade ELA.
- Implementation of reading interventionist to focus on proficiency in the area of reading.
- Implementation of Collaborative Learning Communities (CLCs) established to facilitate collaboration amongst content area and grade-level staff

Challenges:

- Maintain adequate progress in academic performance of students who are in various subgroup categories.

- Continue to effectively implement differentiated instructional strategies based on individual student needs
- Changing demographics in a growing district
- Limited resources and support for diverse needs
- Providing alternative settings for students who need more intensive/focused support behaviorally and academically
- Unexpected growth in Special Education numbers (new enrollments)
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Computer functionality
- EL support – sharing staff with middle school and high school.
- Being able to provide extra assistance (before or after school) for students who are unable to arrive or stay at school outside of normal school hours.
- Supporting students who have experienced learning loss related to the pandemic
- Maintain adequate progress with all students' academic growth.
- Maintain adequate class sizes to ensure high student growth and achievement.

Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
 Evaluation Team Members: All BVIS staff

2022-2023 Math Goal:

All Students will show growth in student achievement as measured by the South Dakota Assessment.

- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) school goal of 65.02% proficiency for all students.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 52.11%.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 42.29%.

All students will show academic growth as measured by the South Dakota Assessment.

- We will improve math instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 76.12% .

Needs Assessment Student Performance, Perceptions, Demographic						Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
MATH	STATE 2021- 22	AMO 2021- 22	BVIS 2020- 21	BVIS 2021- 22	+/-			
All Student Results	40.28	65.02	57.00	58.12	+1.12	*Continue to implement common math vocabulary and strategies across grades. *SPED Teacher will provide support to students during targeted math classes. *Math teachers will continue to provide individualized instruction to students in need. *Implement the 8 Mathematical practices within the South Dakota State Standards. *Common summative assessments will be implemented within grade level.	*Classroom formative assessment will be discussed by grade level. *Common summative assessments across grade level. *Core math curriculum assessments *STAR Math – SLO summative test *Teacher created Unit/Module Assessments aligned with South Dakota Assessment *Teacher/textbook created performance tasks *ALEKS used for spiral review and assessment *Utilization of Interim SDA Assessments and tracking data.	*Curriculum department meetings *Math department meetings grades 5-6 implemented during staff in-service time. *In-service time to evaluate data collected from SLO tests and create SLO *In-service time to evaluate data collected from South Dakota Assessment (Academic Growth and Student Achievement) *SIP data retreat for a ½ day at the October in-service *Job-alike biweekly collaboration to promote consistency in course content across teams
Ec. Dis. Results	20.95	52.11	34.00	33.33	-0.67			
SwD Results	16.40	42.29	19.77	23.60	+3.83			
MATH	STATE 2021- 22	AMO 2021- 22	BVIS 2020- 21	BVIS 2021- 22	+/-			
Needs Assessment Student Progress, Perceptions, Demographic								
All Student Results	47.49	76.12	61.41	53.92	-7.49			
Ec. Dis. Results	34.89	72.14	41.22	51.06	+9.84			
SwD Results	27.60	55.67	35.37	36.47	+1.10			

<ul style="list-style-type: none"> *ICU implemented in every grade level. *STAR Math is utilized for SLO development. *Focus on targeted students at the low level 3 range and high level 2 range (bubble students) on the SBA. All staff are involved with this focus group. *Focus on targeted students who showed little Academic Growth on the SBA. All staff are involved with this focus group. *Implementation of the ALEKS program. *Incorporate classroom assessment that mirror the SDA. *Math intervention in DLE *Cross-curricular units that reinforce standards taught within grade level. *Power Hour - used to provide additional support. *Countdown to Common Core 	<ul style="list-style-type: none"> * McGraw-Hill benchmark assessments 	<ul style="list-style-type: none"> *Monthly team meetings to discuss concepts/procedures and student supports to drive success. *Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas
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Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
 Evaluation Team Members: All BVIS staff

2022-2023 ELA Goal:

All Students will show growth in student achievement as measured by the South Dakota Assessment.

- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) school goal of 76.75% proficiency for all students.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 53.76%.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 43.29%.

All students will show academic growth as measured by the South Dakota Assessment.

- We will improve ELA instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 73.3%.

Needs Assessment Student Performance, Perceptions, Demographic						Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
ELA	STATE 2021-22	AMO 2021-22	BVIS 2020-21	BVIS 2021-22	+/-			
All Student Results	50.33	76.75	64.72	68.70	+3.98	**Implementation of common language in ELA course across grade levels **SPED teacher provides support to students during class-within-a-class (CWC) sections of ELA **Usage of Lexia Core5 programming for CWC sections of ELA **Reading interventionist provides progress monitoring and benchmark testing for identified students **Reading interventionist provides additional support for	**RTI Progress Monitoring for targeted students for 5 th and 6 th grade **RTI Universal Screening for all 5 th & 6 th grade students three times a year using STAR reading. **Individual teachers analyze assessments from classroom curriculum. **Experiment with DOK common benchmark assessments across grade levels through SDA Interim Assessments.	**Curriculum department meetings ** ELA department meetings grades 5-8 implemented during staff in-service time. **In-service time to evaluate data collected from SLO tests and create SLO **In-service time to evaluate data collected from SDA (Academic Growth and Student Achievement) **SIP data retreat for a ½ day at the October in-service. **Job-alike biweekly collaboration to promote
Ec. Dis. Results	29.37	53.76	34.78	47.06	+12.28			
SwD Results	17.82	43.29	25.00	24.72	-.028			
Needs Assessment Student Progress, Perceptions, Demographic								
ELA	STATE 2021-22	AMO 2021-22	BVIS 2020-21	BVIS 2021-22	+/-			
All Student Results	53.11	73.30	59.97	60.97	+1.00			
Ec. Dis. Results	40.35	54.09	40.94	51.06	+10.12			
SwD Results	29.02	49.97	36.14	40.00	+3.86			

<p>5th and 6th grade students using curriculum-based intervention programming</p> <ul style="list-style-type: none"> **Provide text-to-speech accommodations for struggling readers **Promote independent reading to practice ELA concepts **Implement ICU for students at all grade levels **Implement close reading strategies including UNRAAVEL and annotations **Implement writing across the curriculum using RACE strategy and focus on techniques and mechanics **Utilize STAR Reading for SLO development **Incorporate classroom assessments that mirror SDA **ELA intervention during homeroom time **Offer Power Hour to provide additional support to students **Focus on targeted students at the low level 3 range and high level 2 range (bubble students) on the SBA. All staff are involved with this focus group. 	<ul style="list-style-type: none"> **Textbook created assessments aligned with SDA. **Individual conferencing with students **Writing Benchmark – common rubric across grade levels. 	<p>consistency in course content across teams</p> <ul style="list-style-type: none"> **Monthly team meetings to discuss strategies/concepts and student supports to drive success. **Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas
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<p>2022-2023 Behavior Goal:</p> <p>We will improve student behavior at Brandon Valley Intermediate School so that number of students who receive second Office Discipline Referral will be reduced by 50%.</p> <p>We will improve student behavior at Brandon Valley Intermediate School so that ALL students who are receiving TIER II support within PBIS successfully complete the intervention.</p>		
Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
PBIS Tier I and Tier II Tier II <ul style="list-style-type: none"> - Check-in Check-out - Academic Seminar - Small group conferencing 	SWIS data -Minor Offense forms -ODRs PBIS Rewards Ticket distribution for reinforcement of positive behaviors Encore SLO focused on student behavior through our PBIS program	On-going meetings with PBIS team Staff meetings and data discussions

Brandon Valley School District Mission Statement

"We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success."

Math Strategies to Improve Student Achievement and Growth:

All math teachers will continue to provide individualized instruction to students, focusing on areas of mathematical concepts that students, in general, struggle with in order to improve student achievement. Many of these areas involve number systems, which is a base for higher-level math skills. Teachers across all grades will continue to implement common math vocabulary, which correlate to the South Dakota State Standards. This improves instruction and student comprehension as they transition from grade to grade. All grade-levels are implementing the South Dakota Math Standards. All grade-levels are implementing the 8-mathematical practices which emphasizes the processes of solving, simplifying, explaining, using, and writing with math. Teachers will use McGraw-Hill MyMath (5th grade) and McGraw-Hill Reveal (6th grade) and ALEKS (both grades) to meet these standards and improve student achievement. Interim assessments will be utilized for students to check for understanding with mathematical content directly related to the statewide assessment. The STAR math test will be used to identify students with a low math level and provided ongoing data to monitor individual student growth. The staff has and will continue to implement tools and programs that are being used to scaffold our at-promise students and their student achievement growth.

Reading Strategies to Improve Student Achievement and Growth

All 5th and 6th grade English Language Arts teachers will continue to provide whole group, small group, and individualized instruction of ELA skills and strategies which correlate to the South Dakota State Standards. Teachers will use the Savvas MyView curriculum (5th grade) and Savvas MyPerspectives (6th grade) curriculum and novels (both grades) to meet these standards and improve student achievement. Fiction and nonfiction selections will be used, and Close Reading strategies will be emphasized. Interim assessments will be utilized for students to check for understanding with the English Language Arts content directly related to the statewide assessment. The STAR test will be used to identify students with a low reading level as measured by a Lexile score. Lower-leveled reading instruction for 5th and 6th grade will include direct instruction for targeted students in two classrooms per grade. This includes the use of software (Lexia), modeled and guided reading, as well as small group intensive instruction. DIBELS Next assessment is administered after STAR low Lexile is identified. We have developed collaboration across core subject areas to reinforce ELA standards. We have also targeted our at-promise students who are near proficient in the area of reading; we are utilizing a reading interventionist to provide individual support to these students.

State of South Dakota Waiver

Currently, BVIS does not require usage of the State of South Dakota waiver.

Instruction by Highly Qualified Staff

The Brandon Valley School District attracts and recruits highly qualified professionals through a variety of recruiting methods and job notifications. We advertise all job openings within the school, local and regional newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend the teacher job fair to recruit highly qualified teachers. Brandon Valley implements non-discriminatory practices when hiring staff.

Teachers must meet the state requirements for highly qualified staff. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children. Currently 100% of our Intermediate School core content subject teachers are highly qualified.

Professional Development

The 2022-2023 Brandon Valley School District’s professional development plan was developed by district leaders based on results of the 2021-2022 staff survey. Staff members communicated a need for increased collaborative time, and in response, the District crafted a professional development model called Collaborative Learning Communities (CLCs). The vision for CLCs is to “increase an individual’s professional capacity in the areas of curriculum and instruction, through positive, professional, and collaborative communications” amongst small groups of teachers. The core principles of CLCs are collaboration, trust, and professionalism. CLC groups were determined by building-level administrators; however, each CLC grouping was granted the autonomy to create goals for their professional development time centered around the Three BIG Ideas of a CLC:

1. A Focus on Learning	2. A Focus on Collaborative Teamwork	3. A Focus on Student Achievement
<p>The fundamental purpose of schools is to ensure all students learn at high levels. To bring this idea to life, educators work together to answer the following four critical questions.</p> <ul style="list-style-type: none">• What do we want students to learn? (curriculum)• How will we know if students are learning? (assessment)• How will we respond when students don’t learn? (intervention/instruction)	<p>Ensuring all students learn requires us to work together to meet their needs and find the best way(s) to educate our children.</p> <ul style="list-style-type: none">• Certified teachers are organized in collaborative teams to develop a group objective, achieve common goals, and hold each other accountable.• The group is clear on their purpose and priorities of their collaboration.	<p>We all want students to be successful. CLCs must work to increase student achievement. Engaged students are learning students; learning students are achieving students.</p> <ul style="list-style-type: none">• Educators collaborate and strive to successfully implement instructional best practices to ensure engagement.• Educators gather and analyze evidence of student achievement on a regular basis to

<ul style="list-style-type: none"> • How will we extend the learning for those students who are proficient or advanced? (enrichment/instruction) 	<ul style="list-style-type: none"> • Positive professional interaction is the only type permitted within the CLC. • Current practices of Team Time, Grade-Level Meetings, Teachers Watching Teachers, and Vertical Teaming intermesh within our CLCs. 	<p>inform and improve curriculum and instruction.</p>
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CLC groupings will meet at staff in-service sessions to work on their goals, which are based on *at least* one of the Three BIG Ideas of a CLC. Teacher leaders were selected to serve as the liaison between CLC groups and building-level administrators to promote collegial conversation and collaboration. The Brandon Valley School District has made a three-year commitment to effectively implementing CLCs to promote student achievement across the district.

Teachers may also participate in several professional development opportunities throughout the year including book studies and workshops on technology, instructional practices, content, and assessment.

Teachers new to the district will be assigned a mentor. The purpose of the mentor is to help new teachers in the district become competent and confident in professional practices in the classroom. The benefits of the program for new teachers includes feedback about components of effective teaching and instructional strategies; positive attention, support and encouragement; reassurance that he/she is developing professionally; and coaching from administrators.

Parent Involvement and Education

The parent involvement policy is included in the student handbook and in Appendix B. The district posts the Up-Front, a quarterly district newsletter, the annual school calendar, and electronic monthly school newsletters on the district website. Parents are notified of their student's grades at mid-term and each quarter. Parent-teacher conferences are held in the fall and spring. The PTA (Parent/Teacher/Association) is very active in the intermediate school. Family Access, the school's grading program, is available on-line for parent use. The intermediate school has team websites and teacher lesson plans are posted on the school's website. All staff e-mail addresses are published on the school's webpage and in the newsletters. Teachers utilize notification systems to inform parents (Skyward email, Remind 101, School Messenger). Parents are notified through the school's ICU program when their child has a missing assignment and again when the assignment is completed. The South Dakota Parent Involvement Survey is sent out annually to parents of special needs students. The percentage of parent respondents from this district who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities was about 82.55% the goal is 81.00% involvement. The state target for this goal is about 86.20%.

Transition

A transition plan is in place for students at all levels.

Transition to Elementary School

Each spring, a transition meeting is held with early childhood special education/Head Start teachers, the kindergarten teachers and elementary principals prior to the pre-kindergarten screening so the receiving staff is aware of the needs of the in-coming kindergarten students. The kindergarten teachers also give feedback to the parents of the in-coming kindergarten students at the pre-kindergarten screening, which is held in late February or early March of each year. In addition, receiving kindergarten teachers are invited to participate in the spring transition IEP meeting of the students. Head Start personnel conduct parent meetings throughout the year and the early childhood special education/Head Start teachers conduct home visits at the end of the school year to help parents

maintain a smooth transition for their child. All students that transition into kindergarten are provided an opportunity at each school's open house prior to the school year beginning to see their classroom and meet their teacher.

Along with the areas of communications previously listed, early childhood transition includes the following:

- Provide transition related training to prepare staff
 - a) to follow appropriate procedures and,
 - b) to support children and families in the transition process.
- Provide training for parents regarding transition process and future.
- Plan to prepare child for next service setting.
- Arrange visits to the next service setting for children, families, and staff from the sending program or service.

For children and families transitioning from Birth to Three/Early Head Start (ages infancy to 3) staff members will help facilitate areas listed:

- Initiate meetings to discuss developmental progress of individual children among parents and professionals
- Obtain the parent consent/authorization for release of information for a referral.
- Release relevant assessments and health records.
- Participate in Individual Family Service Plan (IFSP)/Individual Education Plan (IEP) meeting.

Transition to Intermediate School

- The fourth grade students are invited to the intermediate school in the spring to tour the building and discuss course offerings.
- The intermediate school counselor visits each 4th grade classroom about the transition to the intermediate school.
- Intermediate School special education teachers attend 4th grade IEP meetings.
- Parents that have a fourth grader coming to the intermediate school for the first time are invited to visit the school.
- Prior to the beginning of the school year, incoming fifth graders and their parents are invited to come to an open-house at the intermediate school.
- All new intermediate school students are invited to come into the school to find lockers and classrooms.
- All new intermediate school students are invited to an orientation assisted by the student council.
- Within the first week of school, all fifth and sixth grade students and their parents are invited to an open house.

Transition to Middle School

- The sixth grade students are invited to the middle school in the spring to tour and discuss course offerings.
- Middle School special education teachers attend 6th grade IEP meetings.
- Parents that have a sixth grader coming to the middle school for the first time are invited to an orientation and discussion night in the spring.
- Prior to the beginning of the school year, incoming seventh graders and their parents are invited to come to orientation at the middle school.
- All new middle school students are invited to come into the school to open lockers and find classrooms.
- Within the first week of school, all seventh and eighth grade students and their parents are invited to an open house.

Transition to High School

- The high school has an informational night for parents and students.

- The high school hosts all eighth graders during a school day in the spring for an orientation.
- All incoming freshmen are invited to attend “Unity Day,” which is directed by the high school administration and senior class.
- Eighth graders meet with high school counselors to schedule classes in the spring of each year.
- Ninth grade special education teachers meet with eighth grade students who have IEPs.

In addition to existing transition activities, special education transitions are addressed through student IEP meetings. If necessary, additional visits to the new school are scheduled to assist in the transition.

Monitoring/Evaluation (Additional Support)

Assessment results from the state Science SDSA, MSA, South Dakota Assessment (ELA & math), and ACCESS are evaluated prior to school starting in the fall. Proficiency reports for various groups of students, BVIS School and BV district reports are provided to obtain a focus for the new school year. Special Education, TAT/504, EL students are identified and their plans are reviewed by staff to implement for the success of those students. All staff participates in data retreats in math, reading, and behavior to focus on student needs. All teachers attend content area meetings to focus on the implementation of the South Dakota state content standards. Teachers attend team meetings where they discuss additional help for struggling students. Interventions are as follows: one-on-one help during recess, lunch, Power Hour, and before/after school tutoring assistance. Students who continue to struggle are referred to the teacher assistance team for further support and interventions. All staff participates in SWIS data reviews, which identifies students needing interventions using the PBIS framework.

**APPENDIX A
BRANDON VALLEY INTERMEDIATE SCHOOL CURRICULUM**

GRADE 5

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

Physical Education (1 semester)
Art (1 quarter)
General Music (1 quarter)
Computer (1 quarter)

Electives: Band & Orchestra

GRADE 6

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

Physical Education (1 semester)
Art (1 quarter)
SMART Lab (1 semester)

Electives: Vocal Music
Band & Orchestra

APPENDIX B

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The School district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts and provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Brandon Elementary



Brandon Elementary School Improvement Plan 2022-2023

**Brandon Elementary
School Improvement Plan
2022-2023**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote lifelong learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Brandon Elementary planning team consists of representation from building administration, and teachers who met on October 4, 2022, to discuss the prior year's testing, review data and develop a school improvement plan.

This school planning team was formed to analyze data and review the needs of Brandon Elementary School. Team members will continue to explore various academic options for implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making.

Brandon Elementary School Planning Team

Merle Horst	Principal
Sara Stone	Reading Specialist
Julie Forbes	Reading Title, I
Kris Pappas	Special Education
Ivy Ramsey	Music Education
Abbie Strasser	Kindergarten
Sarah Darling	1 st Grade
Kim Kueter	2 nd Grade
Jill Flint	3 rd Grade
Brandon Rogers	4 th Grade

Brandon Elementary School Planning Calendar

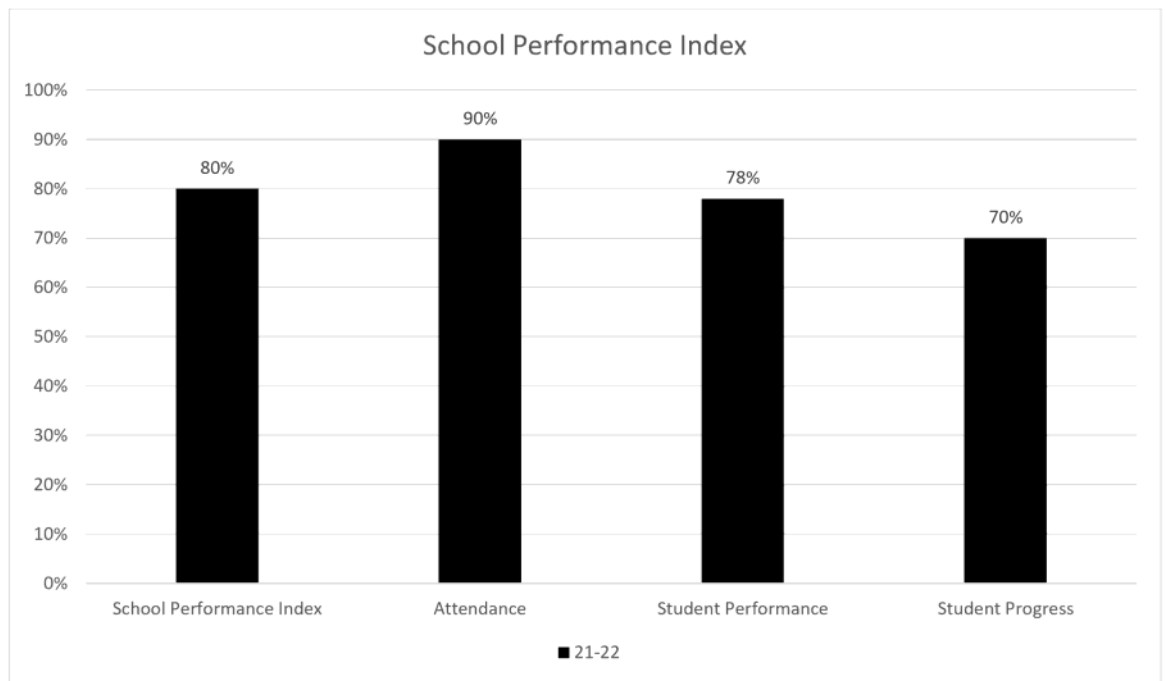
Below is the 2022-2023 calendar for meetings that have and will be held in the process of developing the Brandon Elementary School Improvement Plan.

2022-2023 School Improvement Team Meetings

October 21, 2022
January 20, 2023
May 22, 2023

Brandon Elementary School Demographic Data

	2018-19	2019-20	2020-21	2021-22	2022-2023
Total Enrollment	614	599	597	677	680
Hispanic/Latino	3.09	1.2	1.2	1.5	7.5
Amer. Indian/ Alaskan	2.28	1.7	1.3	0.3	0.5
Asian	.16	0.1	0.1	0.1	0.1
Black/African. American	1.95	1.2	1.0	0.4	0.5
Hawaiian/ Pac.Islander	.33	0	0	0	0
White/Caucasian	87.85	82.3	83.2	84.1	85
Non-White	0	0	0	0	0
2 or More Races	5.86	5.5	5.7	7.2	7.3
Students' w/Disabilities	15.0	20.1	20.0	22.1	23
English Learners - EL	0	0	0	0.3	0.5
Economically Disadvantaged	26.3	26.0	26.4	26.9	26.1
Female	238	269	273	302	375
Male	293	330	324	375	305
Migrant	0	0	0	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

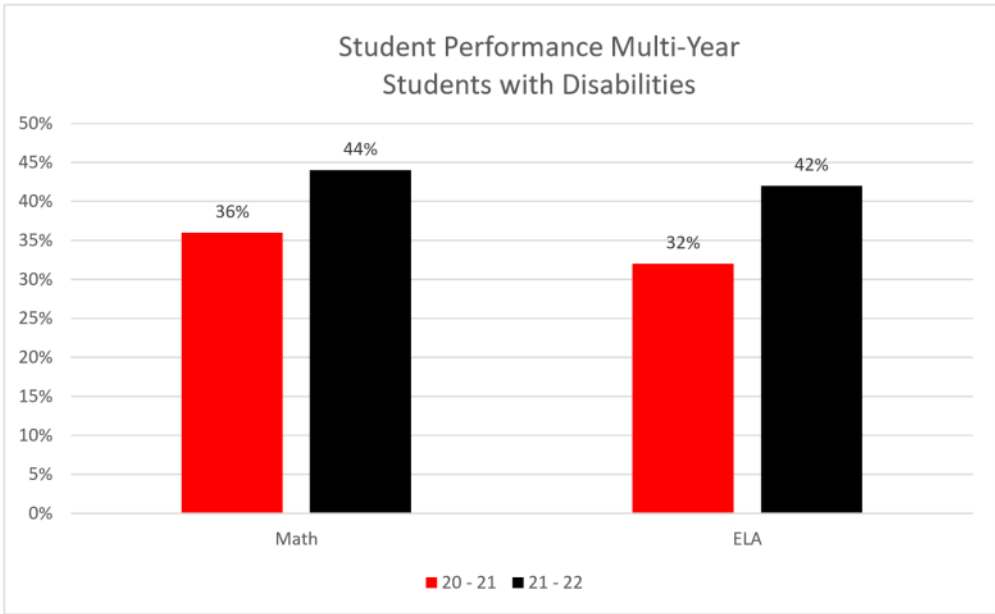
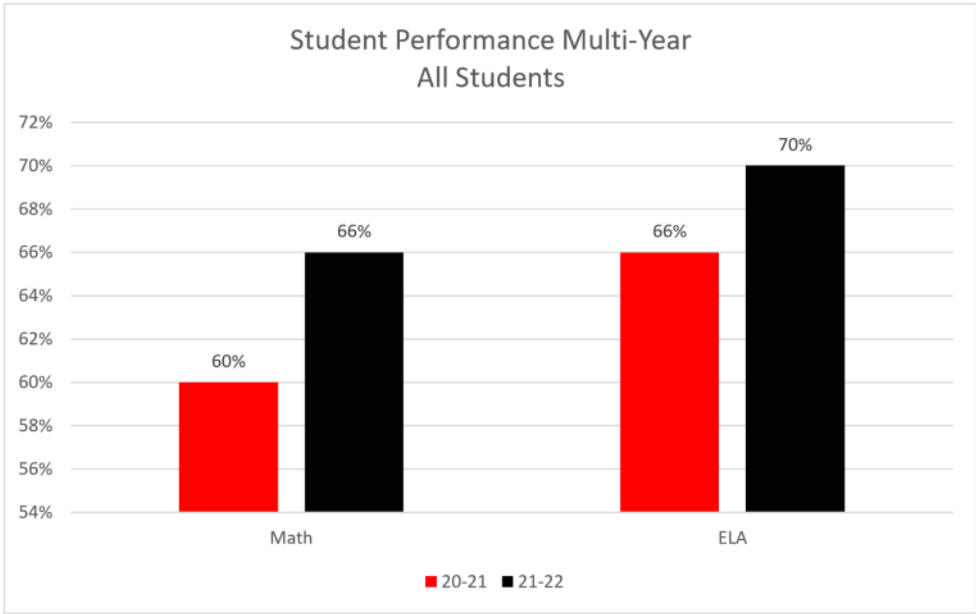
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

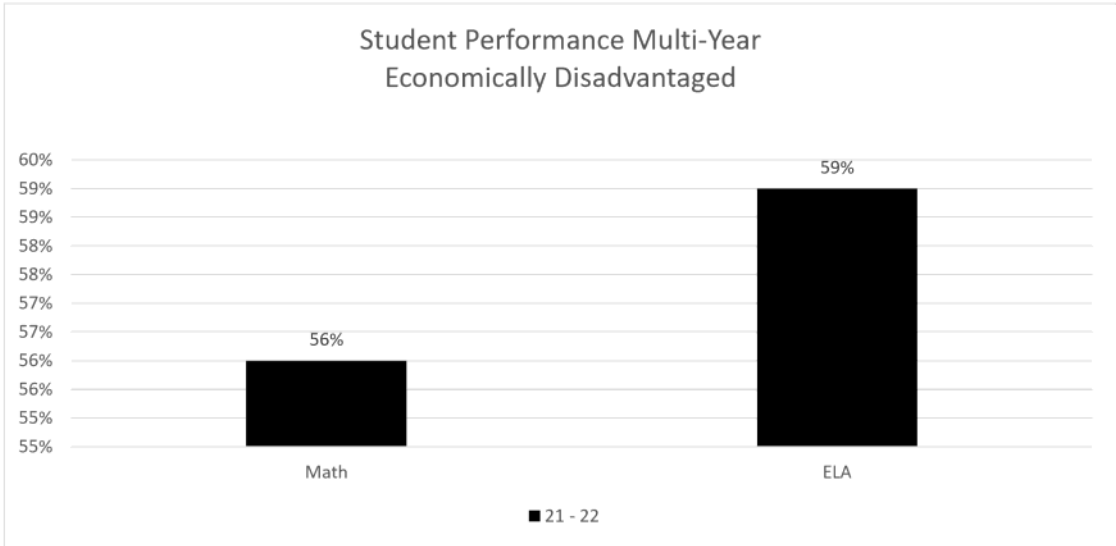
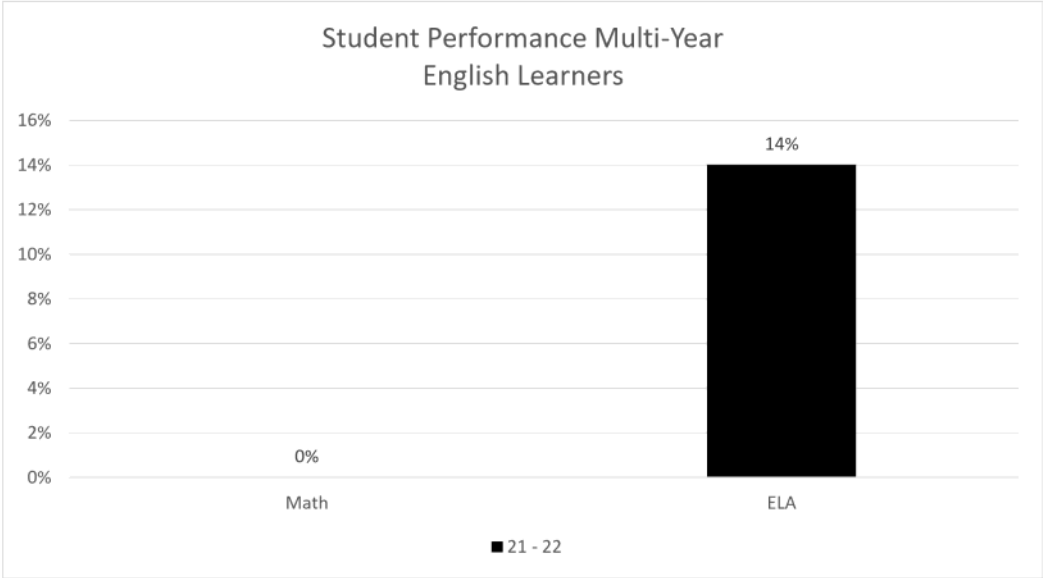
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

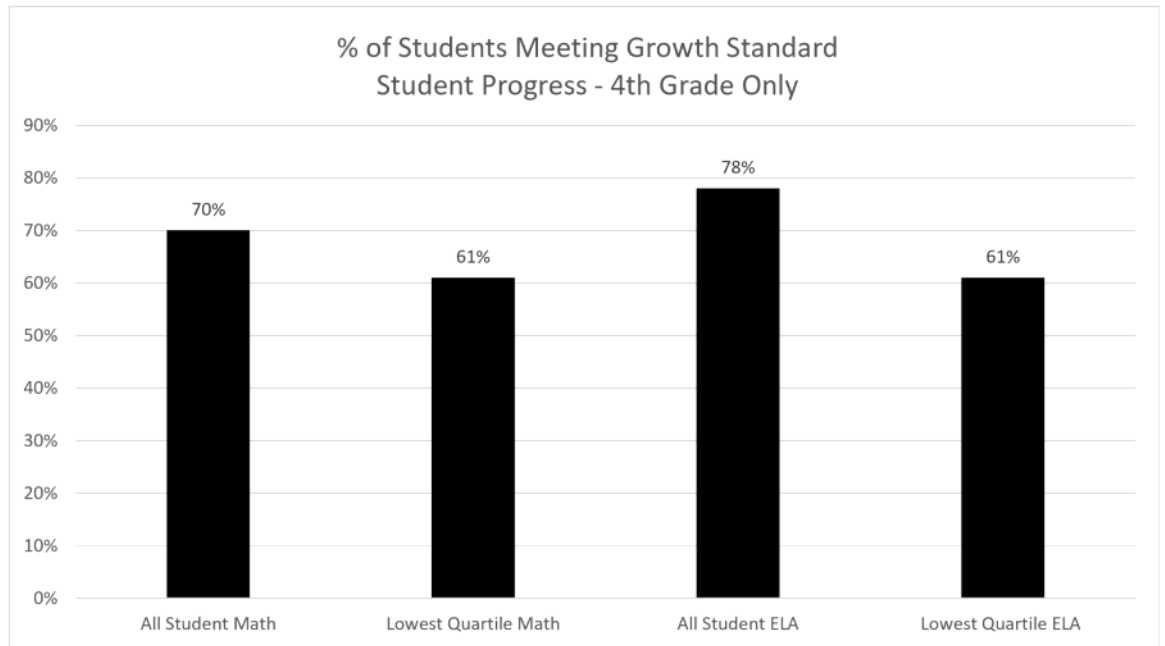
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

Long Term Goals:

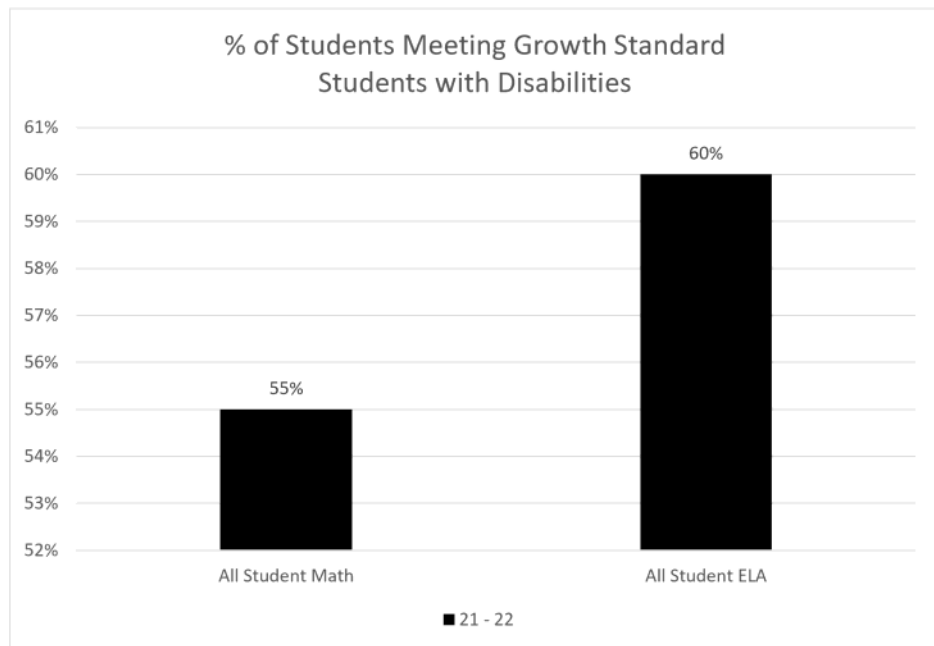
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.



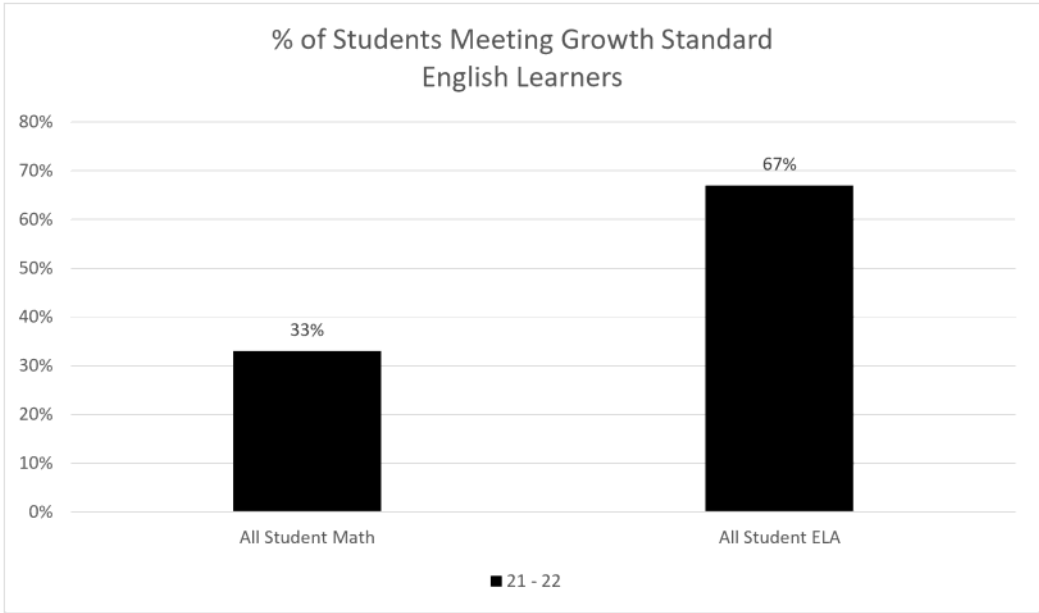
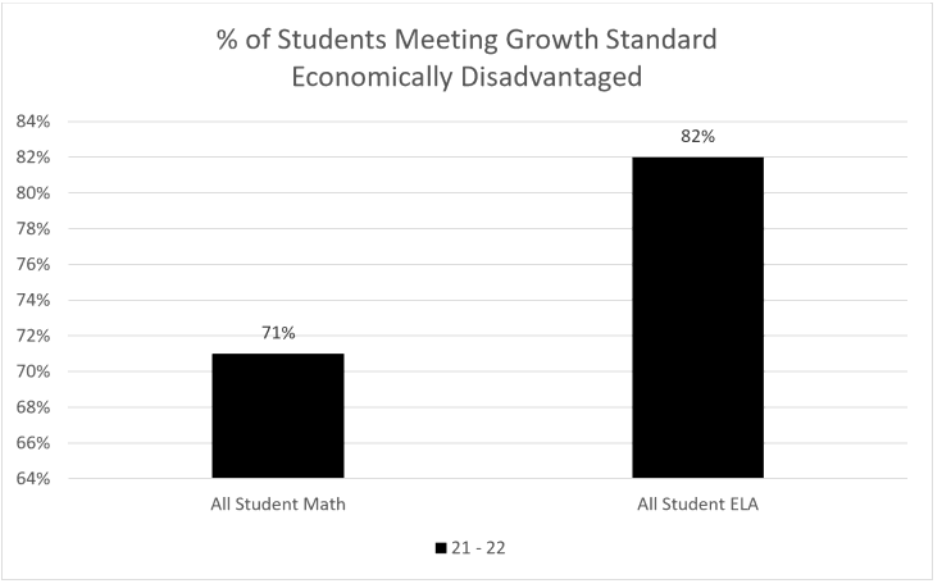


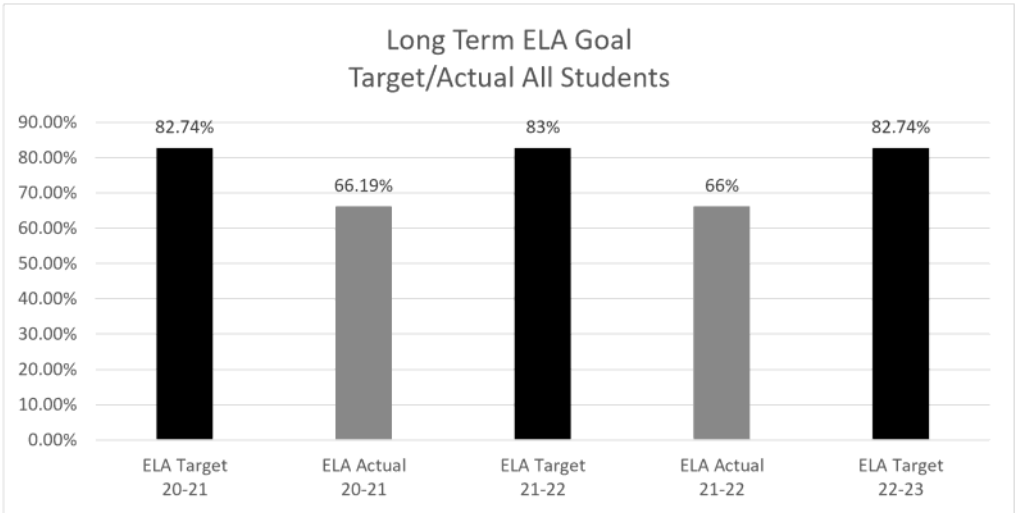
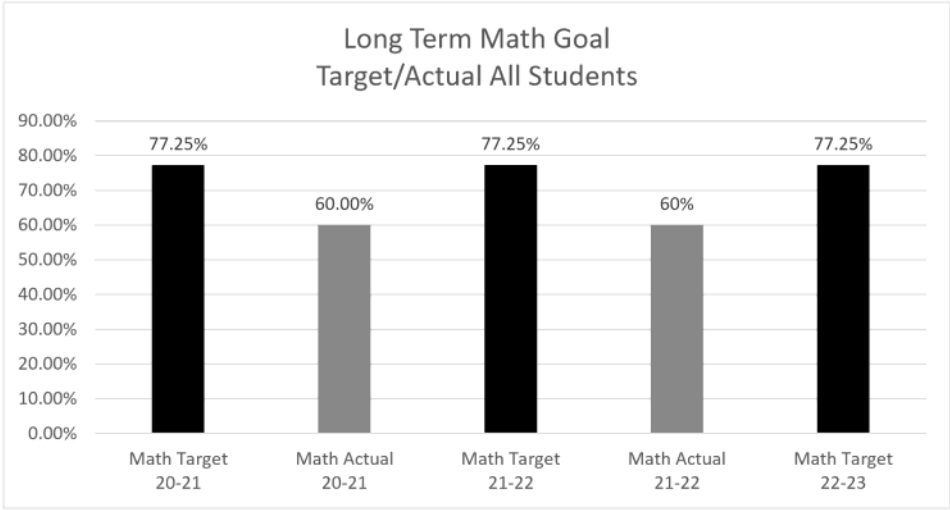


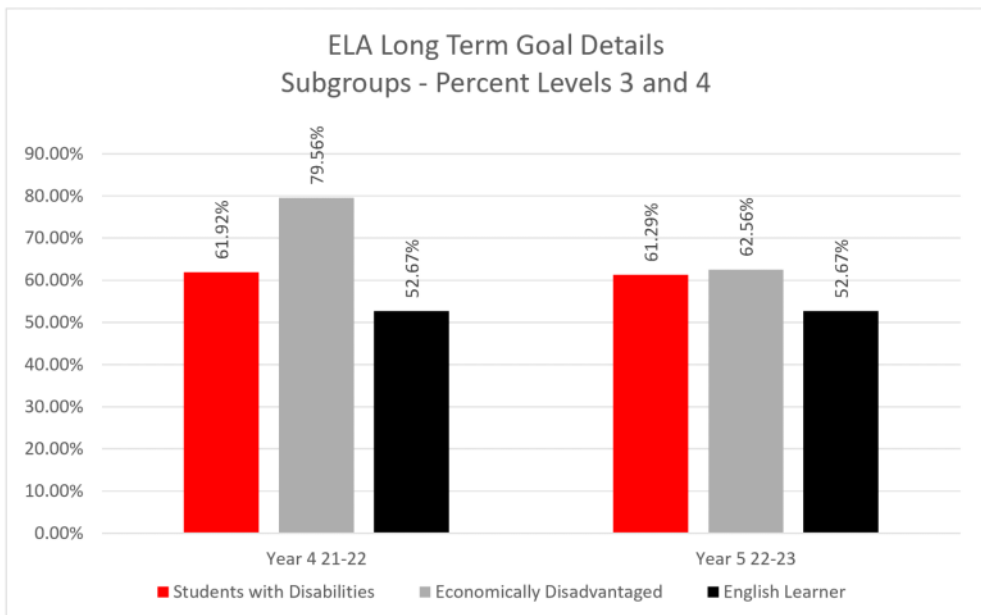
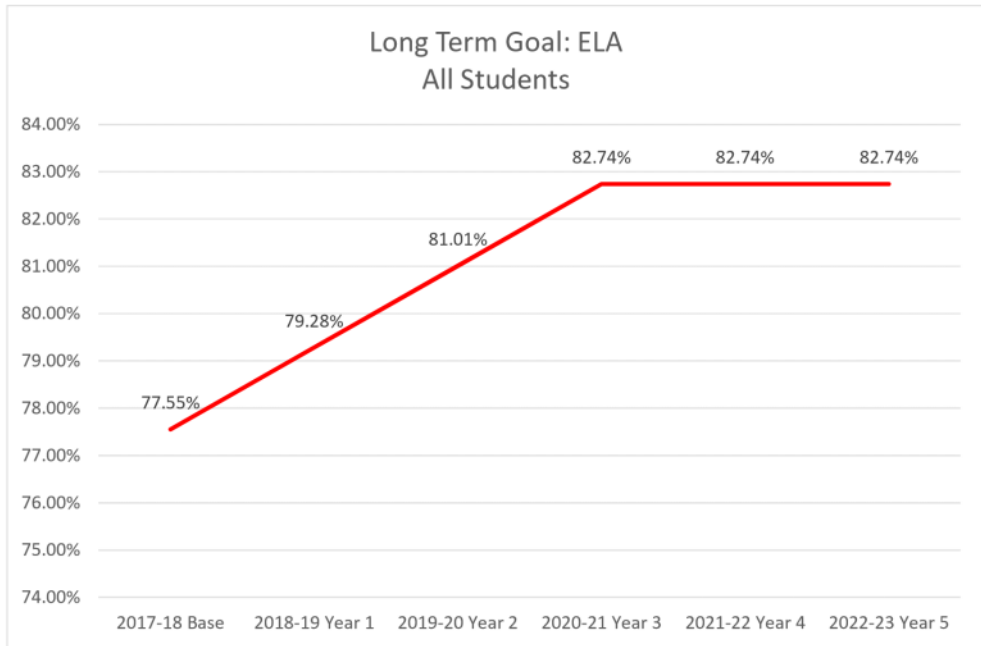
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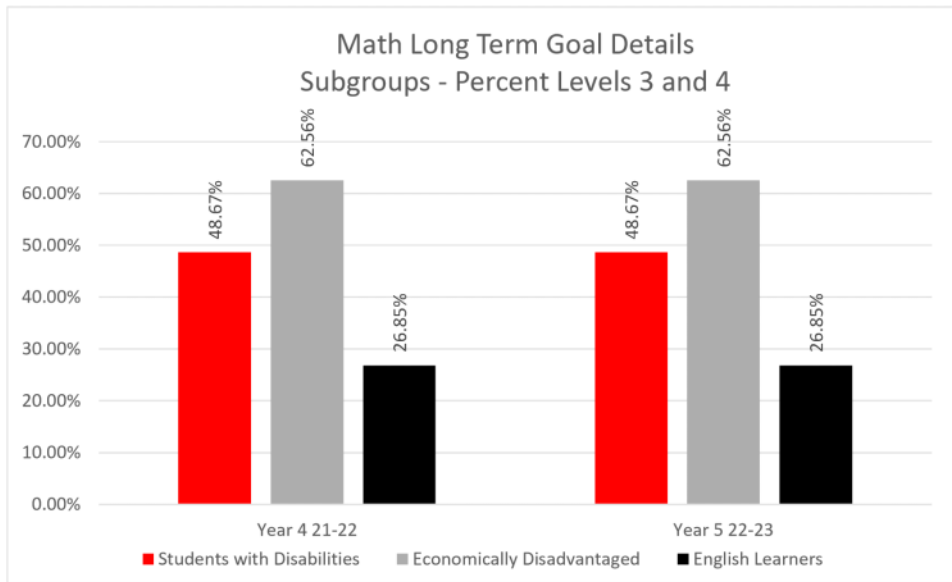
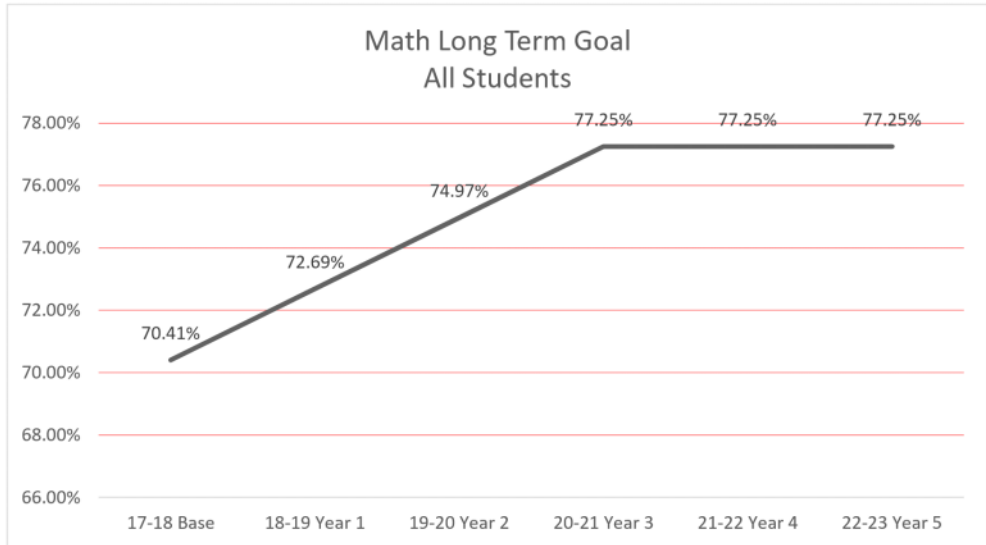


■ 21 - 22









2022-2023 Math Goal (Whole School): All staff at Brandon Elementary will improve math instruction so that all students show growth and meet our target of 77.25 for ALL students, 48.67 for students with disabilities, and 62.56 for our economically disadvantaged students and English Learners 25.85 as measured by the Smarter Balance Assessment in May 2023. (In addition, 66% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year’s assessment will meet standards in math as measured by the South Dakota ELA General Assessment in April 2023.

Interventions/ Strategies to meet this goal	Grade Level Goals	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All Kindergarten students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math</p> <p><u>1st Grade:</u> All 1st grade students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>4th Grade:</u> All 4th grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math.</p>	<ul style="list-style-type: none"> -Math Vocabulary and strategies -Scaffold instruction -SeeSaw -Visual Supports -Think-Pair-Share -IPADS -SeeSaw -Differentiated instruction -Small Group Instruction -Manipulatives -Math Talks - Connecting Math -SeeSaw -Math Facts -SeeSaw 	<ul style="list-style-type: none"> -STAR Math Assessment -Standards Based Report Cards -STAR Early Literacy -Chapter Math tests -Diagnostic Math Tests -SeeSaw 	<ul style="list-style-type: none"> -Math Specialist -Grade Level meetings -Department meetings -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning.

2022-2023 Reading Goal (Whole School): All staff at Brandon Elementary will improve reading instruction so that all students show growth and meet our target of 82.74 for ALL students, 61.29 for students with disabilities, and 62.56 for our economically disadvantaged student and 52.65 for English Learners as measured by the Smarter Balance Assessment in May 2023. (In addition, 61% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in reading as measured by the South Dakota Math Assessment in April 2023.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All kindergarten students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by STAR Early Literacy end of the year assessment.</p> <p><u>1st Grade:</u> All First-grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by the STAR Early Literacy by the end of year assessment.</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by the student growth proficiency chart in STAR reading.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by the student growth proficiency chart in STAR reading</p> <p><u>4th Grade:</u> All 4th grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by the student growth proficiency chart in STAR reading</p>	<ul style="list-style-type: none"> -Reading Protocol -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -AR Accelerated Reader -Home packets for extra fluency practice -Leveled Readers -S.P.I.R.E. -Reading Specialist -Sunday -AR 360 -Response to Intervention -VOWAC -Edmark -Reading Mastery -95% Group Multisyllable Routine Cards -SeeSaw 	<ul style="list-style-type: none"> -DIBELS benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -STAR Early Literacy -SRA Reading Mastery -CORE Phonics Screener -S.P.I.R. E quick checks, skill checks -Sunday Program -SeeSaw 	<ul style="list-style-type: none"> -Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem-Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff -Socratic Seminar -95% Group Multisyllable Routine Cards training

Brandon Elementary Strengths and Challenges

Strengths:

- Welcoming of all new staff and the willingness to go the extra mile for students.
- Staff is flexible with changes.
- Strong collaborate edification among all staff members.
- Each grade level works well together. We have individual educators willing to share with colleagues.
- 100% of elementary school teachers are highly qualified.
- 100% of the staff participate in professional development opportunities.
- Strong early intervention programs are in place at the elementary level such as Response to Intervention, Sonday, S.P.I.R.E., VOWAC, 95% Group Multisyllable Routine Cards
- Parents are active and involved in the education of their child. 96% of our parents attend parent teacher conferences.
- Strong rapport amongst classified and certified staff
- Response to Intervention for all students, divided by skill level, to meet the needs of all learners.

Challenges:

- Time: Paperwork, implementation of innovative programs and ideas, changing of standards and curriculum, meetings, etc.
- All grade levels need to be current with technology and have updated devices.
- Monitoring student performance levels in subgroups (Economically disadvantaged and students with disabilities) to maintain adequate progress.
- Continue to train teachers to use instructional techniques to motivate students to achieve to their potential.
- Continue to implement differentiated instructional strategies based on individual student needs.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Motivating students to higher expectations
- Student to teacher ratio effects the teacher's effectiveness in meeting individual student's needs.

Waivers of Administrative Rule

- None
-

PARENT INVOLVEMENT POLICY

Appendix A

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The school district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the schools in addition, the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts moreover, provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Brandon Elementary School currently is a Title I School.

Fred Assam Elementary



Fred Assam Elementary School



School Improvement Plan 2022 - 2023

**Fred Assam Elementary School
School Improvement Plan
2022 – 2023**

Core Operating Principle or Vision Statement

Our business is the creation of learning environments that result in success.

Mission Statement

We will prepare our students to be life-long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing, and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Fred Assam Elementary School Leadership Team met on September 15, 2022, to review data, the needs of the elementary school, and to develop a school improvement plan. Team members will continue to explore various academic options for possible implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students, but will especially target the Gap Groups with continued progress monitoring and interventions.

School Planning Team

- Susan Foster, Fred Assam Elementary School Principal
- Leah Williamson, Regular Education Kindergarten Teacher
- Sarah Felder, Regular Education First Grade Teacher
- Missy Livingston, Regular Education Second Grade Teacher
- Michelle Kieffer, Regular Education Third Grade Teacher
- Tara Scholten, Regular Education Fourth Grade Teacher
- Angie Nelson, School Counselor
- Mandy Reiser, Special Education Teacher
- April Verburg, Music Teacher

School Planning Calendar

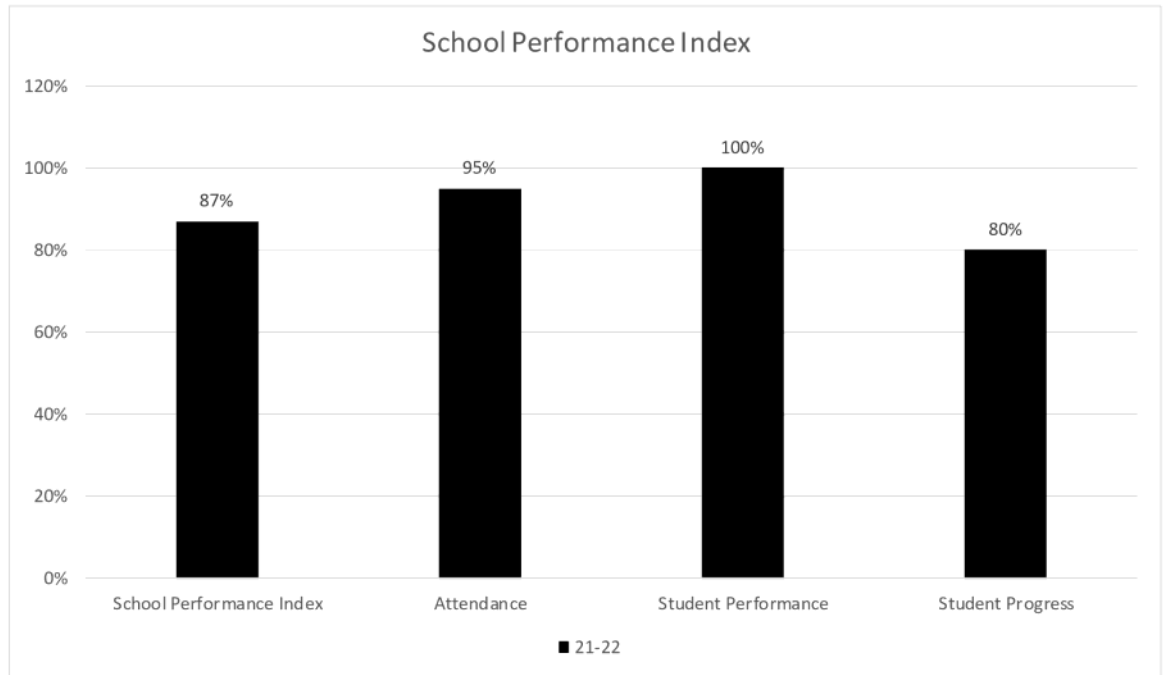
Below is a log of various meetings that will be held in the process of developing the Fred Assam Elementary School Improvement Plan.

- September 15, 2022 SIP team meeting to review goals
- October 10, 2022 Fred Assam Elementary Staff - review goals and target specific skill areas
- November 16, 2022 Data team meeting to monitor progress
- December 19, 2022 Data/SIP teams meeting to review and discuss
- January 24, 2023 SIP team meeting to monitor school year and goals
- January 25, 2023 Data team meeting to monitor progress and finalize SLOs
- March 22, 2023 Data team meeting to monitor mid-semester progress
- March 23, 2023 SIP team meeting to monitor mid-semester progress
- May 17, 2023 SIP and Data teams meet to reflect on the school year

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

Fred Assam Elementary School Demographic Data

	2018 - 2019	2019 - 2020	2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024
Total Enrollment	559	537	587	438	484	
Hispanic/Latino	19	23	20	0	19	
Amer. Indian/Alaskan	4	4	5	1	3	
Asian	21	26	21	6	6	
Black/Afr. American	53	35	31	10	11	
Hawaiian/P.Islander	3	3	3	1	1	
White/Caucasian	449 (80%)	446 (83%)	500 (85%)	398 (91%)	434 (90%)	
Non-White	100 (18%)	91 (17%)	60 (10%)	18 (4%)	40 (8%)	
2 or More Races	9 (2%)	0	27 (5%)	22	31	
Students' w/Disabilities	61 (11%)	52 (10%)	60 (10%)	53	68	
English Learners - EL	39 (7%)	39 (7%)	45 (8%)	0	0	
Economically Disadvantaged	123 (22%)	80 (15%)	NA	NA	26 (6%)	
Female	280	268	294	207	216	
Male	241	269	293	231	268	
Migrant	0	0	0	0	0	



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

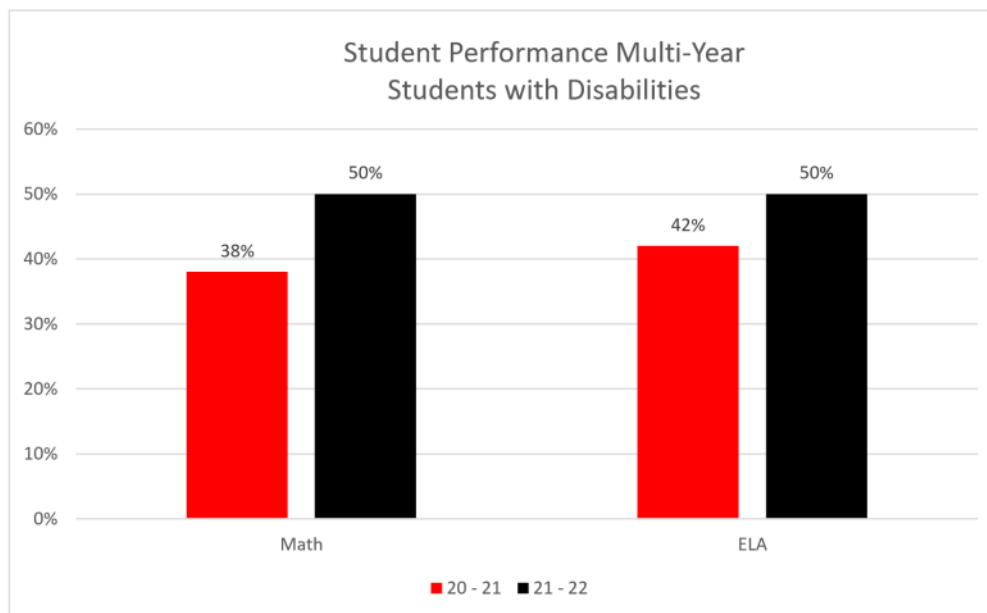
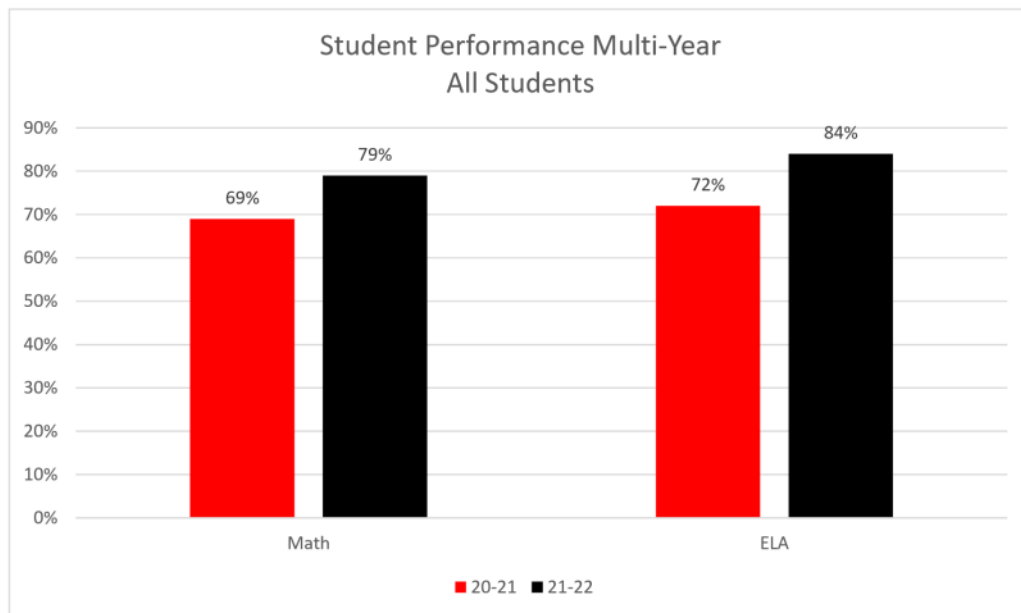
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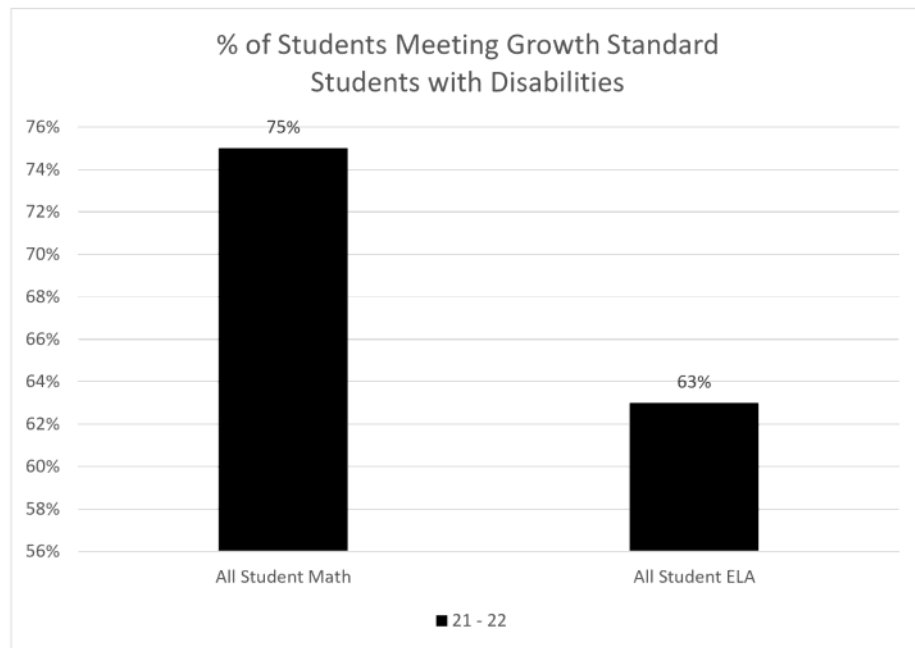
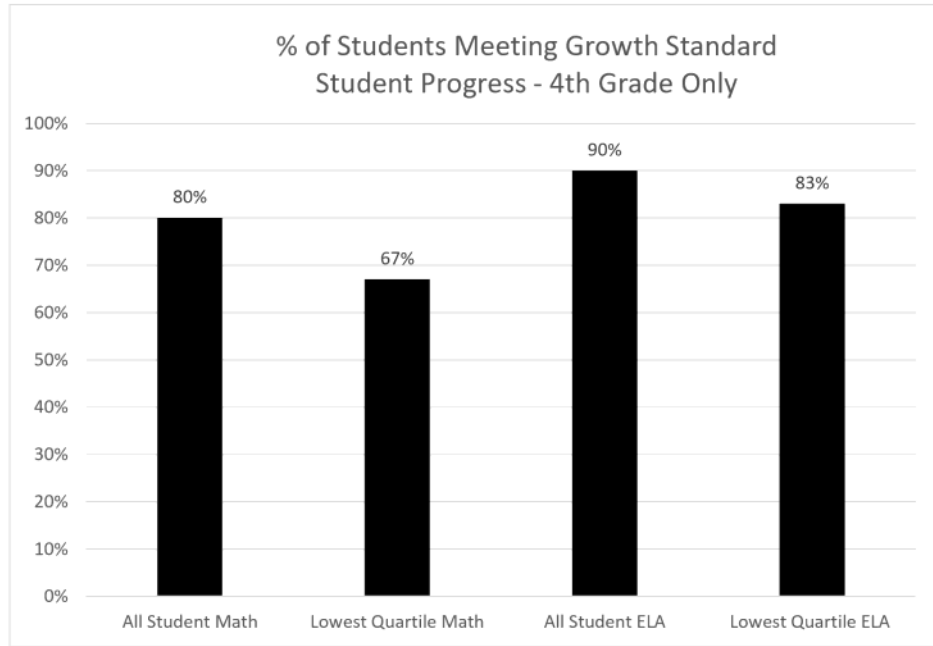
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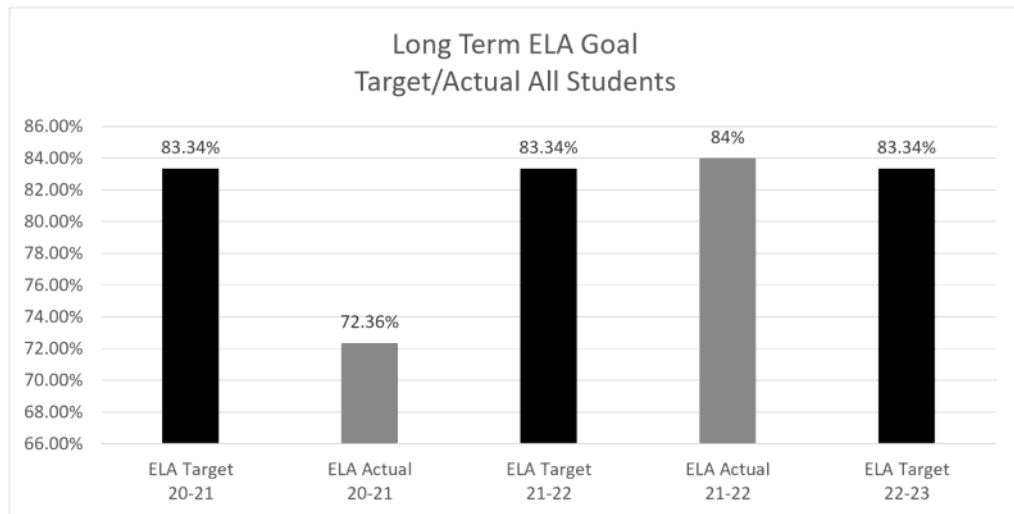
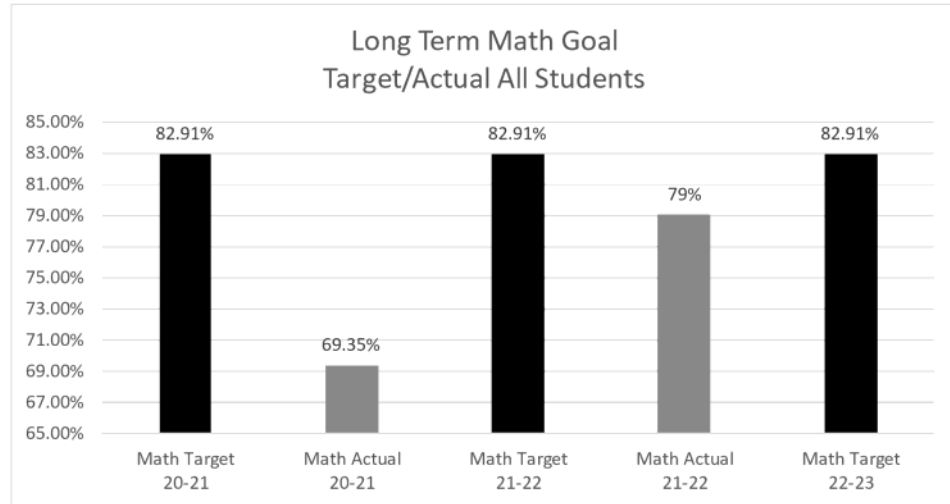
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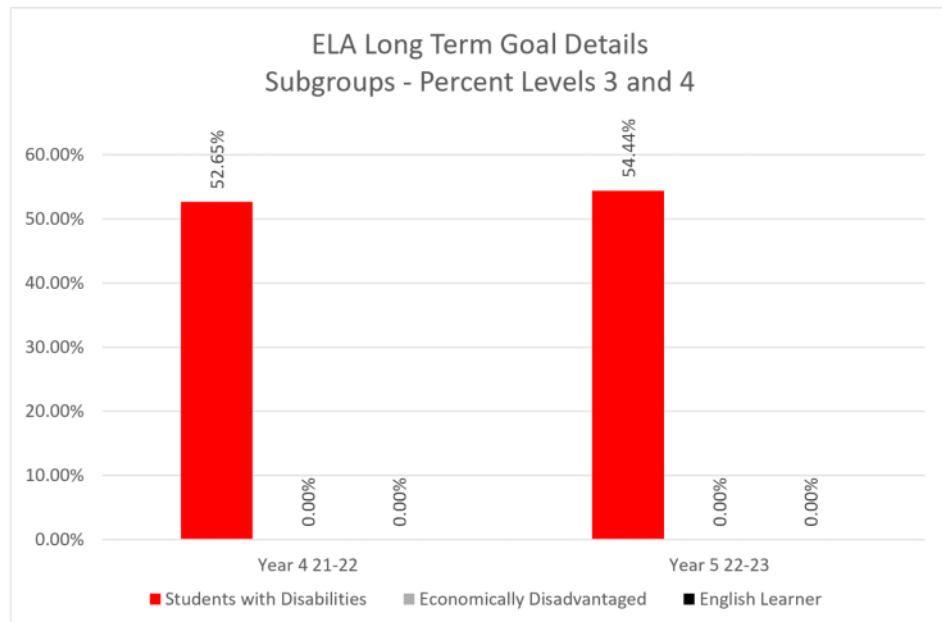
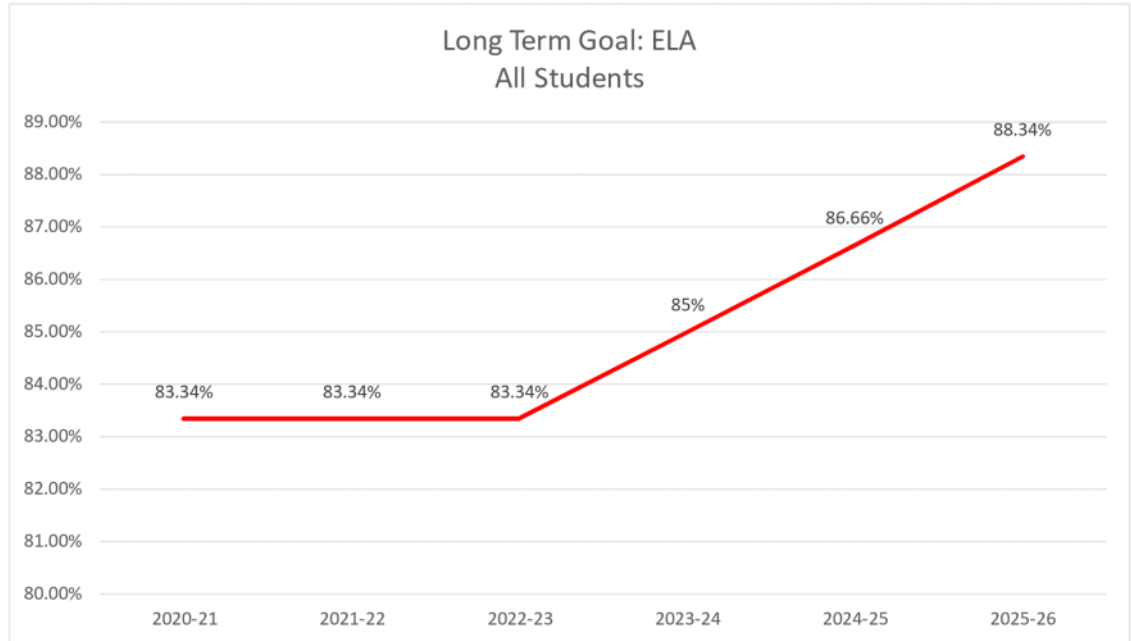
Long Term Goals:

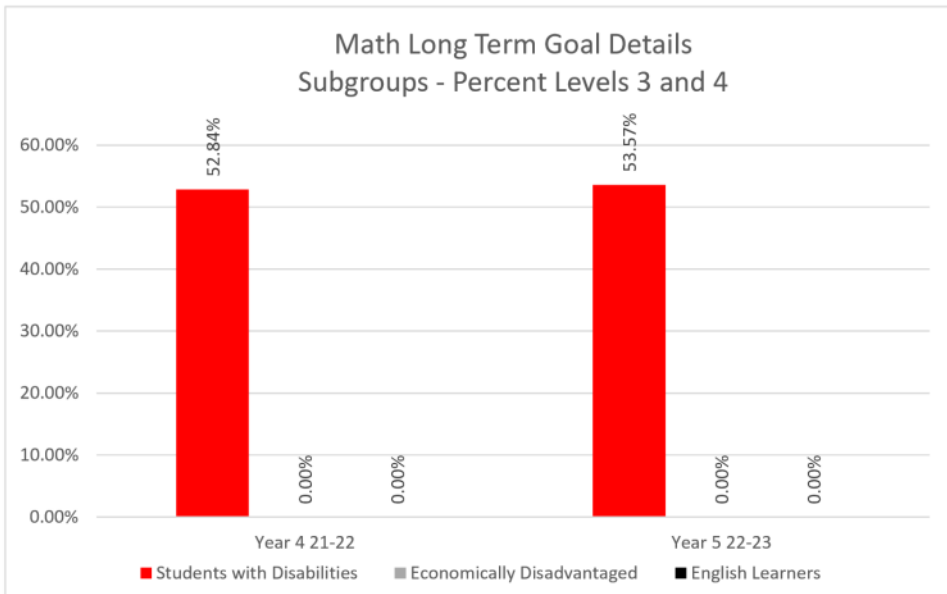
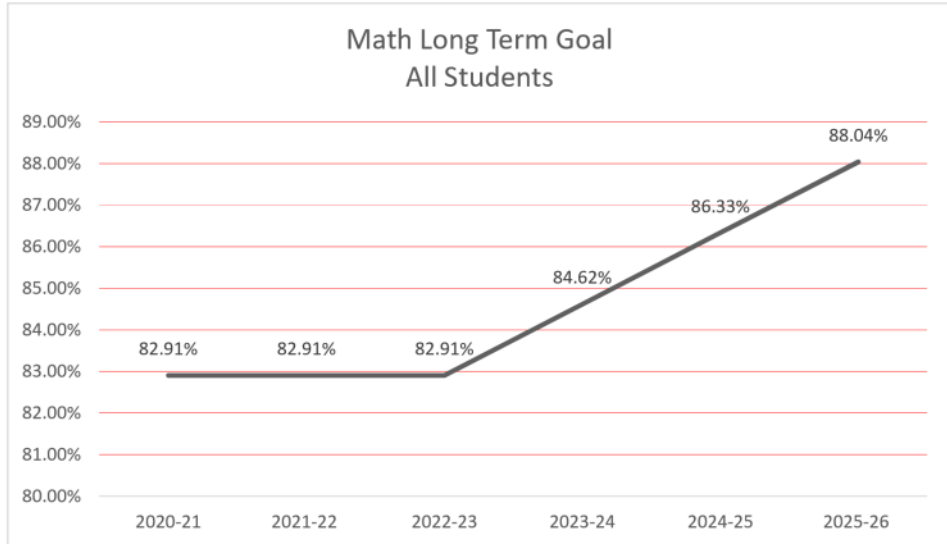
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Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

<p>2022 – 23 ELA/Reading Goal (Whole School): All staff at Fred Assam Elementary School will improve reading instruction so that all students show growth and meet our Student Performance Goal of 86.68% for ALL students and 54.44% for students with disabilities as measured by the SD ELA General Education Assessment in April 2022. In addition, 83% of all 4th grade students who achieved in the lowest quartile percentage of scores on the previous year’s assessment will meet standards in reading as measured by the SD ELA General Assessment in April 2023.</p>			
<p align="center">Sub goals:</p> <p>Subgoals correspond with our student learning objectives that finish in January 2023. However, all students will continue their personal aim line to show growth and achievement toward our Student Performance Goal.</p>	<p align="center">Interventions Strategies to meet this goal</p>	<p align="center">Formative Assessment to monitor progress toward goal</p>	<p align="center">Staff Development Needs to meet this goal</p>
<p>Kindergarten: All kindergarten students will show growth by January 2023 will show growth in core reading skills as measured by Renaissance STAR Early Lit Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letters and sounds 3. High frequency words 4. Blending 5. Reading for meaning/understanding 6. Daily Phonemic Awareness activities <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p> <p>First Grade: By January 2023, all students will show growth in first grade core literacy skills as outlined below as measured by Renaissance Early Literacy assessment. Student growth will be measured by SGP and/or scaled score. Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic Awareness 2. Letter names and sounds 3. Decoding syllables 4. Reading for understanding <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch 15-25 SGP At/Above Benchmark 10-20 SGP</p>	<ul style="list-style-type: none"> * Rtl (Response to Intervention) process Kdg * Resource Room support * Marzano’s strategies and 21st Century skills * Effective communication * Visual strategies * Comprehension strategies * AR Accelerated Reader * Writing responses * Parent information and communication * One-minute reads and retell practice * Literacy Centers * Home packets fluency practice * Retell strategy * Maze passages * High Frequency Words * SPIRE curriculum * Reading Specialist * Reading Interventionist * Graphic organizers * Daily 5 * Junior Kindergarten * Wordly Wise * 1st grade Walk to Read * 2nd grade Walk to Read * 3rd grade Walk to Read * 4th grade Walk to Read * Word Analysis * Collaborative Learning Communities (CLCs) * Constructive Response * Ultimate Phonics SPED 	<ul style="list-style-type: none"> * Acadience – benchmark and progress monitoring * Maze passages – benchmark and progress monitoring * AR – Accelerated Reader * Star Reading * Star Early Literacy * McGraw/Hill Wonders Assessments * Read Live * Beginning, Middle, End of Year testing * SRA Reading Mastery * SRA Lesson Connections * CORE phonics screener * BOOST Up progress of fine/gross motor skills * SPIRE quick checks * Written 	<ul style="list-style-type: none"> * Quarterly problem-solving meetings * Quarterly grade level meetings * Reading Specialist – coaching * State Standards - implement * Department meetings * TAT meetings * Technology resources for improving instruction and learning * Develop clear, concise, and rigor in lesson instruction – objectives and assessment * Renaissance training * Depth of Knowledge questioning skills

<p>Second Grade: By January 2023, all students will show growth in second grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score.</p> <p>Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letter names and sounds 3. Blending 4. High frequency words (accuracy) 5. Fluency 6. Comprehension <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p> <p>Third Grade: By January 2023, all students will show growth in third grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score.</p> <p>Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letter names and sounds 3. Decoding multisyllabic words 4. Accuracy and fluency 5. Vocabulary 6. Reading for Understanding <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p> <p>Fourth Grade: By January 2023, all students will show growth in the fourth grade reading domains listed below as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score.</p> <p>Subskills:</p> <ol style="list-style-type: none"> 1. Letter names and sounds 2. Accuracy and Fluency 3. Comprehension- reading for understanding, strategy application <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p>	<ul style="list-style-type: none"> * BOOST/BLAST Phonics * VOWAC * Heggerty Phonemic Awareness JK/K/1st * BOOST Up room JK/K * Rapid Reads – SRA * Audiation skills. * Sequence songs. * Nursery Rhymes * Cross Curric Vocab. * 16 Habits of Mind * SEL opportunities * Multi-sensory activities * Really Great Reading * Book Clubs * Project Based Learning * STEM projects * 95% group multi-syllabic * Epic * Storyboard * Wonders/Wonder Works Curriculum * IXL Learning * Orthographic Mapping 	<ul style="list-style-type: none"> * Performance tasks * VOWAC * Sunday * Daily 5 Reading * Graded rubrics * Standards Based Report Cards * Miscue Analysis 	
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Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

2022 – 23 Math Goal (Whole School): All staff at Fred Assam Elementary School will improve math instruction so that all students show growth and meet our Student Performance Goal of 86.33% for ALL students and 53.57% for students with disabilities as measured by the SD Math General Education Assessment in April 2022. In addition, 67% of all 4th grade students who achieved in the lowest quartile percentage of scores on the previous year’s assessment will meet standards in math as measured by the Smarter Balance Assessment in April 2023.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<p>Kindergarten Math Goal 100% of the students in kindergarten will show measurable growth in math as measured by the Diagnostic and Placement Test from math series McGraw Hill in May 2023.</p> <p>1st Grade Math Goal All students in 1st grade will show measurable growth in math number sense skills as measured by Number Sense goals. 80% of students will achieve Level 3, Goal 13, adding and subtracting numbers from 1 – 10 fluently by May 2023.</p> <p>2nd Grade Math Goal All students in 2nd grade will show measurable growth as measured on STAR Math Test by May 2023.</p> <p>*Level 1 students will grow 20-30 points. *Level 2 students will grow 15-25 points. *Level 3 & 4 students will grow 10 - 20 points or more.</p> <p>3rd Grade Math Goal All students in 3rd grade will make measurable growth as measured on the</p>	<ul style="list-style-type: none"> * IXL Learning * Daily review of money and time * Math vocabulary and strategies * Scaffold instruction * Skip counting * Integrate music and movement into math instruction * Number in a Box * Visual supports * Manipulatives – exploration and discovery * Problem Solving group work * Math games * Think – Pair – Share * Increase lessons on Number Sense * Student modeling and explanation * Subitizing – Kindergarten * Collaborative Learning Communities (CLCs) * Math Centers/Clubs * Symbolic notation * Counting songs * Cross curriculum 	<ul style="list-style-type: none"> * Immediate feedback on computer programs * Jeopardy on SMART board on math vocabulary * Quiz Maker on computers * Chapter tests from McGraw Hill * Report card * Timed tests * Individual math skills practice via use of technology * Standards Based Report Cards * Math Intervention groups grades 3 and 4 * Performance Tasks * Comprehensive Curriculum 	<ul style="list-style-type: none"> * Staff share sessions for interventions, strategies * Grade level meetings * Department meetings * Math Standards * Math Specialist * Math Interventions needed * Technology resources and training for improving instruction and learning * Develop clear, concise, and rigor in lesson instruction – objectives and assessment * Quarterly problem-solving meeting

<p>STAR Math and how they score on the SD Math General Education Assessment. April 2023</p> <p>*Level 1 students will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.</p> <p>4th Grade Math Goal All students in 4th grade will make growth as measurable growth on the STAR Math and how they score on the SD Math General Education Assessment. April 2023</p> <p>*Level 1 will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.</p>	<p>patterning, measuring, analyzing</p> <ul style="list-style-type: none"> * 16 Habits of Mind * SEL opportunities * Sensory activities * Kahoot It * Rocket Math * SRA Connecting Math – direct instruction * Touch Dots * Math Binders * Math Zones – facts * Sum Dog * Prodigy * Native Numbers iPad program – K * Daily Calendar Math * Small group intervention 	<p>Review</p> <ul style="list-style-type: none"> * Real word problem solving readers * Freckle Math 	
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2022 – 2023 Behavior goal: Due to the new School Performance Index (SPI), Annual Measurable Objectives (AMOs) are applied to support continuous improvement for Indicator #1: Student Achievement. Using the Core Principles of PBIS (Positive Behavioral Interventions and Supports) all staff will decrease office discipline referrals by 10% during 2022-2023 school year. We will also collect and study discipline data monthly by using the SWIS program for reporting minor and major offenses.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> * Increase awareness of school-wide goals/expectations: Be Respectful, Be Responsible, Be Safe, Be Kind, Be Active Learners – using school-wide matrix. * Increase positive behavioral interventions – LYNX tickets. * Increase prevention efforts to move from reactive to proactive. * Two students from each grade level will be recognized with LYNX Way stickers during lunch/recess daily. * Increase parent information/guidance to model and encourage respectful and responsible behavior. * Jr. LYNX Leaders monthly trait awards to select students 	<ul style="list-style-type: none"> * Classroom Rules developed by students/teachers * Kelso's Pond of Choice and Choice Wheel * PBIS Assemblies * PBIS Rewards * Classroom Counseling * Small Group Counseling * Individual Counseling * Catch them being good LYNX tickets – Tier 1 * 504 Plans * IEP Behavior Plan * TAT meetings/plans * School-wide conflict resolution curriculum * Classroom Interventions: <ul style="list-style-type: none"> -clip charts -dojo points -morning meetings -recess picture cards -faces behavior chart -Rainbow Behavior Chart <ul style="list-style-type: none"> -Bee Hive -ROAR levels, lynx tickets * Monthly Psych newsletters to staff with Behavior Interventions and Strategies 	<ul style="list-style-type: none"> * Quarterly attendance/letters * Monthly review of minor and major offenses recorded in SWIS. PBIS team will assist with Tier II Intervention strategies. * Progress Reports (quarterly) * Check In/Check Out 	<ul style="list-style-type: none"> * Increase outdoor signage * Increase room signage * Increase indoor signage * Staff training for consistency throughout the building * PBIS Rewards 3rd/4th grades

Strengths:

Identified as a Title I Distinguished School in South Dakota.
100% Student Performance during the 2022 – 2023 school year.
95% Student Attendance during the 2022 – 2023 school year.
80% Student Progress during the 2022 – 2023 school year.
84% students are proficient/advanced in reading.
79% students are proficient/advanced in math.
100% of elementary teachers are highly qualified.
100% of staff participates in professional development opportunities.
SWIS data management for JKdg – Grade 4 students.
LYNX Way stickers/marble jar for positive reinforcement JKdg – Grade 2 students.
PBIS Tier I, II, and III – progress monitor and interventions in place for all students.
PBIS Rewards for 3rd and 4th grade students.
Strong early intervention is in place at the elementary level: Kindergarten - Response to Intervention, Reading Specialist, Daily 5, 1st – 4th grade Walk to Read, Reading Interventionist
Teachers implement a variety of techniques for students at all levels.
Teachers are actively working on the State Standards – horizontal/vertical alignment, lesson plans, teaching with rigor.
Parents are encouraged to be active and involved in the education of their children.
Technology is accessible to students.
Teachers will continue to use differentiated instructional strategies based on individual student needs.
Teachers implement Math Centers/Clubs – math intervention.
Collaborative Learning Communities (CLCs)
STAR Reading and Math assessments used to monitor growth progress throughout the year.

Challenges:

Teachers will monitor and use data to promote student growth to increase Academic Progress for all students.
The demographics are changing in a growing district.

Reading Strategies to Improve Student Achievement:

Reading Protocol – on file

Math Strategies to Improve Student Achievement:

Math Protocol – TBD

Waivers of Administrative Rule:

None

APPENDIX A

Parent Involvement Policy

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The School District and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. support to parents as leaders and decision makers in advisory roles.
2. promote a clear two-way communication between the school and the family as to school programs and students' progress.
3. give assistance to parents and/or guardians to develop parenting skills to foster positive relationships.
4. involve parents, with appropriate training, in instructional and support roles at the school.
5. provide access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Inspiration Elementary



Inspiration Elementary School



School Improvement Plan 2022-23

**Inspiration Elementary School
School Improvement Plan
2022-23**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Inspiration Elementary Planning Team consists of representation from building administration and teachers who met on August 22, October 10, and November 7, 2022 to discuss the prior year’s testing, review data, the needs of the elementary school and develop a 2022-23 school improvement plan. This school planning team was formed to analyze data and review the needs of Inspiration Elementary School students, families, and faculty. Team members will continue to explore various academic options for possible implementation to improve academic achievement this year and beyond. The team reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students, but we will especially target the lowest quartile with continued progress monitoring and interventions.

Inspiration Elementary Planning Team

- Tanya Palmer, Inspiration Elementary School Principal
- John Flint, Fourth Grade Teacher
- Jennifer Chicoine, Special Education Teacher
- Dawn Leenderts, Special Education Teacher
- Emily Rasmussen, Kindergarten Teacher
- Teri Huska, First Grade Teacher
- Bailey Fitzgerald, Second Grade Teacher
- Cassie Kocer, Third Grade Teacher
- Pam Klenner, Reading Specialist
- Jennifer Voigt, Reading Interventionist
- Whitney Robinson, Counselor

Inspiration Elementary School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing the Inspiration Elementary School Improvement Plan.

2022-23 School Year

August 22, 2022	Review 2021-22 Math and Reading Data
October 10, 2022	School Improvement Planning Session, Grades K-4, Inspiration
November 7, 2022	School Improvement Planning Session, Grades K-4 Inspiration
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings –implementation and review, IE teachers
Quarterly	Grade Level meetings-CCSS/SLO-BV teachers

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

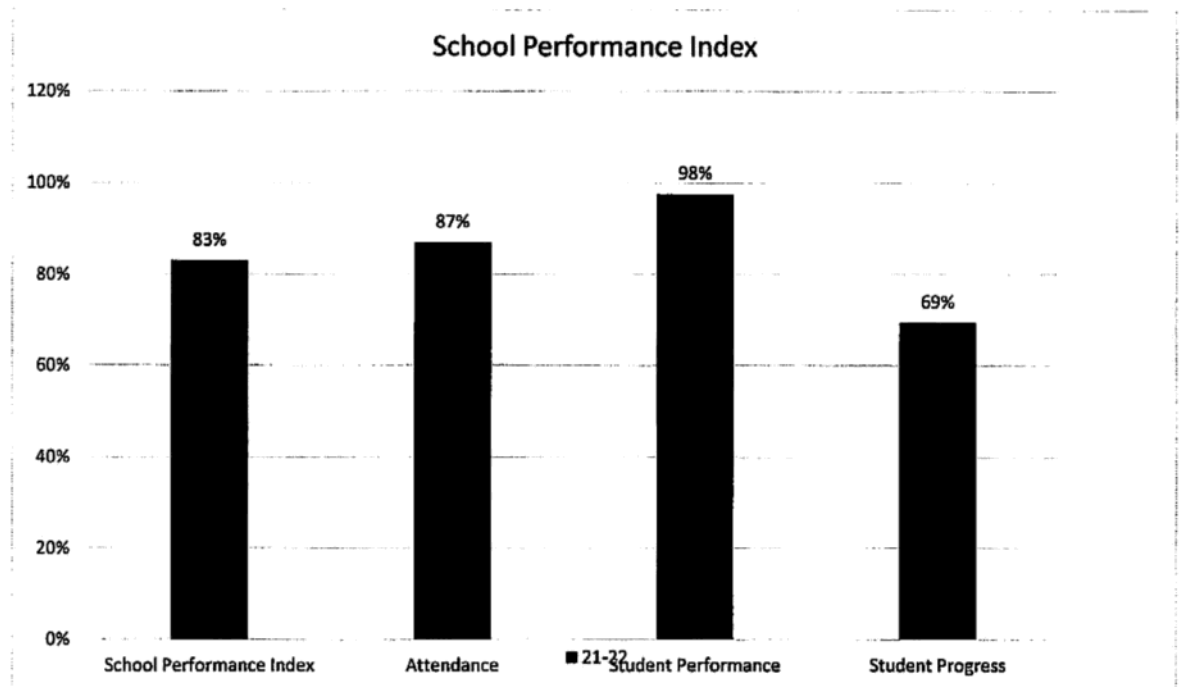
Inspiration Elementary School Profile

Inspiration Elementary School is made up of approximately 296 students in grades kindergarten through fourth.

Inspiration Elementary has an active Parent/Teacher Association (PTA), which provides many services that make the school a positive educational experience.

Inspiration Elementary School Demographic Data

	2021-22	2022-23
Total IE Enrollment	237	296
Hispanic/Latino	13	14
Amer. Indian/Alaskan	5	8
Asian	11	13
Black/African American	26	31
Hawaiian/Pac. Islander	0	0
White/Caucasian	171	216
Non-White	0	0
2 or More Races	11	14
Students with Disabilities	33	30
English Language Learners-ELL	26	34
Economically Disadvantaged	28	60
Female	127	156
Male	110	140
Migrant	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school’s grades are included in the attendance calculation.

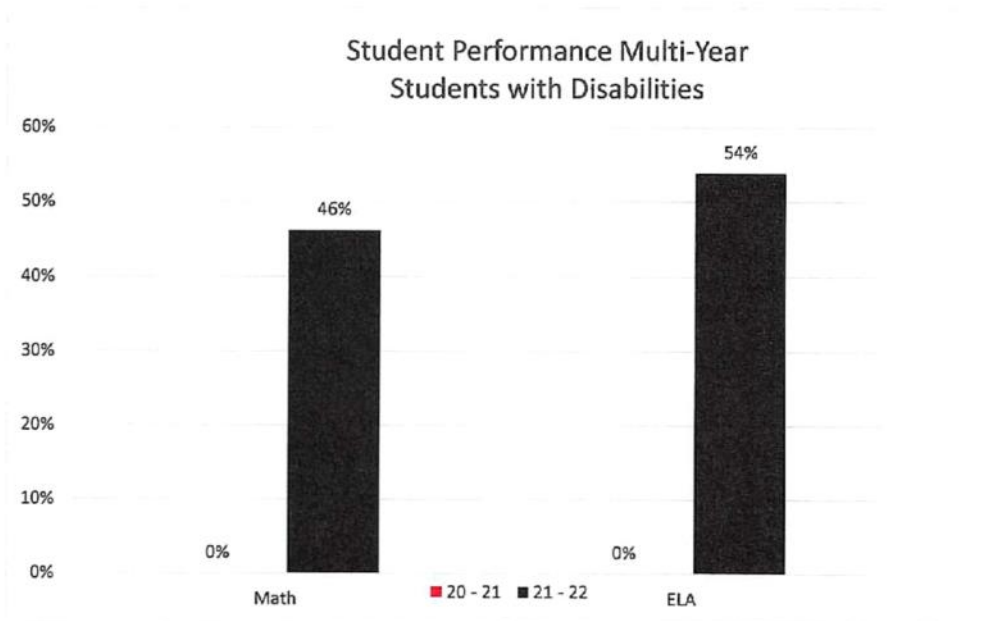
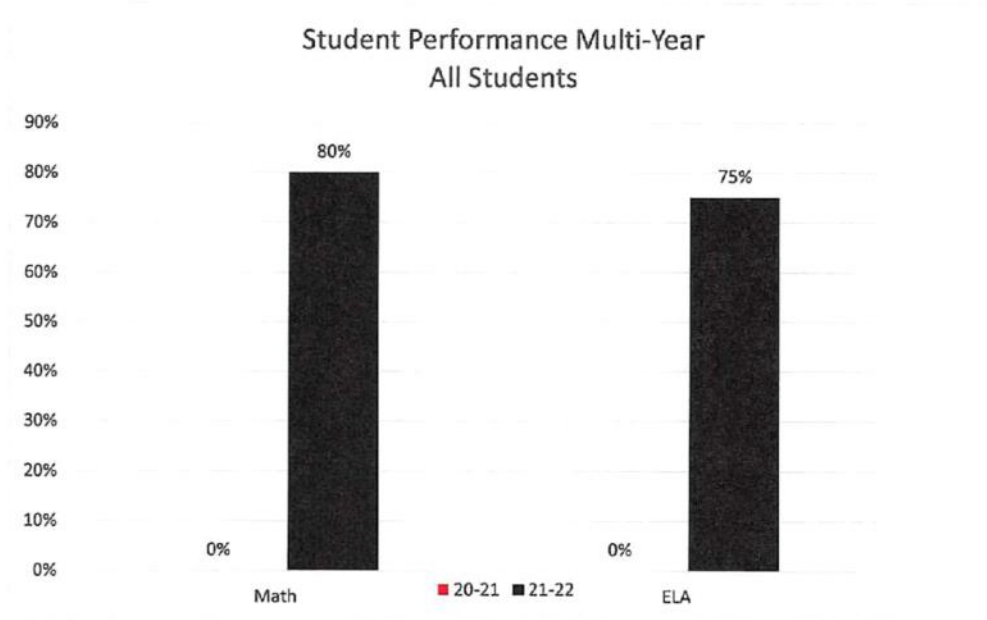
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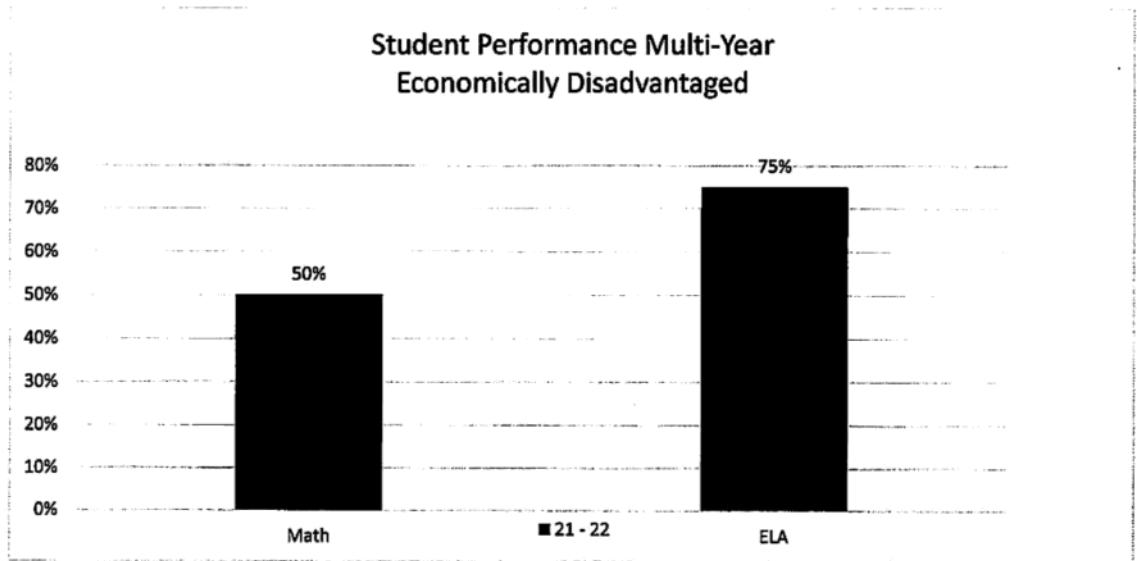
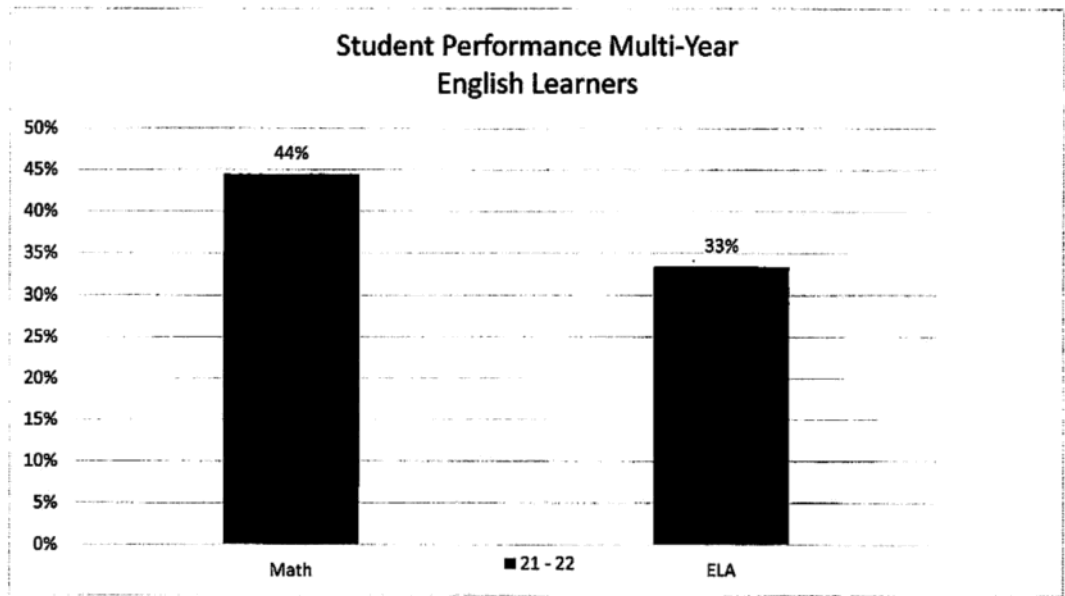
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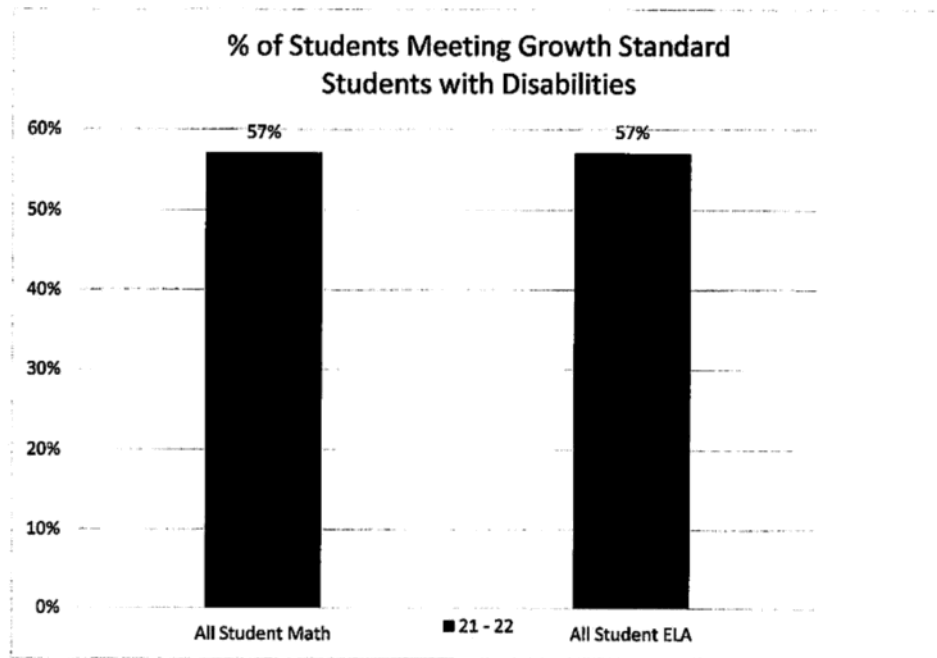
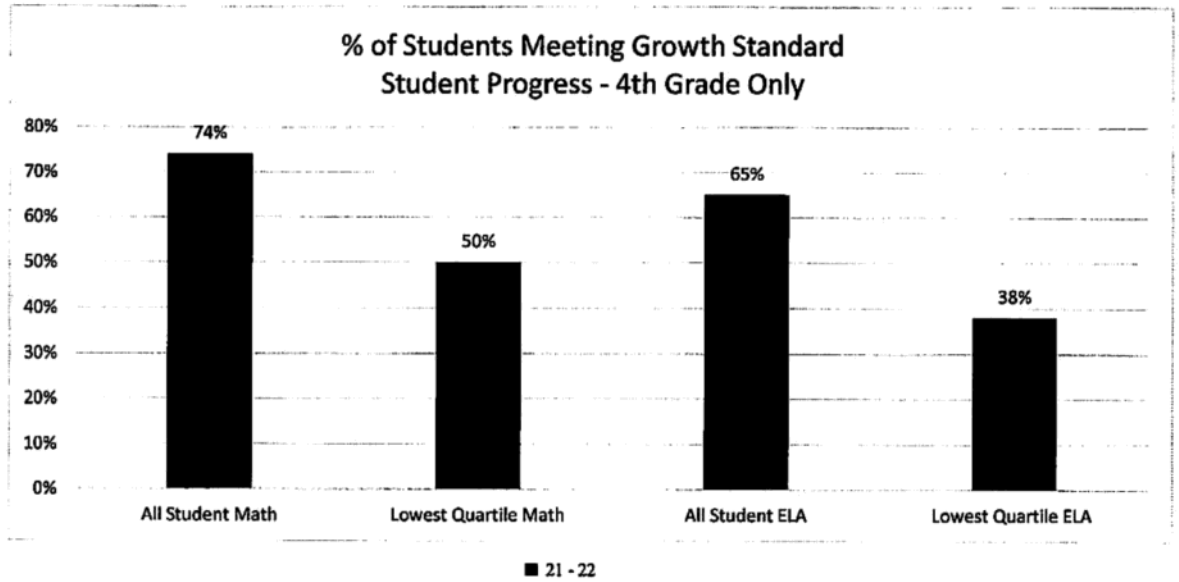
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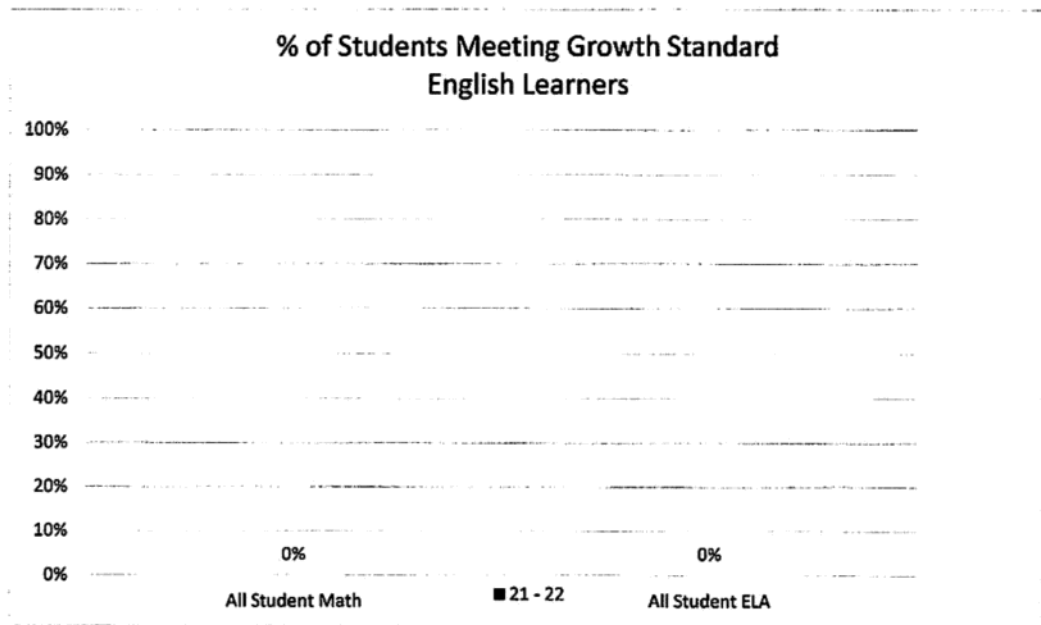
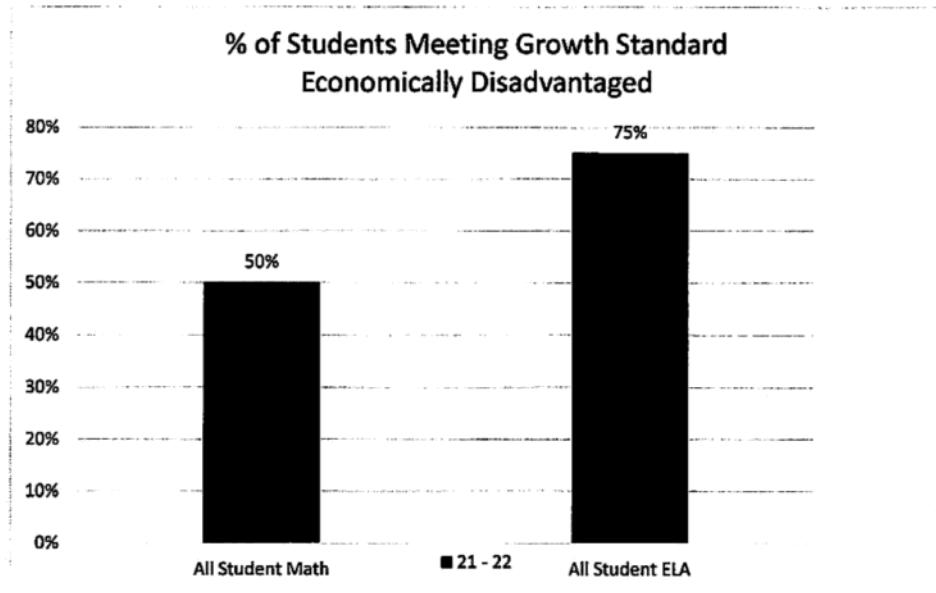
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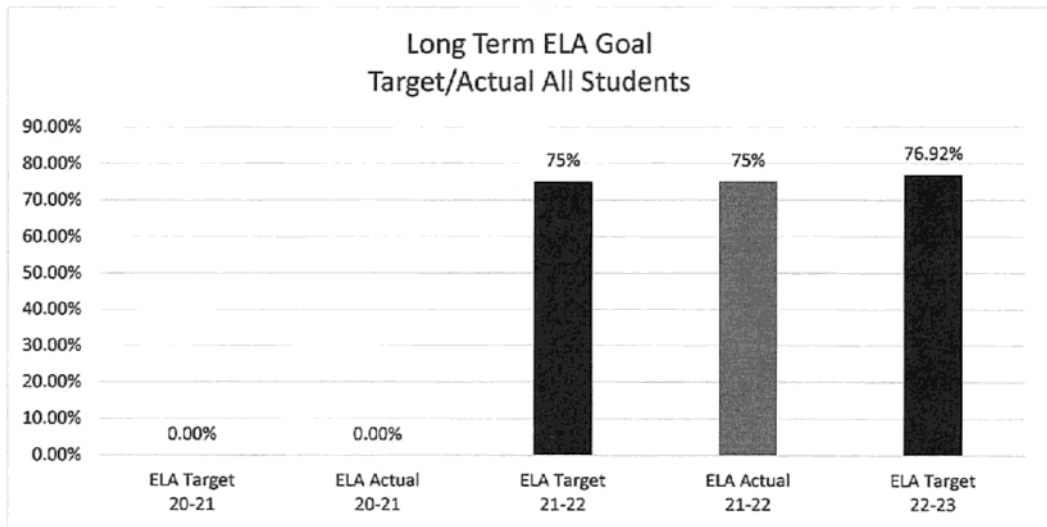
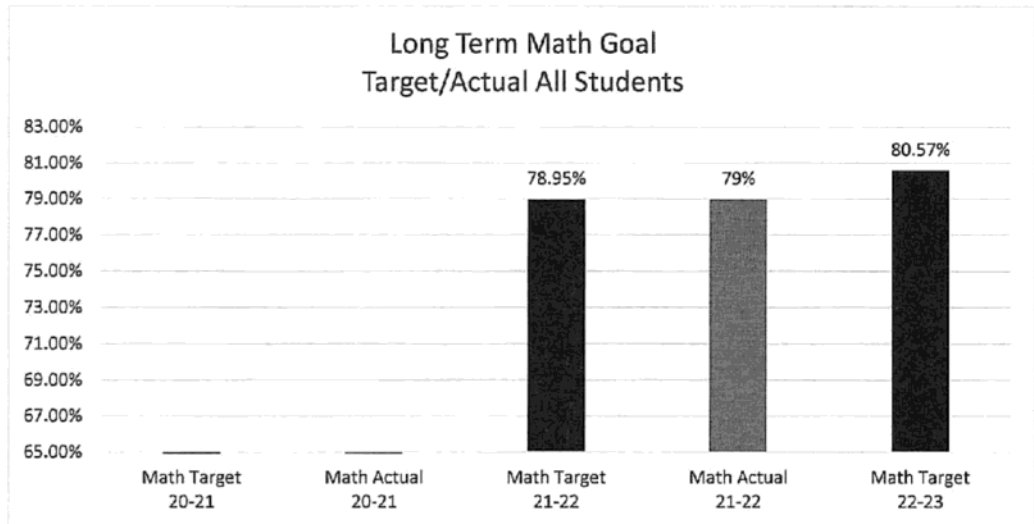
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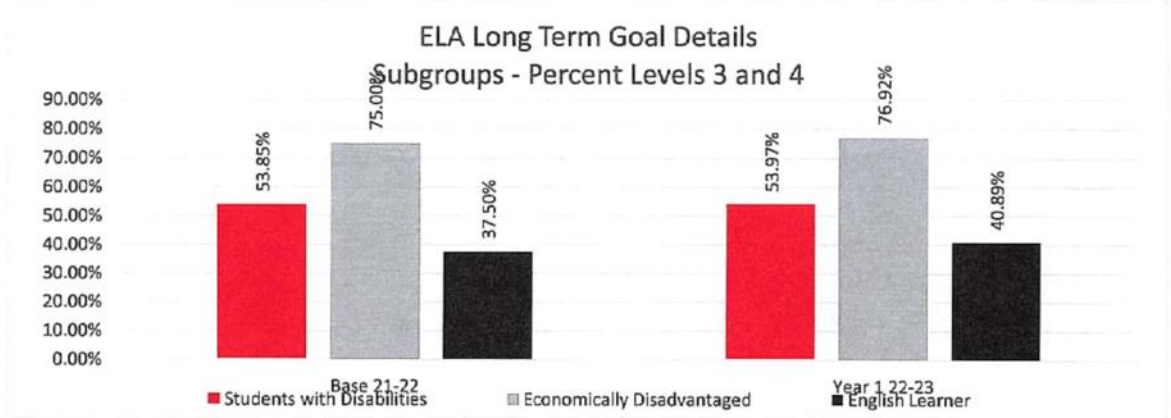
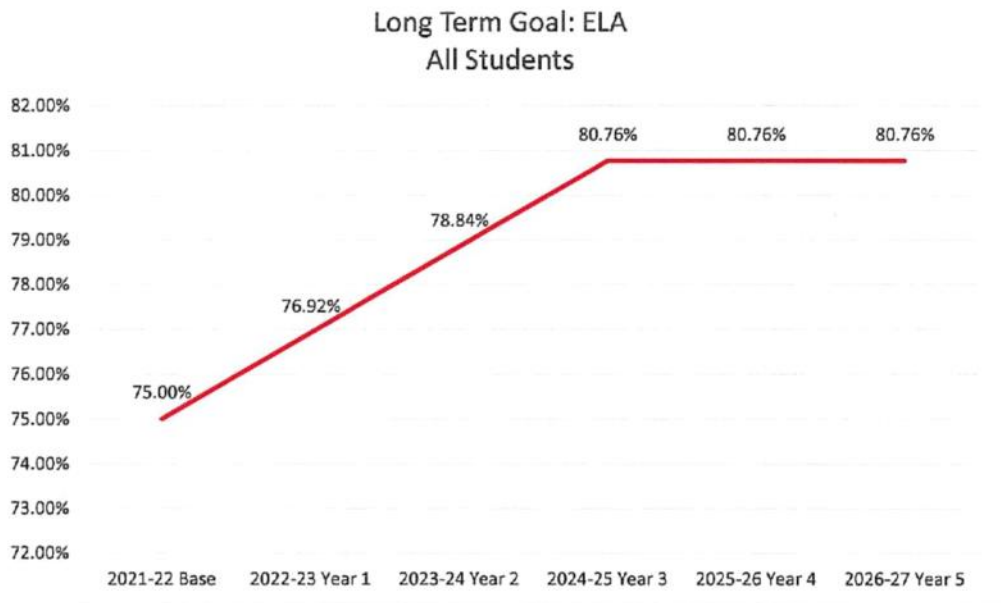


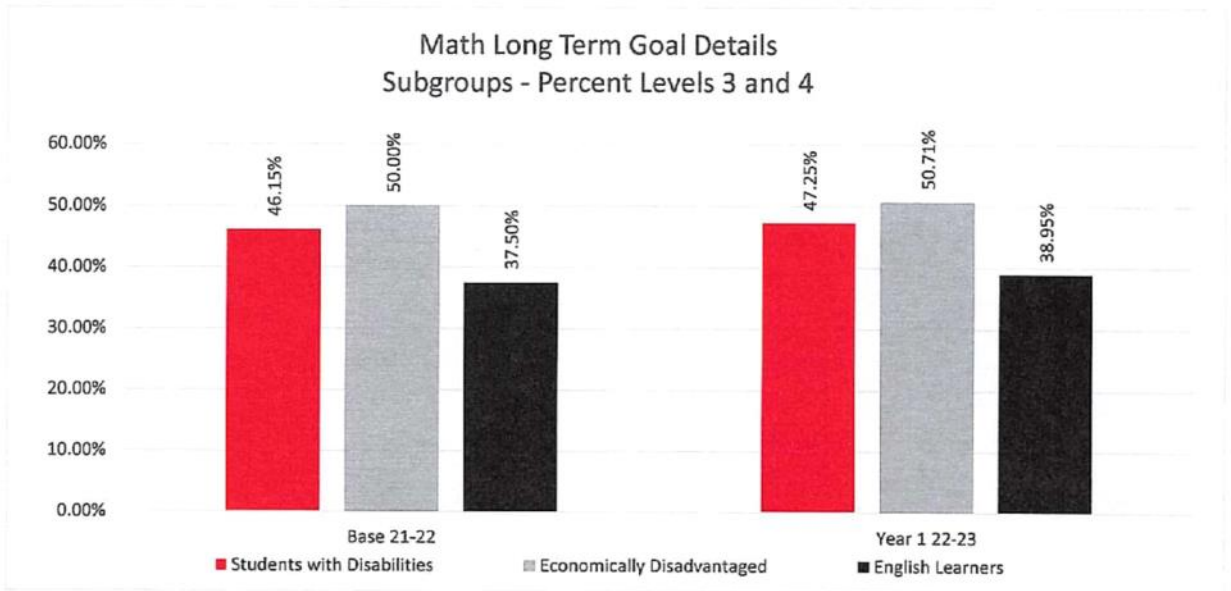
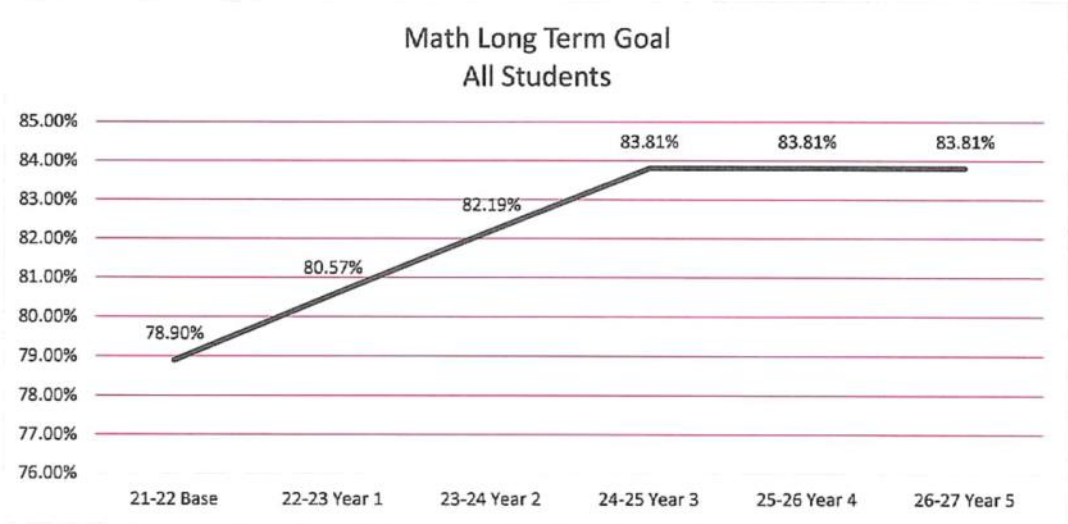












Strengths:

- 100% of elementary school teachers are highly qualified
- 100% of the staff participate in professional development opportunities
- Strong early intervention programs are in place at the elementary level-Walk to Read
- Teachers implement a variety of techniques for the students at all levels.
- Teachers are actively working on the State Standards-horizontal/vertical alignment, lesson plans, teaching with rigor
- Parents are active and involved in the education of their child(ren). Teachers report large numbers of parents attending parent teacher conferences
- Technology is accessible to all students

Challenges

- Monitor student performance levels for Students with Disabilities Group, EL Group, and Economically Disadvantaged Group
- Continue to implement differentiated instructional strategies based on individual student needs
- Implementing Math interventions and the support staff to make that successful
- Summer regression
- Changing demographics in a growing district
- Time: collaboration, team meetings, practice, professional development, curriculum meetings
- Continue with professional development and implementation of SDSS
- Implementation of COVID recommendations and mitigation strategies for 20-21 school year

Performance Data Evaluation and Analysis-make vertical

Math Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, John Flint- Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Rasmussen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner- Reading Specialist, Jennifer Volgt- Reading Interventionist, Whitney Robinson- Counselor

2022-23 Math Goal (Whole School): All staff at Inspiration Elementary will improve math instruction so that all students show growth and meet 85% for ALL students, 80% for Students with Disabilities, 80% for our English Learners, and 80% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2023. (In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in math as measured by the South Dakota State Assessment in May 2023.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
<p><u>Kindergarten:</u> All students will show growth and reach 85% proficiency as measured by the assessment given on math chapters from MyMath and will reteach if necessary by May 2023.</p> <p><u>1st Grade:</u> All students will reach 85% proficiency as measured by MyMath chapter tests. Students who fall below 85% will be pulled to be retaught the skill in a small group.</p> <p><u>2nd Grade:</u> 100% of students in my second grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP.</p>	<ul style="list-style-type: none"> ·Math Vocabulary and strategies ·Scaffold instruction ·IXL ·Visual Supports ·Manipulatives ·Think-Pair-Share -Connecting Math Concepts (SPED) -BoostUp -Prodigy -Vizzle -Seesaw -Exit Tickets -SRA-Math -Touch Dot Math -DT Trainer -Extra Math -Timed Tests/Fluency 	<ul style="list-style-type: none"> ·IXL Reports ·STAR Math Assessment -Standards Based Report Cards ·MyMath Assessments -Connecting Math Concepts assessments (SPED) -SBAC Interim Assessments -Prodigy 	<ul style="list-style-type: none"> ·grade level meetings ·department meetings ·Math Specialist ·Math Interventions Needed ·Coaching from Technology Integrationist to improve instruction and learning -Renaissance Place Training -Math Rtl -Elementary Curriculum Director

Students in the highest quartile will grow 50 SGP.

3rd Grade:

100% of the students in my third grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023.

Sub Goals:

Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.

4th Grade:

100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023.

Sub Goals:

Students in the lowest quartile will grow 60 SGP.
Students in the middle quartile will grow 50 SGP.
Students in the highest quartile will grow 40 SGP.

Special Education K-1st:

100% of students in my special education classroom will show measurable growth as measured by the STAR Early Literacy assessment in May 2023.

Sub Goals:

Students in the lowest quartile will grow 70 SGP.
Students in the middle quartile will grow 60 SGP.
Students in the highest quartile will grow 50 SGP.

Special Education 2nd-4th:

100% of students in my special education classroom will show measurable growth as measured by the STAR Math assessment in May 2023.

Sub Goals:

Students in the lowest quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

Performance Data Evaluation and Analysis

Reading Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, John Flint- Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Rasmussen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner- Reading Specialist, Jennifer Voigt- Reading Interventionist, Whitney Robinson- Counselor

2022-23 ELA Goal (Whole School): All staff at Inspiration Elementary will improve reading instruction so that all students show growth and meet 85% for ALL students, 80% for Students with Disabilities, 80% for our English Learners, and 80% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2023 (In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year’s assessment will meet standards in ELA as measured by the South Dakota State Assessment in May 2023.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
<p><u>Kindergarten:</u> 100% of students in my kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023. Sub Goals: Students in the lower quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>1st Grade:</u> 100% of students in my first grade classroom will show measurable growth as measured by the STAR</p>	<ul style="list-style-type: none"> ·Reading Protocol ·Rtl/Walk to Read ·Resource Room ·Marzano’s strategies and 21st Century Skills ·Comprehension Strategies ·Multisyllable Routines ·Visualizing and Verbalizing ·Read Naturally ·AR-Accelerated Reader ·Effective Communication Among Staff ·Effective Communication to Parents ·One Minute Fluency Reads and Retell ·BOOST Up ·Home packets for extra fluency practice 	<ul style="list-style-type: none"> ·Acadience- benchmarking and progress monitoring ·DAZE passages- benchmarking and progress monitoring ·Accelerated Reader ·Star Reading ·Wonders Assessments ·Read Naturally ·SRA Reading Mastery ·CORE Phonics Screener ·SPIRE quick checks, skill checks ·Performance Tasks 	<ul style="list-style-type: none"> ·Quarterly Problem Solving Meetings ·Data Meeting 3 times a year ·Coaching/Modeling from Reading Specialist ·Grade Level Meetings ·Teacher Evaluation Meetings between teacher and principal discussion, feedback, evidence ·TAT Meetings ·Coaching from Technology Integrationist- improving instruction and learning ·Literacy Coach Elementary

<p>Early Literacy Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>2nd Grade:</u> 100% of students in my second grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 20-30 SGP. Students in the middle quartile will grow 15-20 SGP. Students in the highest quartile will grow 10-20 SGP.</p> <p><u>3rd Grade:</u> 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle</p>	<ul style="list-style-type: none"> ·Leveled Readers ·Maze/DAZE Passages ·Sight Word Practice ·LIPS ·Seeing Stars ·SPIRE-Title program ·Reading Specialist ·Graphic Organizers ·Daily 5 ·Vocabulary ·Parent Volunteers ·Sunday -AR 360 -Wonders -WonderWorks ·Raz Kids -Decodable Readers -Read Works -Reading Mastery -Reading Milestones -Renaissance Instructional Planning Tool -Epic -VoWac -ReadLive -Pebble Go -Really Great Reading Boost and Blast -Lalilo (online phonics/phonological awareness program at home) -Book Studies -Typing Programs -Interim Assessments -Edmark-print and online version -Heggerty -ZooPhonics -Science of Reading by Tara West -Vizzle -DT Trainer 	<ul style="list-style-type: none"> ·Sunday Assessment -Standards Based Report Cards -DRA Quarterly -SBAC Interim Assessments -IXL Reports 	<p>Curriculum Director</p> <ul style="list-style-type: none"> -Writing -Dyslexia Training
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<p>quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>4th Grade:</u> 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>Special Education Kdg., 1st, and 2nd:</u> 100% of students in my Kindergarten special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p>	<p>-IXL -95% Group -News ELA -Readlee -SRA Reading -HD word</p>		
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Special Education 3rd and 4th:

100% of students in my third grade special education classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023.

Sub Goals:

Students in the lowest quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

EL:

100% of students in my EL kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023.

Sub Goals:

Students in the lower quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

2022-23 Behavior goal: Decrease office discipline referrals by 20% during 2022-23 school year. We will collect discipline data through PBIS Tier II referrals.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> • Increase positive behavioral interventions. • Increase prevention efforts to move from reactive to proactive. • Implement PBIS School Wide • Increase awareness of school-wide goals: Be Respectful, Be Responsible, Be Safe, Be Kind, and Be An Active Learner 	PBIS Assemblies Individual PBIS Awards Classroom PBIS Awards Classroom Counseling Small Group Counseling Individual Counseling 504 Plans TAT meetings/plans School-wide conflict resolution curriculum Classroom Interventions: -clip charts -morning meetings Kelso's Pond of Choice and Choice Wheel Zones of Regulation Behavior Sticks My Classroom Economy Class Rewards Break Cards Class Dojo Superflex Curriculum "Flipping Your Lid" lessons-emotional regulation and awareness Whole Brain Learning Responsive Classroom -Mystery Student	Office discipline referrals in Skyward Counselor needs assessment Teacher's Survey of Classroom Skills Student's Survey of Classroom Skills Counselor Minute Meetings Check in Check out Pre/Post surveys from teachers for students in small groups and behavior levels (Beg., Mid., and End of Year) SWIS	Increase outdoor signage PD on Trauma Book Study Increase Hallway Signs PD on more in-depth PBIS/behaviors Staff Team Building More Staff Trained in CPI Behavior Room

Reading Strategies to Improve Student Achievement:
Reading Protocol – on file

Math Strategies to Improve Student Achievement:
Math Protocol – TBD

Waivers
APPENDIX A

Parent Involvement Policy

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The School District and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. support to parents as leaders and decision makers in advisory roles.
2. promote a clear two-way communication between the school and the family as to school programs and students' progress.
3. give assistance to parents and/or guardians to develop parenting skills to foster positive relationships.
4. involve parents, with appropriate training, in instructional and support roles at the school.
5. provide access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Robert Bennis Elementary



Robert Bennis Elementary School



School Improvement Plan 2022-2023

2022-2023

Core Operating Principle and Vision Statement

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Robert Bennis Planning Team consists of representation from building administration, and teachers who met on October 10th, 2022 to discuss the prior year's testing, review data and develop a school improvement plan. This school planning team was formed to analyze data and review the needs of Robert Bennis Elementary School. Team members will continue to explore various academic options for possible implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making. This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted and revisions will be based upon this data. This data may lead to revisions more often than annually.

Robert Bennis Elementary School Planning Team

Dr. Jarod Larson	District Superintendent
Kristin Hofkamp	Robert Bennis Elementary Principal
Karen Kluin	Reading Specialist
Hope Vander Maten	Special Ed Services teacher
Abby Kaschmitter	Kindergarten
Emily Barbaruolo	1st Grade
Laurie Adams	2nd Grade
Jill Pederson	3rd Grade
Andrea Pudwill	4th Grade

Robert Bennis School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing the Improvement Plan. These meetings have included sessions with DOE, consultants, administrators, faculty, parents, and school board members.

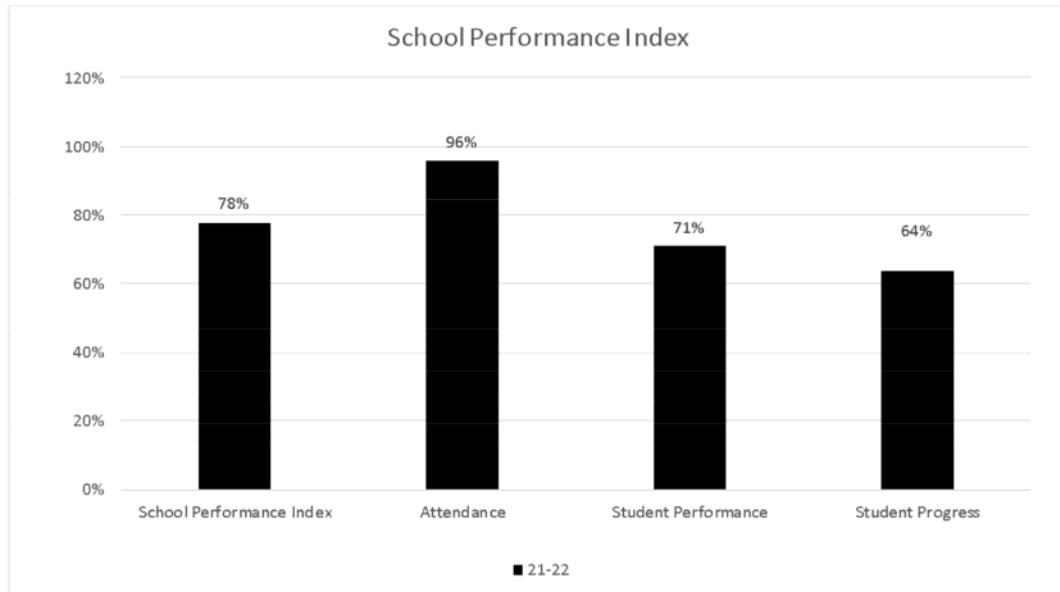
2022-2023 School Improvement Team Meetings

August 18th, 2022
October 10th, 2022
January 16th, 2023

2021-2022 Demographics

Subgroup	Number of Students				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	534	No Data COVID		583	559
Hispanic/Latino	14		34	10	22
American Indian/ Alaskan Native	3		11	22	8
Asian	3		18	17	5
Black/African American	5		6	13	3
Native Hawaiian/ Pacific Islander	1		0	0	0
White/Caucasian	501		523	474	486
Multi-Racial	11		62	47	35
Student with Disabilities	76		83	78	87
English Language Learners	1		2	2	1
Economically Disadvantaged	26		25 *Free Lunches- Data not current	*No data	11.9
Female	239		259	264	250
Male	295		320	319	309
Migrant	0		0	0	

Data found using a Skyward Student Tab—Report Race Code Distribution



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school’s grades are included in the attendance calculation.

Student Performance: Student Performance is based on students’ performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

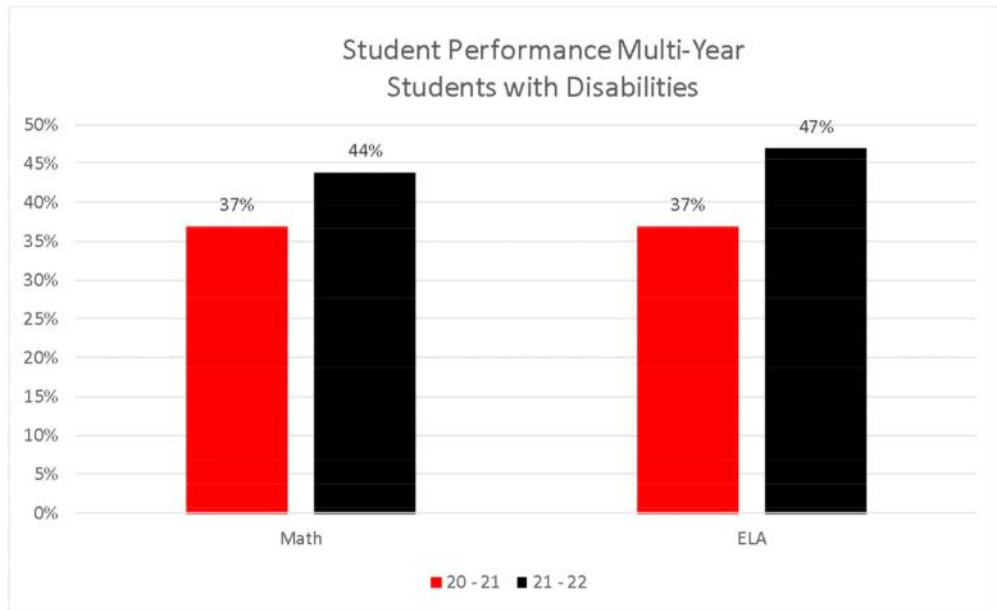
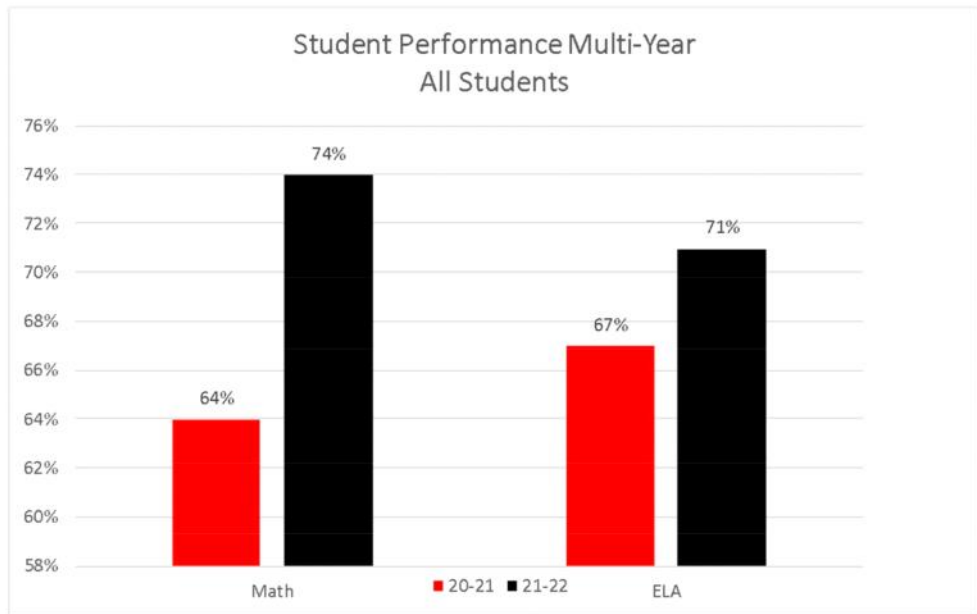
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years’ worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

SPI Points: South Dakota’s accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school’s performance. These values are added to create a total SPI score out of 100 points.

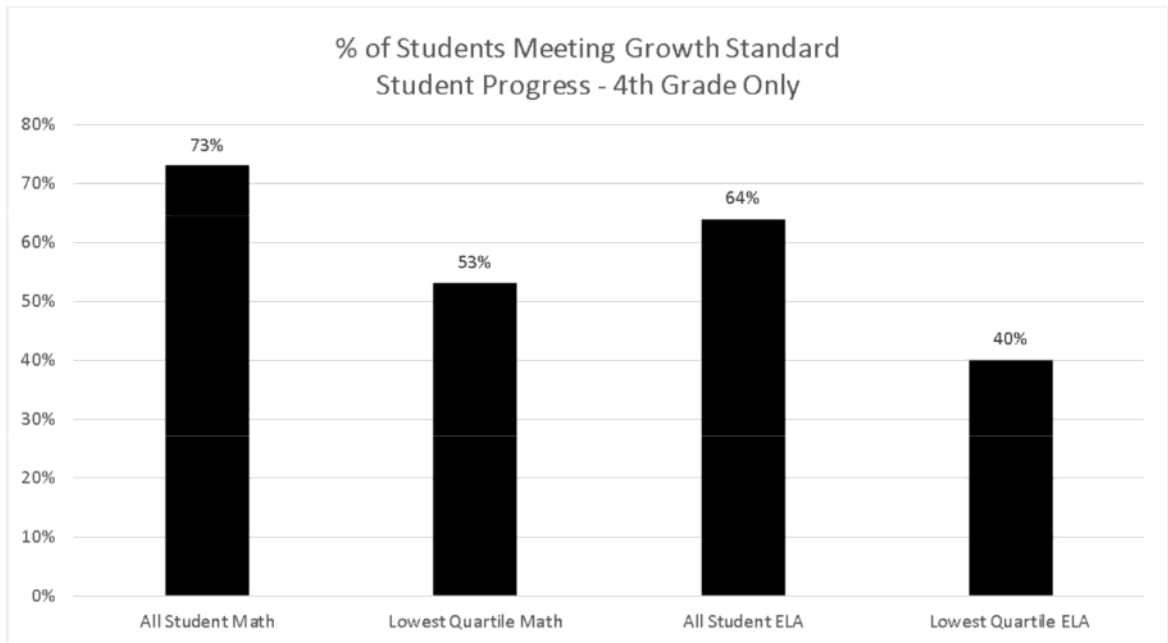
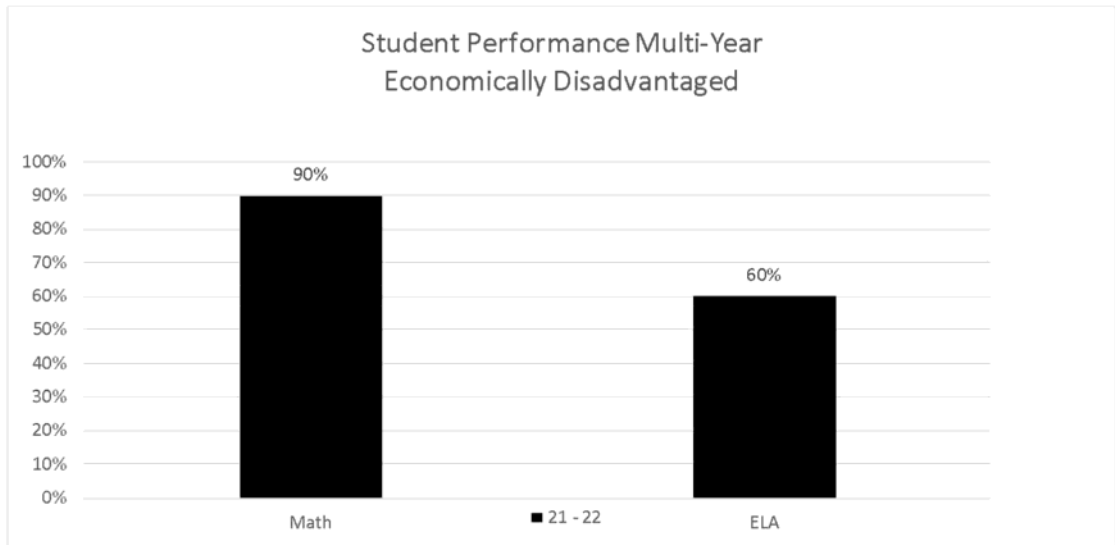
Long Term Goals:

Long Term Goals are South Dakota’s overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school’s subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.

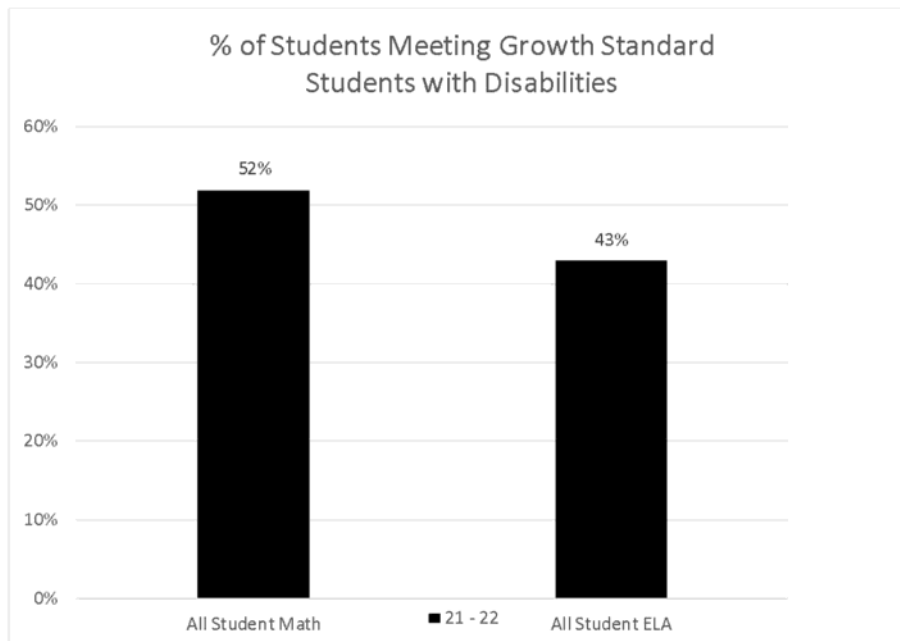
*Data for graphs found in SD Stars under the Accountability tab – Report Card.



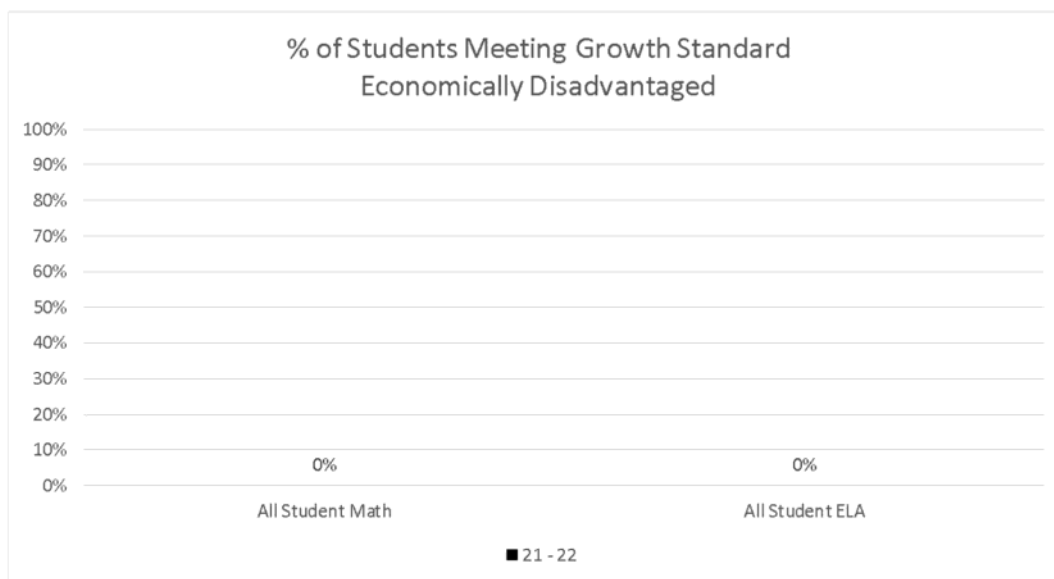
*Data found under Performance by Student, Toggle for the subject.



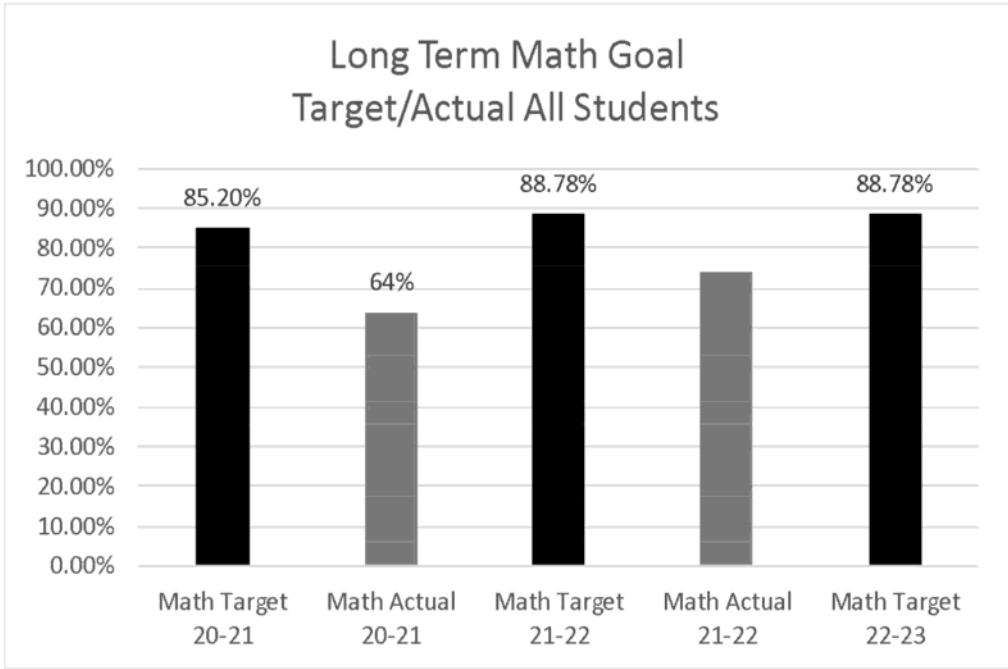
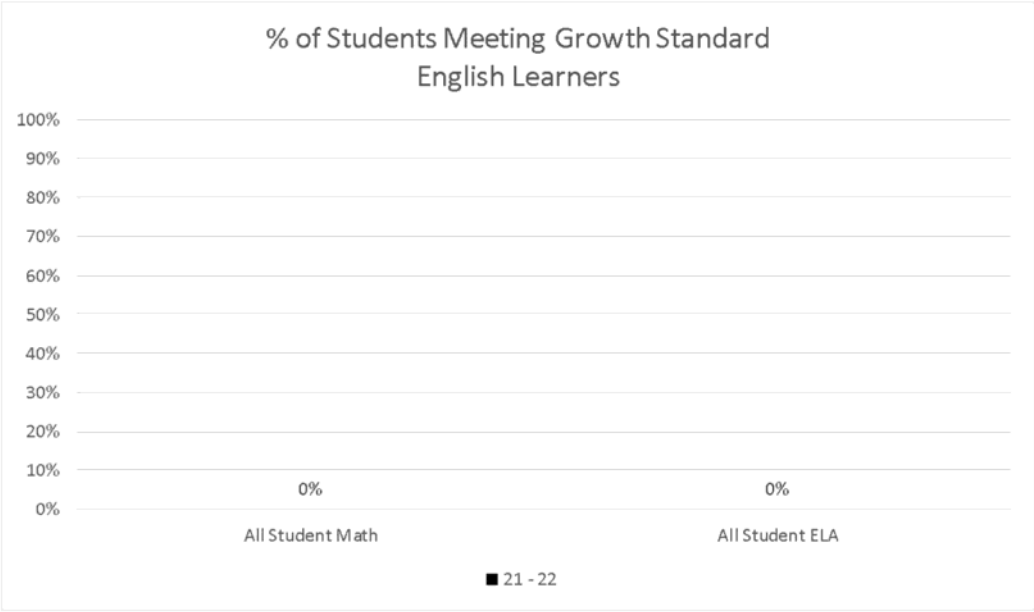
Data found under Student Progress. Scroll down, view details, check headings.

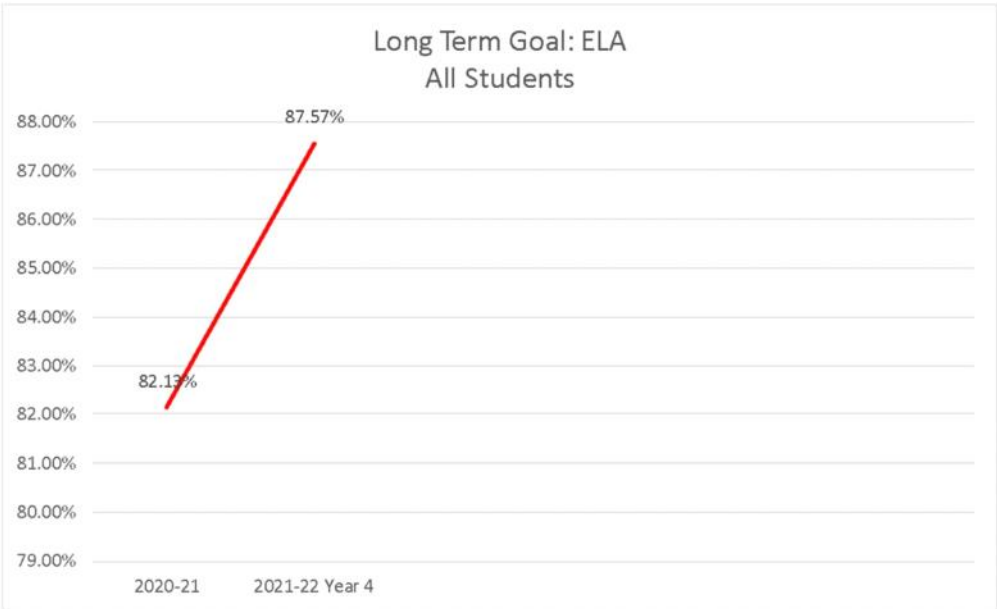
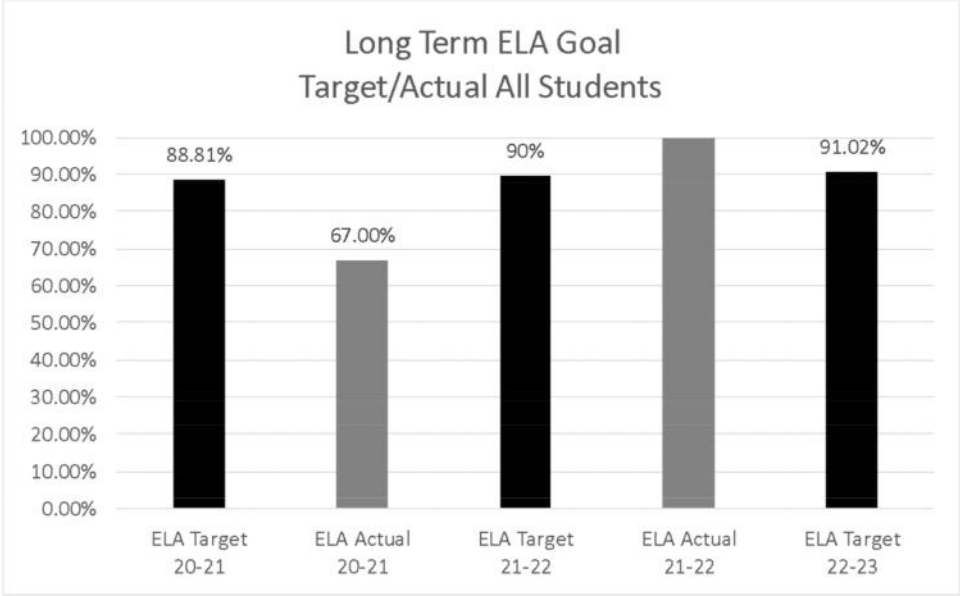


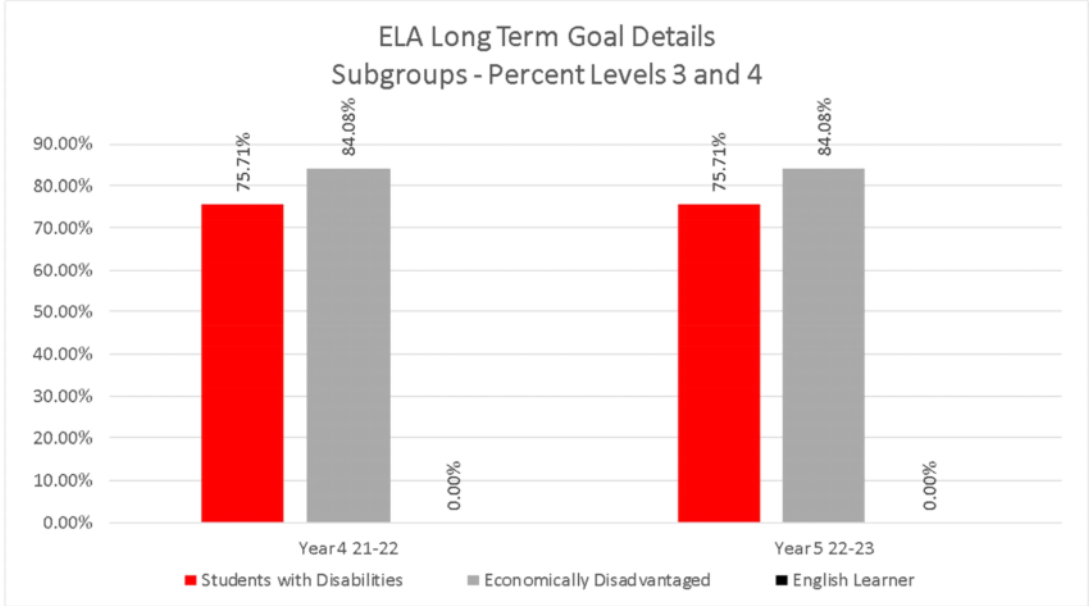
Data found in Progress by Student Population, toggle subject.

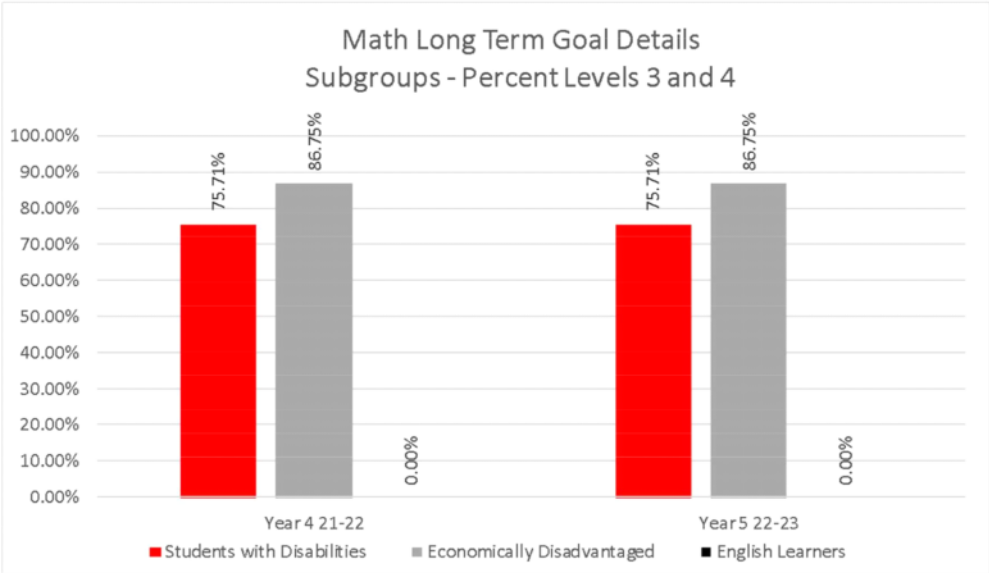
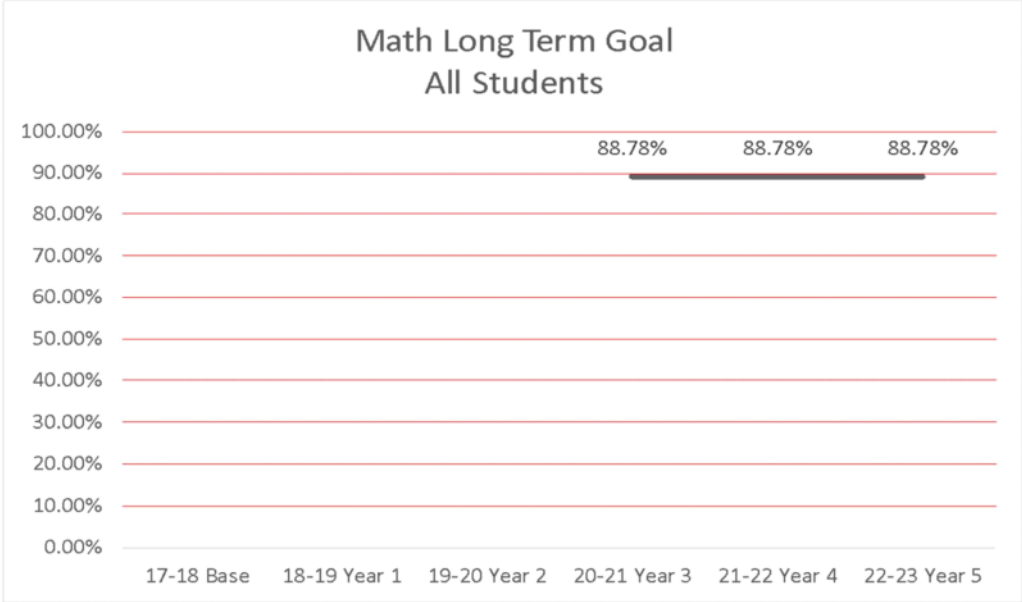


Must have a sub group of 10 kids to report data.









RBE
2022-2023 Math Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Hope Vander Maten/Special Education teacher, Abby Kaschmitter/Kdg teacher, Emily Barbaruolo/1st grade Teacher, Laurie Adams/ 2nd grade teacher, Jill Pederson/3rd grade teacher, Andrea Pudwill/4th grade teacher

2022-2023 Math Goal (Whole School): All staff at Robert Bennis Elementary will improve math instruction so that all students show growth and meet our AMO target of 88.78% for ALL students, 77.71% for students with disabilities, and 86.75% for our economically disadvantaged students as measured by the Smarter Balance Assessment in April 2023. In addition, 53% of all 4th grade students who achieved the lowest quartile percentage of scores on the 2022 assessment will meet standards in math as measured by the Smarter Balance Assessment in April 2023.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All students will show growth and reach 80% proficiency as measured by the end of year kindergarten report card.</p> <p><u>1st Grade:</u> All students will show growth by 80 points as measured by the IXL test assessment test.</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in the area of math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in the area of math. Students in the intensive group will show a growth of 20-30, strategic group will show an SGP growth of 10-15, and students at or above level will show a growth of 5-10 by the end of the 2022-23 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>4th Grade:</u> All 4th grade students will show growth in the area of math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school as measured by the student growth proficiency chart in STAR Math.</p>	<ul style="list-style-type: none"> -Math Vocabulary and strategies -Scaffold instruction -Visual Supports -Think-Pair-Share -IPADS -Razz Kids -CGI cognitive guided instruction -Differentiated instruction -Small Group Instruction -Manipulatives -IXL 	<ul style="list-style-type: none"> -IXL reports -Standards Based Report Cards -Star Early Literacy -Chapter Math tests -Diagnostic Math Tests -STAR Math (2-4) 	<ul style="list-style-type: none"> -Math Specialist -Elementary Curriculum Director -Assessment Coordinator -Grade Level meetings -Department meetings -Math Specialist -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning -Renaissance Place Training

RBE
2022-2023 Reading Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Hope Vander Maten/Special Education teacher, Abby Kaschmitter/Kdg teacher, Emily Barbaruolo/1st grade Teacher, Laurie Adams/ 2nd grade teacher, Jill Pederson/3rd grade teacher, Andrea Pudwill/4th grade teacher

2022-2023 Reading Goal (Whole School): All staff at Robert Bennis Elementary will improve reading instruction so that all students show growth and meet our AMO target of 91.02% for ALL students, 75.71% for students with disabilities, and 84.08% for our economically disadvantaged student as measured by the Smarter Balance Assessment in April 2023. In addition, 40% of all 4th grade students who achieved the lowest quartile percent of scores on the previous year's assessment will meet standards in reading as measured by the Smarter Balance Assessment in April 2023.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p>Kindergarten: All kindergarten students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school year as measured by STAR Early Literacy end of the year assessment.</p> <p>1st Grade: All First grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school year as measured by the STAR Early Literacy by the end of year assessment.</p> <p>2nd Grade: All 2nd grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school year as measured by the student growth proficiency chart in STAR reading.</p> <p>3rd Grade: All 3rd grade students will show growth in the area of reading. Students in the intensive group will show a growth of 20-30, strategic group will show an SGP growth of 10-15, and students at or above level will show a growth of 5-10 by the end of the 2022-23 school as measured by the student growth proficiency chart in STAR Reading.</p> <p>4th Grade: All 4th grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2022-23 school year as measured by the student growth proficiency chart in STAR reading</p>	<ul style="list-style-type: none"> -Reading Protocol -RtI -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -Read Naturally Live -AR Accelerated Reader -BOOST Up -Home packets for extra fluency practice -Leveled Readers -SPIRES -Reading Specialist -Sunday (whole and small groups) -AR 360 - Scholastic News - IXL 	<ul style="list-style-type: none"> -Acadience benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -Wonders Assessments -Read Naturally Live -SRA Reading Mastery -CORE Phonics Screener -BOOST Up progress of fine/gross motor skills -SPIRE quick checks, skill checks -Sunday Program -STAR Early Literacy 	<ul style="list-style-type: none"> -Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff

Strengths:

- 71.00% of our students were advanced or proficient in reading this year.
- 74.00% of our students were advanced or proficient in math this year.
- 100% of the staff participate in professional development opportunities
- Strong, early intervention programs are in place at the elementary level such as Sunday, Read Live, and RtI groups for reading instruction.
- Teachers try a variety of techniques for the students who struggle: including Marzano's instructional strategies, RtI, 8 Mathematical Standards, CGI.
- The school has a 96.00% attendance rate
- Parents are active and involved in the education of their child. Teachers report large numbers of parents attending parent teacher conferences.
- Staff development.

Challenges:

- 52% of Students with disabilities are proficient or advanced in math
- 43% of our Students with disabilities are proficient or advanced in reading.
- Monitoring student performance levels in subgroups (Economically disadvantaged and students with disabilities) to maintain adequate progress.
- Continue to train teachers to use instructional techniques to motivate students to achieve to their potential.
- Continue to implement differentiated instructional strategies based in individual student needs.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Robert Bennis is Not a Title 1 School.
- Special Education numbers have increased.

Reading Strategies to Improve Student Achievement:

Reading Protocol—On file

Math Strategies to Improve Student Achievement:

Math Protocol—TBD

Waivers of Administrative Rule:

—None

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The school district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families. To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but are not limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts and provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Valley Springs Elementary



Valley Springs Elementary School



School Improvement Plan 2022-2023

**Valley Springs Elementary School
School Improvement Plan
2022-23**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Mission Statement

We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote lifelong learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Valley Springs Planning Team consists of representation from building administration and teachers who met on August 22, September 7, September 8, September 9, and October 10, 2022, to discuss the prior year's testing, review data, discuss the needs of the elementary school and develop a 2022-23 school improvement plan. This school planning team was formed to analyze data and review the needs of Valley Springs Elementary School students, families, and faculty. Team members will continue to explore various academic options for possible implementation to improve academic achievement this year and beyond. The team reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students, but we will especially target the lowest quartile with continued progress monitoring and interventions.

Valley Springs Elementary Planning Team

Mary Mudder, Valley Springs Elementary School Principal
Laura Lueders, Fourth Grade Teacher
Jennifer Jensen, Third Grade Teacher
Megan Bertsch, Second Grade Teacher
Jana Koch, First Grade Teacher
Alyssa Lutz, Kindergarten Teacher
Jennifer Chicoine, Special Education Teacher
Pam Klenner, Reading Specialist
Whitney Robinson, Counselor

Valley Springs School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing the Valley Springs Elementary School Improvement Plan.

2022-23 School Year

August 22, 2022	School Improvement Planning Session, Grades K-4, Valley Springs
September 7, 2022	Review 2021-22 Math and Reading Data
September 8, 2022	Review 2021-22 Math and Reading Data
September 9, 2022	Review 2021-22 Math and Reading Data
October 10, 2022	School Improvement Planning Session, Grades K-4 Valley Springs
January 16, 2023	School Improvement Planning Session, Grades K-4 Valley Springs
March 31, 2023	School Improvement Planning Session, Grades K-4 Valley Springs
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings—implementation and review, VSE teachers

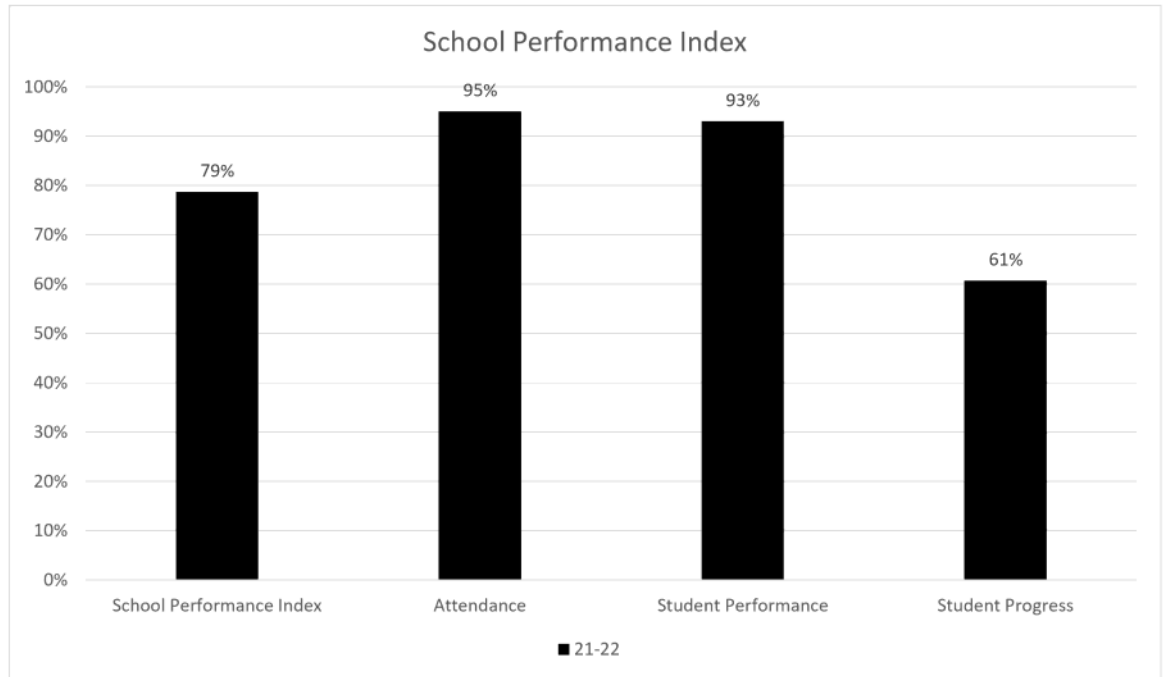
This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

Valley Springs School Profile

Valley Springs Elementary School is made up of approximately 75 students in grades kindergarten through fourth.

Valley Springs has an active Parent/Teacher Association (PTA), which provides many services that make the school a positive educational experience.

	2018-19	2019-20	2020-21	2021-22	2022-2023
Total VSE Enrollment	98	98	98	86	73
Hispanic/Latino	4	2	2	3	1
Amer. Indian/Alaskan	4	2	5	4	6
Asian	0	0	0	0	0
Black/African American	1	3	5	3	0
Hawaiian/Pac. Islander	0	0	0	0	0
White/Caucasian	98	98	98	84	61
2 or More Races	9	5	5	7	6
Students with Disabilities	23	21	21	14	15
English Language Learners-ELL	0	0	0	0	0
Economically Disadvantaged	19	19	26	15	23
Female	45	45	40	34	36
Male	53	53	58	52	37
Migrant	0	0	0	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

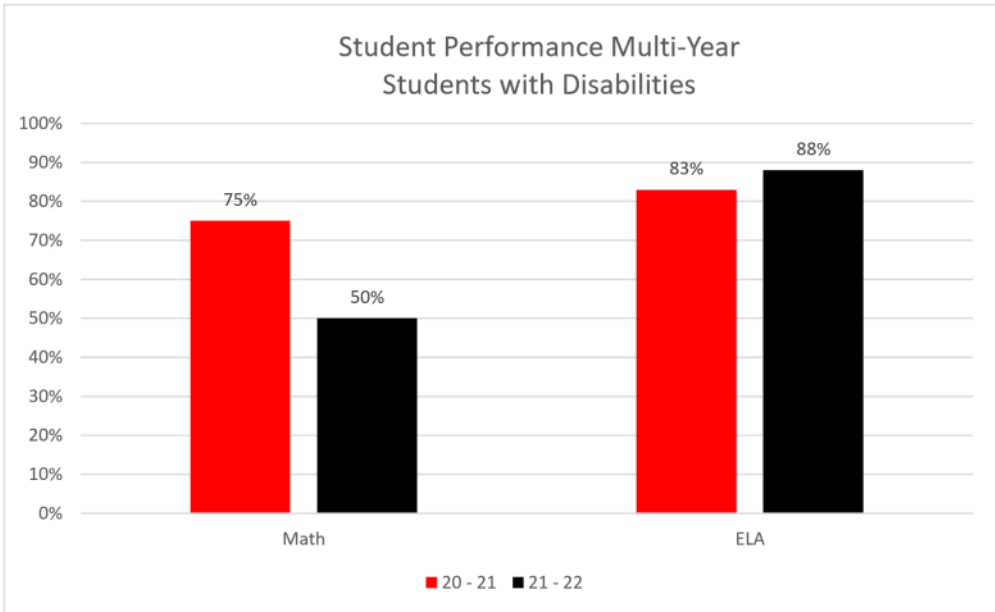
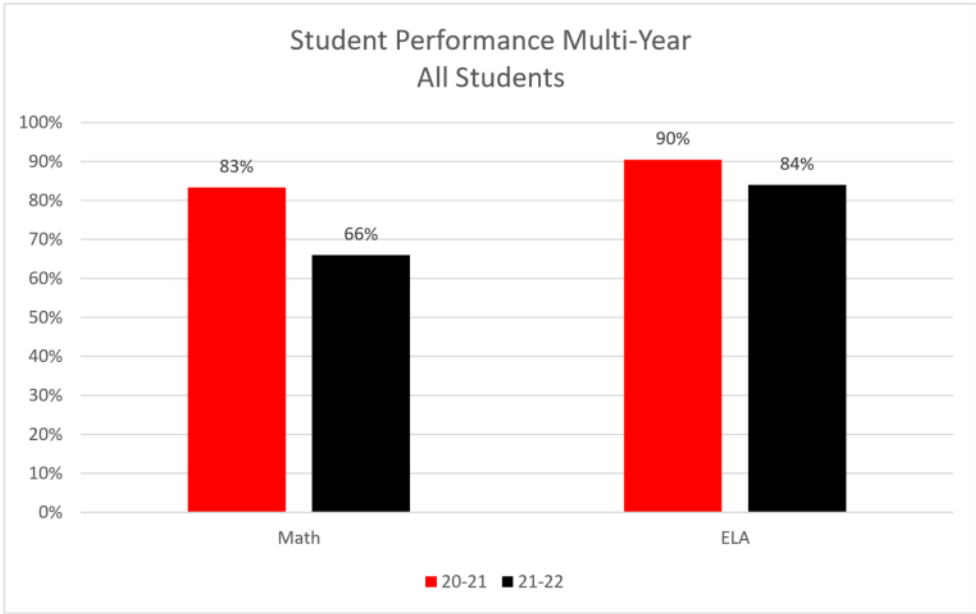
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

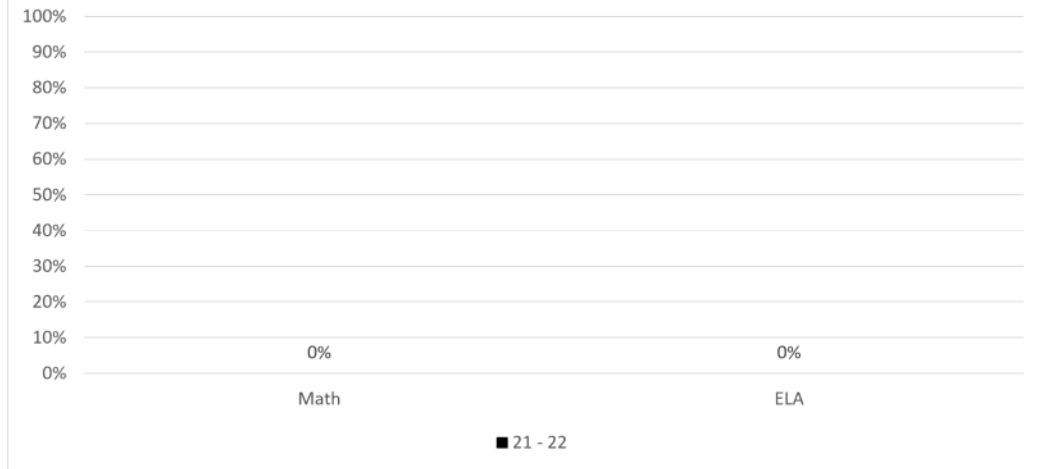
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

Long Term Goals:

Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.

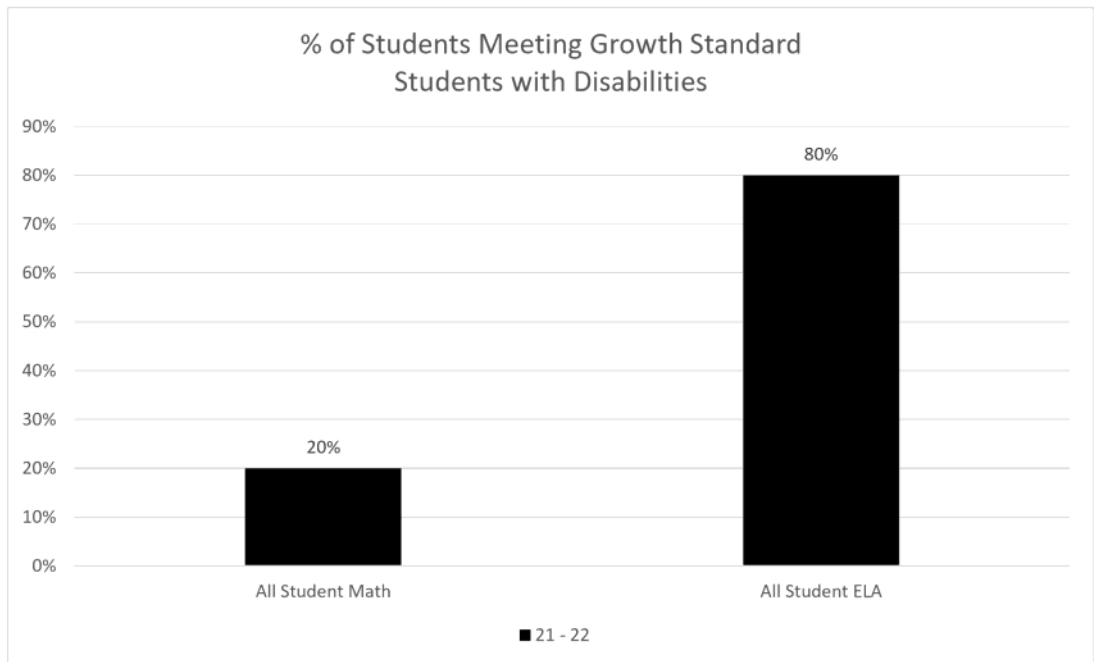
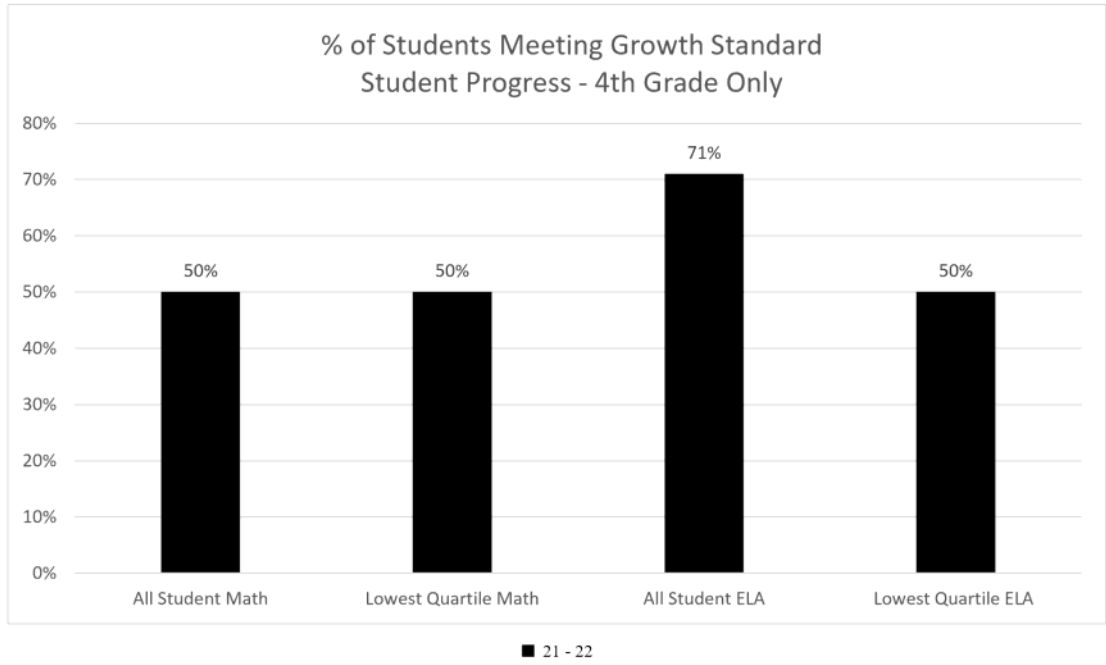


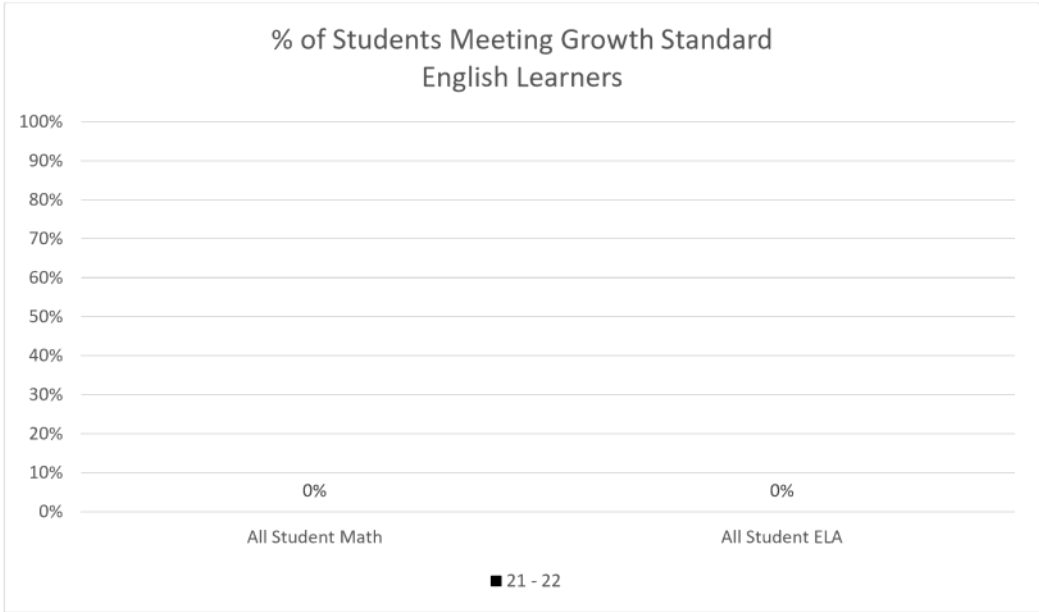
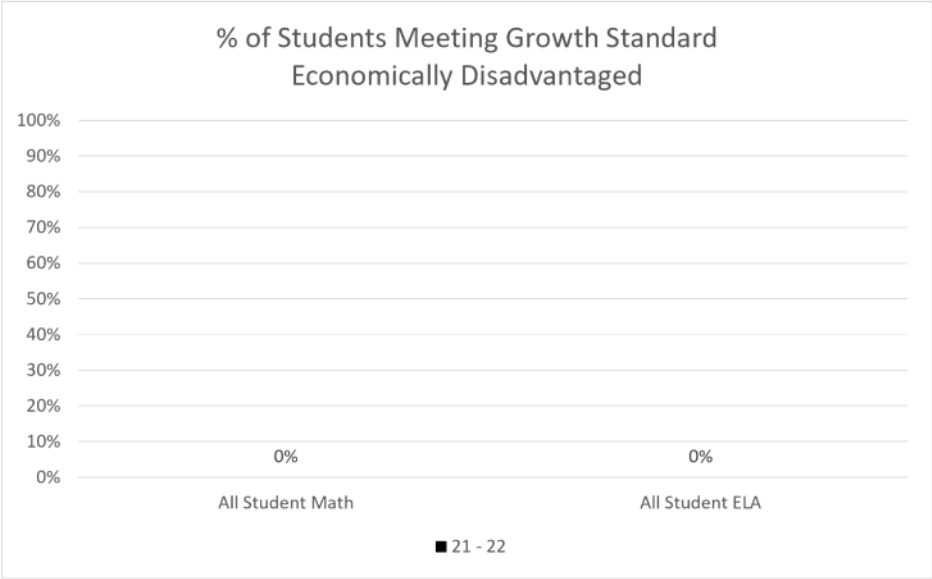
Student Performance Multi-Year English Learners

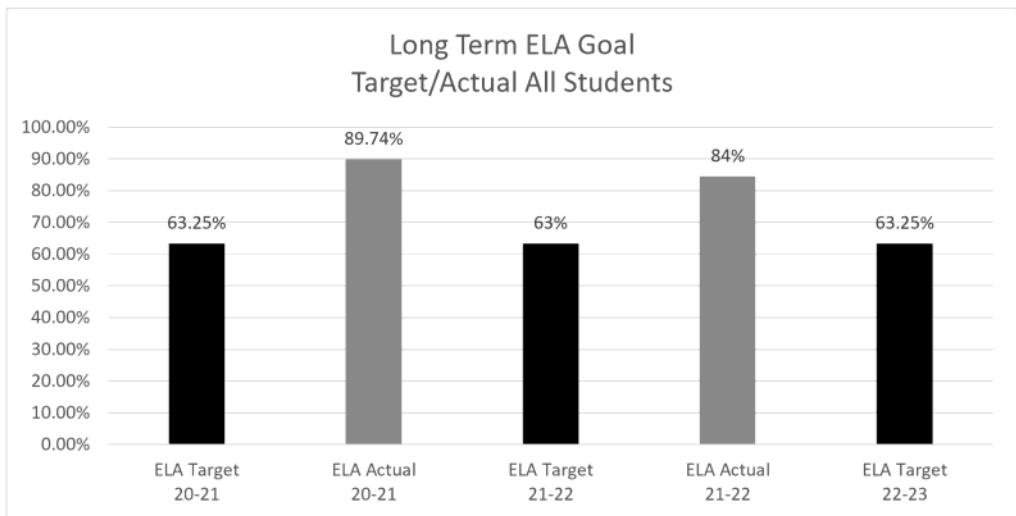
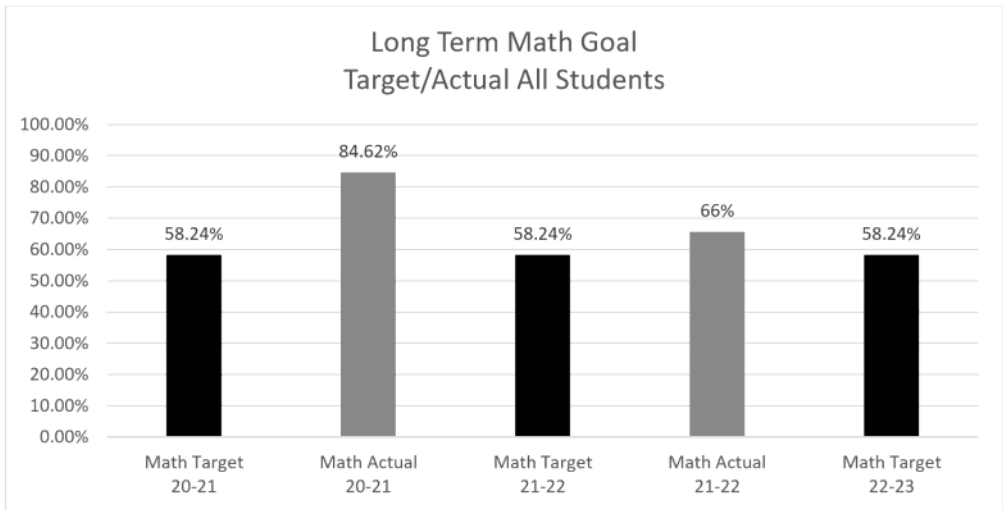


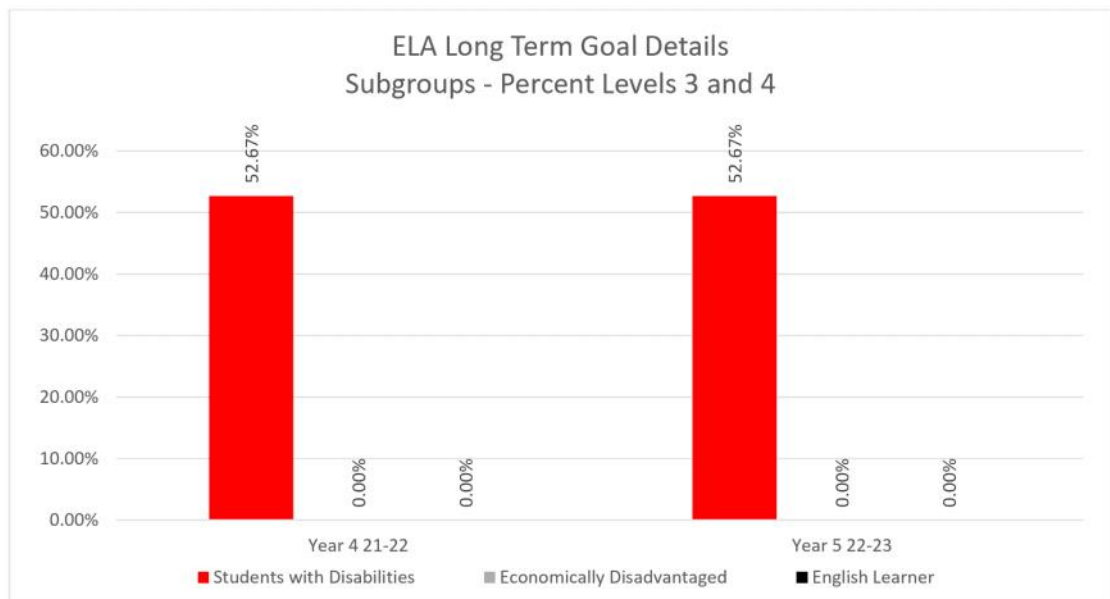
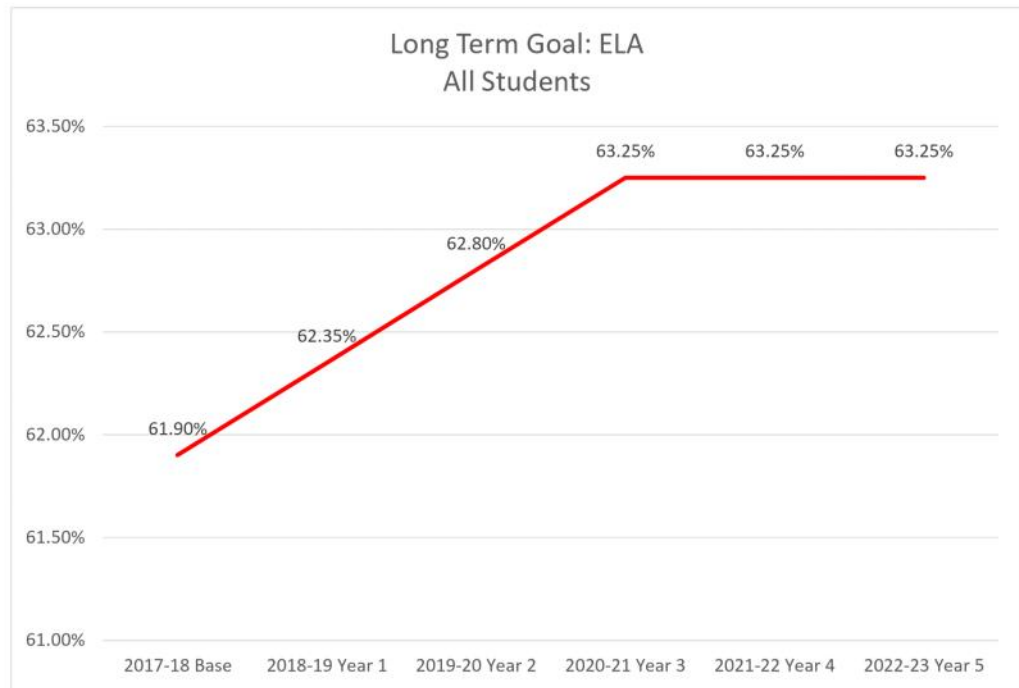
Student Performance Multi-Year Economically Disadvantaged

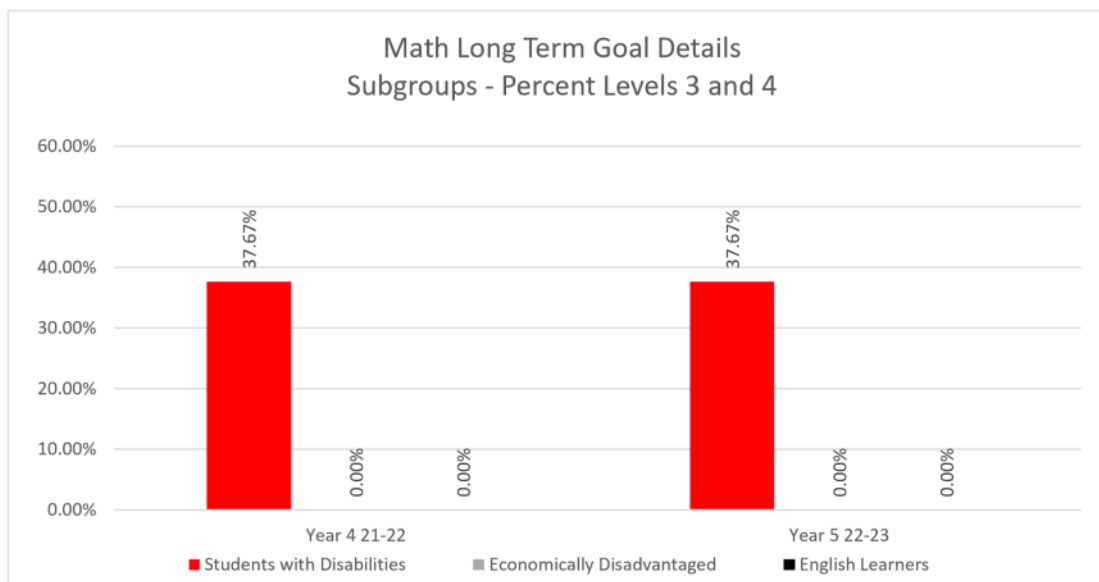
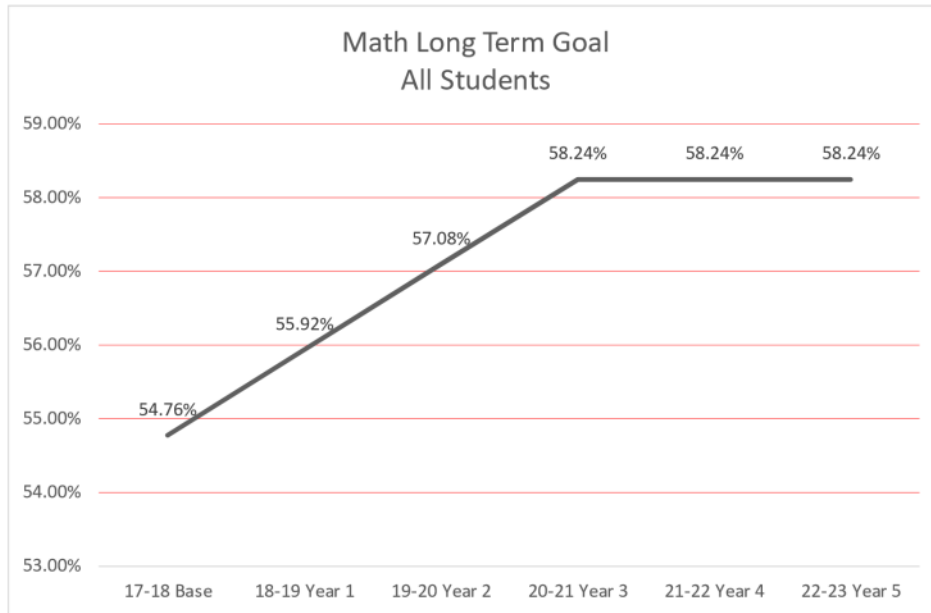












Strengths:

- 84% of our students are advanced or proficient in ELA.
- 66% of our students are advanced or proficient in Math.
- 100% of elementary school teachers are highly qualified.
- 100% of the staff participate in professional development opportunities.
- Strong early intervention programs are in place at the elementary level with our Walk to Read program.
- Teachers implement a variety of techniques for the students at all levels.
- Teachers are actively working on the State Standards-horizontal/vertical alignment, lesson plans, teaching with rigor.
- Parents are active and involved in the education of their child(ren). Teachers report large numbers of parents attending parent teacher conferences.
- Technology is accessible to all students.

Challenges

- Monitor student performance levels for Students with Disabilities Group.
- Continue to implement differentiated instructional strategies based on individual student needs.
- Implementing Math interventions and the support staff to make that successful.
- Summer regression.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, professional development, curriculum meetings.
- Continue with professional development and implementation of SDSS.
- Implementation of COVID recommendations and mitigation strategies for 20-21 and 21-22 school years

Performance Data Evaluation and Analysis-make vertical

Math Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Mary Mudder-Principal, Alyssa Lutz-Kindergarten, Jana Koch-First Grade, Megan Bertsch-Second Grade, Jennifer Jensen-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Special Education, Pam Klenner-Reading Specialist, Whitney Robinson-Counselor

2022-23 Math Goal (Whole School): All staff at Valley Springs Elementary will improve math instruction so that all students show growth and meet 70% for ALL students, 60% for students with disabilities, and 75% for our economically disadvantaged students as measured by the South Dakota State Assessment in May 2023. (In addition, 70% of all 4th grade students who achieved the lowest quartile percentage of scores on the previous year's assessment will meet standards in math as measured by the South Dakota State Assessment in May 2023.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
<p><u>Kindergarten:</u> All students will show growth and reach 85% proficiency as measured by the assessment from MyMath on math chapter tests and will reteach if necessary.</p> <p><u>1st Grade:</u> All students will reach 85% proficiency as measured by MyMath chapter tests. Students who fall below 85% will be pulled to be retaught the skill in a small group.</p> <p><u>2nd Grade:</u> 100% of students in my second-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP.</p>	<ul style="list-style-type: none"> *Math Vocabulary and strategies *Scaffold instruction *iXL *Visual Supports *Manipulatives *Think-Pair-Share *Connecting Math Concepts (SPED) *BoostUp *Prodigy *Vizzle *Seesaw 	<ul style="list-style-type: none"> *iXL Reports *STAR Math Assessment *Standards Based Report Cards *MyMath Assessments *Connecting Math Concepts Assessments (SPED) *SBAC Interim Assessments 	<ul style="list-style-type: none"> *grade level meetings *department meetings *Math Specialist *Math Interventions Needed *Coaching from Technology Integrationist to improve instruction and learning *Renaissance Place Training *Math RtI *TAT Meetings *Elementary Curriculum Director

<p>Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>3rd Grade:</u> 100% of the students in my third-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>4th Grade:</u> 100% of students in my fourth-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p><u>Special Education:</u> 100% of students in my third and fourth grade special education classroom will show measurable growth as measured by the STAR Math Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p>			
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Performance Data Evaluation and Analysis

Reading Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Mary Mudder-Principal, Alyssa Lutz-Kindergarten, Jana Koch-First Grade, Megan Bertsch-Second Grade, Jennifer Jensen-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Special Education, Pam Klenner-Reading Specialist, Whitney Robinson-Counselor

<p>2022-23 ELA Goal (Whole School): All staff at Valley Springs Elementary will improve reading instruction so that all students show growth and meet 80% for ALL students, 60% for students with disabilities, and 75% for our economically disadvantaged students as measured by the South Dakota State Assessment in May 2023 (In addition, 75% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in ELA as measured by the South Dakota State Assessment in May 2023.)</p>			
Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
<p>Kindergarten: 100% of students in my kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023. Sub Goals: Students in the lower quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p>1st Grade: 100% of students in my first-grade classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023.</p>	<ul style="list-style-type: none"> *Reading Protocol *RtI/Walk to Read *Resource Room *Marzano's strategies and 21st Century Skills *Comprehension Strategies *Multisyllable Routines *Visualizing and Verbalizing *Read Naturally/Read Live *iXL *AR-Accelerated Reader *Effective Communication Among Staff *Effective Communication to Parents *One Minute Fluency Reads and Retell *BOOST Up 	<ul style="list-style-type: none"> *DIBELS-benchmarking and progress monitoring *DAZE passages-benchmarking and progress monitoring *Accelerated Reader *Star Reading *Wonders Assessments *Read Naturally/Read Live *SRA Reading Mastery *CORE Phonics Screener *SPIRE quick checks, skill checks *Performance Tasks *Sonday Assessment *Standards Based Report Cards *DRA Quarterly 	<ul style="list-style-type: none"> *Quarterly Problem-Solving Meetings *Data Meeting 3 times a year *Coaching/Modeling from Reading Specialist *Grade Level Meetings *Teacher Evaluation Meetings between teacher and principal discussion, feedback, evidence *TAT Meetings *Coaching from Technology Integrationist-improving instruction and learning *Literacy Coach *Elementary Curriculum Director *Writing *Dyslexia Training

<p>Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p>2nd Grade: 100% of students in my second-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p>3rd Grade: 100% of the students in my third-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p>	<ul style="list-style-type: none"> *Home packets for extra fluency practice *Leveled Readers *Maze/DAZE Passages *Sight Word Practice *LIPS *Seeing Stars *SPIRE-Title program *Reading Specialist *Graphic Organizers *Daily 5 *Vocabulary *Parent Volunteers *Sonday *AR 360 *Wonders *WonderWorks *Raz Kids *Decodable Readers *Read Works *Reading Mastery *Reading Milestones *Renaissance Instructional Planning Tool *Epic *VoWac *Pebble Go *Really Great Reading Boost and Blast *Lalilo (online phonics/phonological awareness program at home) *Book Studies *Interim Assessments 	<p>*SBAC Interim Assessments</p>	
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<p>4th Grade: 100% of students in my fourth-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p> <p>Special Education: 100% of students in my first-grade special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2023. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP.</p>	<p>*Edmark</p>		
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2022-23 Behavior goal: Decrease office discipline referrals by 20% during 2022-23 school year. We will collect discipline data through PBIS Tier II referrals.			
Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ○ Increase positive behavioral interventions. ○ Increase prevention efforts to move from reactive to proactive. ○ Implement PBIS School Wide ○ Increase awareness of school-wide goals: Be Respectful, Be Responsible, Be Safe, Be Kind, and Be an Active Learner 	<ul style="list-style-type: none"> ○ PBIS Assemblies ○ Individual PBIS Awards ○ Classroom PBIS Awards ○ Classroom Counseling ○ Small Group Counseling ○ Individual Counseling ○ 504 Plans ○ TAT Meetings/Plans ○ School-Wide Conflict Resolution Curriculum ○ Classroom Interventions: <ul style="list-style-type: none"> ▪ Clip Charts ▪ Morning Meetings ▪ Kelso's Pond of Choice and Choice Wheel ▪ Zones of Regulation ▪ My Classroom Economy ▪ Class Rewards ▪ Break Cards ▪ Class Dojo ▪ Superflex Curriculum 	<ul style="list-style-type: none"> ○ Office discipline referrals in Skyward ○ Counselor Needs Assessment ○ Teacher's Survey of Classroom Skills ○ Student's Survey of Classroom Skills ○ Counselor Minute Meetings ○ Check in/Check out 	<ul style="list-style-type: none"> ○ Increase outdoor signage ○ PD on Trauma

Reading Strategies to Improve Student Achievement:

Reading Protocol – on file

Math Strategies to Improve Student Achievement:

Math Protocol – TBD

Waivers of Administrative Rule

- None

Appendix A

Parent Involvement Policy

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The School District and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. support to parents as leaders and decision makers in advisory roles.
2. promote a clear two-way communication between the school and the family as to school programs and students' progress.
3. give assistance to parents and/or guardians to develop parenting skills to foster positive relationships.
4. involve parents, with appropriate training, in instructional and support roles at the school.
5. provide access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Approve agreement between Brandon Valley School District and Recover Health of Iowa, Inc., dba as Aveanna Healthcare, for student healthcare services, \$80.00/hour, as needed, effective February 6, 2023 through June 30, 2023, as presented

PROVIDER AGREEMENT

This Provider Agreement (the "Agreement"), dated **February 06, 2023**, is between **Brandon Valley School District** ("SCHOOL") and **Recover Health of Iowa, Inc. dba Aveanna Healthcare** ("AVEANNA") with a location at 3500 South Phillips Ave Suite # 101 Sioux Falls, SD 57105-5731.

WHEREAS SCHOOL desires that AVEANNA provide healthcare services to SCHOOL's student(s) on behalf of SCHOOL and that such services are rendered by nurses; physical, occupational, and speech therapists and/or assistants; paraprofessional aides; and social workers, and other services outlined in Schedule A, as appropriate ("Personnel"); and

WHEREAS AVEANNA has Personnel available to perform healthcare services as outlined in the Agreement; and

WHEREAS AVEANNA desires to provide healthcare services to the SCHOOL's students in accordance with the terms and conditions set forth in this Agreement.

NOW, THEREFORE, IN CONSIDERATION of the promises and mutual covenants contained herein, the parties intended to be legally bound, agree as follows:

1. Obligations of AVEANNA.

a. General. AVEANNA shall provide on a non-exclusive basis the services ("Services") described on Schedule A (attached hereto and incorporated herein) to SCHOOL during the term of this Agreement in such amounts as SCHOOL shall require in its sole discretion. There is no requirement imposed upon SCHOOL pursuant to this Agreement to purchase any quota of Services hereunder. AVEANNA represents and warrants that it and all of its employees and subcontractors providing Services pursuant to this Agreement hold and will continue to hold all federal, state and local licenses required by law in order to render the Services. agreed to herein.

b. Provision of Services. AVEANNA shall schedule Services as requested by the SCHOOL. AVEANNA shall comply with all relevant policies and procedures of SCHOOL and AVEANNA, including the handling of student records, emergency procedures and student complaints.

c. Personnel. AVEANNA shall be responsible for providing qualified personnel to deliver the Services pursuant to this Agreement. AVEANNA shall not subcontract any of the Services to be performed without the prior written consent of SCHOOL. Personnel shall meet all federal, state or local health screening requirements.

d. Background Checks. AVEANNA will have conducted criminal background checks on each of its employees who provide Services under this Agreement, and, with respect to its background checks, AVEANNA agrees to adhere to the requirements specified and governed by state and local laws.

e. Invoice. AVEANNA shall provide SCHOOL with weekly or monthly invoices as indicated on the signature page. FINAL INVOICES for the school year MUST be received by the SCHOOL by the date indicated on the signature page.

2. Obligations of SCHOOL.

a. General. SCHOOL shall purchase from AVEANNA, on a non-exclusive basis, during the term of this Agreement the Services in such amounts as SCHOOL elects to purchase. SCHOOL shall pay only for the Services provided.

b. Fee Schedule. SCHOOL shall pay AVEANNA for Services rendered in accordance with Schedule A (attached hereto and incorporated herein by reference). SCHOOL shall not be obligated to

pay for any Services delivered by AVEANNA that were not requested by SCHOOL.

c. **Payment Terms.** The SCHOOL's billing contact information, whether the billing frequency is to be monthly or weekly, and the date by which final invoices must be received will be indicated on this Agreement's signature page, and such terms are incorporated herein. All payments to be made by SCHOOL to AVEANNA under this Agreement are due thirty (30) days from SCHOOL's receipt of a related invoice SCHOOL's obligation for payment to AVEANNA is independent of any reimbursement received by SCHOOL from any other source.

d. **Non-Solicitation of AVEANNA Employees.** (1) During the term of this Agreement and for a period of one (1) year following its termination, neither party will directly solicit for employment any individual employed by the other party with whom the party has come in contact because of the services provided pursuant to this Agreement.

(2) This restriction does not prohibit a party from entering discussions or hiring an employee of the other party who approaches said party on his or her own initiative without any solicitation prohibited in this Section 2.d or from placing general advertisements or using search firms that are not directed at the other party's employees and then hiring any employee of the other party resulting from such general, non-targeted efforts. The restriction does not apply to routine, indirect solicitation or recruiting (e.g., advertisement or announcement of a job opening on the internet or in print).

(3) The parties acknowledge that the restriction contained in this Section 2.d., in view of the nature of the business in which they are engaged, is reasonable and necessary to protect the legitimate interests of each, and that any violation thereof may result in injuries to the affected party. The parties therefore acknowledge that, in the event this restriction is violated, the affected party will be entitled to apply to a court for injunctive relief. Such right will be cumulative and in addition to any other rights or remedies to which the affected party may be entitled.

(4). The parties acknowledge that it would be impractical and extremely difficult to anticipate or determine a party's actual damages in the event of a violation of this provision. Accordingly, upon a breach of this provision, the breaching party shall pay the non-breaching party a fee of Five Thousand Dollars (\$5,000) as liquidated damages, which the parties agree is not a penalty.

3. **Term/Termination.**

This Agreement shall be effective **February 06, 2023, through June 30, 2023.** Either party may terminate this Agreement at any time upon thirty (30) days written notice to the other party. Such termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

4. **Miscellaneous.**

a. **Indemnification.**

(i) To the extent allowed by law, SCHOOL shall defend, indemnify and hold harmless AVEANNA and each of its officers, directors, employees, and agents (the "AVEANNA Parties"), from and against any and all claims, liabilities, losses, damages, costs or expenses of any kind (including attorneys' fees and disbursements) ("Indemnified Amounts") incurred by the AVEANNA Parties or any of them as a result of, or arising out of, or relating to SCHOOL's negligent acts or omissions or willful misconduct.

(ii) AVEANNA shall defend, indemnify, and hold harmless SCHOOL and each of its officers, directors, employees, and agents (the "SCHOOL Parties"), from and against all Indemnified Amounts incurred by the SCHOOL Parties or any of them because of, or arising out of, or relating to AVEANNA's negligent acts or omissions or willful misconduct.

b. Insurance. As applicable and permissible by State Law, each party agrees to maintain the following insurance covering its activities performed pursuant to this Agreement.

(i) Comprehensive General Liability in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

(ii) Professional Liability insurance in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

(iii) Worker's Compensation in accordance with applicable statutory requirements.

(iv) Each party shall make a good faith effort to assure that its insurance policy shall be endorsed to provide for written notification to the other party by the insurer not less than 30 days prior to cancellation, expiration or material change in insurance coverage. Certificates of insurance relevant to this Agreement shall be furnished upon reasonable request.

In the event that SCHOOL requires AVEANNA personnel to accompany student during transport to and from school or to and from alternate sites for SCHOOL related events, SCHOOL shall maintain automobile liability coverage with limits not less than \$1,000,000.00 combined single limit or \$1,000,000.00 per person/ \$1,000,000.00 per accident bodily injury.

c. Independent Contractor. AVEANNA shall be an independent contractor and will employ appropriate personnel to deliver the Services. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. In no event shall any employee of AVEANNA be considered an employee or agent of the SCHOOL. AVEANNA is responsible for meeting all tax obligations related to its employees and for maintaining all required insurance coverage related to its employees, including workers' compensation insurance.

d. Assignment. Neither party may assign this Agreement without the prior written consent of the other party, however, either party may assign this Agreement to any of its wholly owned affiliates at any time upon giving notice to the other party.

e. Confidentiality. AVEANNA, by executing this Agreement, agrees to make every reasonable effort to comply with the laws and regulations relevant to SCHOOL's responsibility to protect the privacy and confidentiality of SCHOOL's students and employees and related information and data. AVEANNA will take reasonable measures to maintain the privacy, confidentiality, and security of all such information and data. Aveanna agrees to abide by applicable laws, regulations, policies, standards, and the like of any government entity having jurisdiction, including but not limited to, all requirements of the Family Educational Rights and Privacy Act ("FERPA"), and the Health Insurance Portability and Accountability Act. For purposes of this Agreement, pursuant to FERPA, SCHOOL hereby designates AVEANNA as a school official with legitimate educational interest in the educational records of the students to whom AVEANNA provides Services to the extent that access to the records are required by AVEANNA for provision of the Services. AVEANNA agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA. Aveanna may not use the names of any students or any private, confidential, or personally identifiable information pertaining to any of School's students or employees, or any of School's confidential information or data except as necessary for the performance of this Agreement. Except as provided above, Aveanna may not disclose any such information to any person or entity, unless required by law or court order.

f. Amendment. No amendments to the terms and conditions of this Agreement shall be permitted unless in writing and signed by both parties hereto.

g. Entire Agreement. This Agreement contains the entire agreement between the parties, supersedes all discussions and writings by and between the parties which may have occurred prior to

entering into this Agreement and shall be binding upon and inure to the benefit of the parties and their successors and assigns.

h. Governing Law. This Agreement shall be interpreted, construed, and governed according to the laws of the state of South Dakota.

i. Severability. If any term, provision, covenant, or restriction of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the terms, provisions, covenants, and restrictions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

j. Notices. Any notice, demand or other communication required or permitted hereunder shall be in writing, sent in one or more of the following methods and shall be deemed to have been duly given and received (i) if personally served on the party to whom notice is to be given, then on the date of service, (ii) if sent by nationally recognized overnight delivery service, addressed to the party to whom notice is to be given, then upon notice of delivery by such service, or (iii) if sent by United States mail first class, registered or certified mail, postage prepaid, addressed to the party to whom notice is to be given, then five (5) business days after being properly deposited therewith; in each case, at such party's address set forth on the signature page hereto to any other address of which notice of the change is given to the other party hereunder in accordance with this section.

k. Waiver. Waiver by either party of an event of default hereunder or of any breach of the provisions of this Agreement, shall not constitute a waiver of any other event of default or breach or right, nor of the same event of default or breach or right on a future occasion.

The authorized representatives of the parties have signed this Agreement.

Brandon Valley School District
501 E Holly Blvd
Brandon, SD 57005

By: _____

Print Name: _____

Title: _____

Date: _____

INVOICE/BILLING ADDRESS:
Contact Name and phone number for questions related
to invoices

BILLING FREQUENCY:

____ - Weekly

____ - Monthly

Email address for invoice submission: _____

Date final invoices for the school year must be received by school: _____

Purchase order number Is Required Is NOT on invoices submitted to the school

Time Sheets Are Required Are NOT Required back up documentation with invoices

Recover Health of Iowa, Inc. dba Aveanna Healthcare
400 Interstate N. Parkway, SE Suite 1600
Atlanta, GA 30339
Attn: Contracts Dept
ManagedCare@aveanna.com

By: _____

Print Name: _____

Title: _____

Date: _____

TIN: _____

AVEANNA HEALTHCARE

**Schedule "A"
Services/Fee Schedule**

Service	Standard Hourly Rate
1:1 RN	\$80.00
1:1 LPN	\$80.00

Billable hours include:

Hours that Student(s) is in school, including school-related activities such as field trips
Hours Spent Performing Tasks or Attending Sessions Related to Services as required by the
SCHOOL

Approve Membership Agreement between Brandon Valley School District and Eastern South Dakota Food Buying Group (ESDFBG), effective the 2023/2024 school year

**Membership Agreement for Eastern South Dakota Food Buying Group
(ESDFBG)**

This membership agreement, made and entered into this ____ day of _____, 2023, by and between the Brandon Valley School District, Brookings School District, Mitchell School District and the Yankton School District, hereinafter referred to as “Districts”;

Whereas, there are mutual benefits from pooling purchasing power for food served in school Child Nutrition Programs which include lower cost, better quality and better service, and

Whereas, the Brandon Valley School District, Brookings School District, Mitchell School District and Yankton School District all share similar purchasing requirements for food products,

Therefore, the districts mutually establish the Eastern South Dakota Food Buying Group (ESDFBG).

Purpose:

The purpose of the ESDFBG is to reduce overall costs for food products through volume buying of agreed upon food categories while maintaining a high level of quality in products and supplier service through pooling quantities into one Request for Proposals (RFP) to vendors/distributors.

Process:

All federal and state procurement regulations will be followed. The member school districts will annually agree to the terms of this agreement. The Coordinating School District will coordinate the activities of the ESDFBG and will serve as the contact for vendor, press or other public forum communications for the ESDFBG. A RFP process will be utilized and will be available to all qualified distribution centers wishing to submit proposals. The ESDFBG will select the winning distributor for the group based on criteria established in the RFP.

Commitment:

The group selects a market basket mix of items along with Net off Invoice (NOI) items to be quoted through the RFP process. Member districts individually calculate their volume/usage for the next school year. Once a vendor/distributor is awarded a contract through the RFP process or a rollover agreement (up to four years), each member district is committed to and shall purchase its share of the volume included in the RFP. Each member district shall follow through on its individual purchasing commitment. This is done to ensure the integrity of the RFP with the brokers and manufacturers.

The ESDFBG will conduct usage reviews a minimum of two times per year to ensure that members are purchasing the items as specified in the RFP and are on target to meet their purchasing commitments.

A member district failing to fulfill its purchasing commitment is individually responsible for costs associated with that failure and that member district may lose its membership status in the ESDFBG by a majority vote of the other voting members.

RFP Process:

Each spring the members will evaluate and update the RFP to define the market basket and NOI items to be included. Proposals to add new items will be discussed among the members and if the majority of voting members agree, those items will be added to the new RFP.

The RFP will state the terms and conditions for deliveries and the ordering procedures.

Members/Participants Roles:

The Coordinating School District shall coordinate the activities of the ESDFBG and will serve as the contact for vendor, press or other public forum communications for the ESDFBG. Brookings School District will serve as the Coordinating School District. The Coordinating School District may be changed by a majority vote of the members.

Voting members will be school districts of enrollments of 2000 students or more. Each member District shall be entitled to one vote and will be expected to be active in the decision making process, attend group meetings, and help with special projects. In the event of any tie vote within the membership of ESDFBG, district seniority combined with individual director seniority as a member of ESDFBG, with consecutive years of membership considered only, will take precedence followed by the district enrollment.

There may also be non-voting buying participants within the ESDFBG admitted by a majority vote of the member districts. Each buying participant must commit to purchasing its identified quantity of food. A buying participant failing to fulfill its purchasing commitment is individually responsible for costs associated with its failure and may lose its participant status in the ESDFBG by a majority vote of the member districts.

A member or participating district wishing to exit the group agrees to fulfill its current school year obligation and notify the Coordinating School District by February 1st of its intent not to participate for the following school year.

The voting members reserve the right to deny, for any reason, participation to any applicant to become a buying participant.

Indemnification:

Each member District shall defend, indemnify and save harmless the other member Districts, from and against any and all claims, actions, suits, liabilities, judgments, losses, damages, costs, charges, attorney fees and other expenses incurred or suffered by said member District arising out of member District's failure to comply with its obligations under this agreement.

By signing below, I agree to abide by all membership requirements of the Eastern South Dakota Food Buying Group. Furthermore, I understand that although the buying group negotiates price with vendors, all business transactions occur between the Vendors and individual school districts in the buying group.

Board President (Print)

Date

Board President (Sign)

Date

Superintendent (Print)

Date

Superintendent (Sign)

Date

Approve recommendation to transfer Shealynn Schultz from Robert Bennis Elementary Special Education Educational Assistant to Brandon Elementary Evening Custodian, \$17.50/hour (plus \$1.00/hour night differential), effective January 30, 2023

**Brandon Valley School District 49-2
Employment Assignment / Transfer Form**

Name: Shealynn Schultz
Address/Phone: On File

Date: Friday, January 27, 2023

Position(s)

Position: Brandon Elementary Evening Custodian

Transfer Date: Monday, January 30, 2023

Wage: \$17.50 + (\$1.00 Night Differential) *OK Off. 1/31/2023*

Extracurricular Activities: N/A

General Information

Transferring from Robert Bennis Elementary School Special Education EA to Brandon Elementary Evening Custodian. Note: The change in hourly wage with the transfer to custodial services.

The transfer results in a RBE SPED EA opening.

Submitted by: BVSD Administration

Approve resignation from Alison Knutson, Brandon Valley High School Agriculture Teacher and FFA Advisor, effective at the end of the 2022/2023 school year

Ms. Alison Knutson
1000 W 5th St
Sioux Falls, SD 57104
alisonrknutson@yahoo.com

Mr. Mark Schlekeway
Principal
Brandon Valley High School
301 S Splitrock Blvd
Brandon, SD 57005

1/30/2022

Dear Mr. Schlekeway,

Please accept this letter as formal notification of my intention to resign from my position as Agriculture Teacher and FFA advisor at Brandon Valley School District. My last day will be May 30th or the last day of the spring 2023 semester.

I would like to thank you for the opportunity to have worked in the position for the past three school years. I have learned a great deal during my time here and have enjoyed improving as a teacher. I will take a lot of what I have learned with me in my career and will look back at my time here as a valuable period of my professional life.

Going forward, I will do what I can to make the transition as smooth as possible and will support in whatever way I can to hand over my duties to my replacement. Please let me know if there is anything further I can do to assist in this process.

Sincerely,

Alison Knutson

Approve recommendation to hire Claire Toth, long-term substitute for Brooklyn Brouwer, Brandon Elementary Special Education Teacher, effective on or around March 5, 2023, for 8-10 weeks



VALLEY SPRINGS ELEMENTARY SCHOOL
Brandon Valley School District 49-2
301 Valley Drive, PO Box 130
Valley Springs, SD 57068
Mrs. Mary Mudder, Principal
Asst. Special Services Director

Brandon Valley School District 49-2
Employment Recommendation Form

Date: January 31, 2023

To: Superintendent Jarod Larson
Cc: Paul Lundberg, Jennifer Swenson
From: Mary Mudder
RE: Long Term Substitute Position; Claire Toth

MEMORANDUM

Position(s) Offered

Position: Long-term substitute Claire Toth for Brooklyn Brouwer, Special Education Teacher, Brandon Elementary School

Dates: On or around March 5, 2023 for 8-10 weeks
(expected due date March 5th)

Salary: \$150.00/day (if less than 15 days)

\$200.00/day (after 15 consecutive days)

The long-term daily rate of pay will begin on the first day (day one) of a substitute position which includes (15) consecutive days on the same substitute assignment. (The principal sends in a pay authorization for higher pay.)

Accept retirement notification from Georgia Carlson, Brandon Valley Middle School Custodian, effective June 9, 2023

BRANDON VALLEY SCHOOL DISTRICT NO. 49-2
District Operations Manager
Brandon, SD 57005

Brandon Valley School District 49-2
Employment Resignation Form

Name: Georgia Carlson
Address/Phone: 26250 McHardy Road
Brandon, SD 57005
605-582-6390

Date: January 31, 2023

Position(s)

Position: Custodian [Middle School]

Resignation/Retirement Date: June 9, 2023

Extracurricular Activities: N/A

General Information

Please accept the Retirement of Georgia Carlson effective June 9, 2023. Georgia has been an employee with the District since May 15, 1988 – a substitute custodian prior to that. She expresses sincere appreciation for the opportunity and has enjoyed working for the Brandon Valley School District.

Approve recommendation to hire Vicki Piper, Inspiration Elementary Special Education Educational Assistant, full-time, \$16.95/hour, effective March 13, 2023

This is a new position created for the 2022/2023 school year



VALLEY SPRINGS ELEMENTARY SCHOOL
Brandon Valley School District 49-2
301 Valley Drive, PO Box 130
Valley Springs, SD 57068
Mrs. Mary Mudder, Principal

Brandon Valley School District 49-2
Employment Recommendation Form

Name: Vicki Piper
Address/Phone: 119 Lynx St, Valley Springs, SD 57068 (816)341-0075
Email: kvpiper4child@icloud.com
Date: February 3, 2023

Position(s) Offered

Position: Special Education Educational Assistant at Inspiration Elementary
Total Salary: \$16.95/Hour *OK J.M. 2/4/23*
Starting Date: March 13, 2023
Extracurricular Activities: N/A

General Information

Most Recent School/District/Employer(s): Missouri Quality Care, Gladstone, MO
Years of Experience: Multiple years working with children/adults with disabilities
Salary Lane/Step:
Education: Fine Arts Degree, Southeast Area Vocational School

Interview Information

Of Candidates Applying: 5 **# Interviewed:** 5

Conditions of employment:

Successful completion of background check
Completion of Business Office Requirements

Signature of Interviewer: Mary J. Mudder
Principal/Asst. Special Services Director

Approve recommendation to hire Jessica Paquette, long-term substitute for Michelle Kieffer, Fred Assam Elementary 3rd Grade Teacher, effective on or around April 11, 2023, through the end of the school year

Brandon Valley School District 49-2
Employment Recommendation Form

Date: 2/08/23

To: Superintendent Jarod Larson

Cc: Paul Lundberg, Jennifer Swenson

From: Principal Susan Foster

RE: Long Term Substitute Position: 3rd Grade Teacher – FAE

M E M O R A N D U M

Position(s) Offered

Position: Long-term substitute Jessie Paquette for Michelle Kieffer – 3rd grade Teacher at FAE
Dates: on/about April 11, 2023 through the end of the school year

Salary: \$150.00/day (if less than 15 days)
\$200.00/day (after 15 consecutive days)

The long-term daily rate of pay will begin on the first day (day one) of a substitute position which includes (15) consecutive days on the same substitute assignment. (The principal sends in a pay authorization for higher pay.)

Approve recommendation to hire Emily Johnson, Brandon Elementary Custodian, full-time, \$17.50/hour, effective March 1, 2023

BRANDON VALLEY SCHOOL DISTRICT NO. 49-2
District Operations Manager
Brandon, SD 57005

Brandon Valley School District 49-2
Employment Recommendation Form

Name: Emily Johnson
Address/Phone: 304 N Johnson Ave
Pierre, SD 57501
605-295-3510
1983emjay@gmail.com

Date: 2-6-2023

Position(s) Offered

Position: Custodial Position - Daytime [BE] – vacated by Nathan Sparks

Salary: \$17.50 per hour OK PR
Starting date: March 1, 2023 2/9/23

Extracurricular Activities: N/A

General Information

Most Recent School/District/Employer(s): Emily has worked for the State of South Dakota Department of Social Services and Bureau of Administration – including as a Custodian. She and her family are moving to Brandon.

Years of Experience: 4

Salary Lane/Step:
(if applicable)

Education: T. F. Riggs High School, Pierre, SD

Interview Information

of Candidates Applying: 3

Interviewed: 2

Conditions of employment:

Successful completion of background check
Completion of Business Office Requirements

 Ty Hentschel
Signature of Interviewer

Approve additional Inspiration Elementary Special Education Educational Assistant, 1.0 FTE, effective the 2022/2023 school year



BRANDON VALLEY SCHOOL DISTRICT 49-2

Administration Center

300 South Splitrock Boulevard, Brandon, SD 57005-1652

Dr. Jarod M. Larson, Superintendent
Paul J. Lundberg, Business Manager
Ty Hentschel, Operations Manager

2/9/23

Request Approval for additional Special Education Assistant at Inspiration Elementary.

The additional Special Education Assistant is necessary to support the specific needs of a child that recently moved into the Inspiration Elementary attendance boundary.

1.0 FTE – Inspiration Elementary – Special Education EA

Recommendation to approve 1.0 FTE Inspiration Elementary Special Education EA. The primary role of a Special Education EA is to provide academic and behavioral supports to Special Education students.

Respectfully Submitted,

Dr. Jarod M. Larson, Superintendent
Brandon Valley School District #49-2

NOTE: The position will be posted following approval and a substitute will be utilized to support the students until an individual is selected for the position.

Approve request for leave without pay for Kimberly Moffitt,
Brandon Valley Middle School Educational Assistant, effective
January 17, 2023 for four days

February 9, 2023

Kim Moffitt has used all sick with pay and personal days, as well as four days of leave without pay, approved by building administration. She is requesting the following four (4) days to be approved by the Board:

Tuesday, January 17, 2023

Wednesday, January 18, 2023

Thursday, January 19, 2023

Friday, January 20, 2023

Last Name	First	Middle	Time Off Code	Remaining	Approved	Waiting	Available
MOFFITT	KIMBERLY	B	Leave without pay	-4 Days		4 Days	-8 Days
▼ Current Year (07/01/2022 - 06/30/2023)							
▼ Pending Time Off							
Date	Sts	Description/Reason	Allocated	Used	Available	Unpaid	A
01/20/2023	Fri	W	Leave without / Leave with	1 Days	-8 Days		
01/19/2023	Thu	W	Leave without / Leave with	1 Days	-7 Days		
01/18/2023	Wed	W	Leave without / Leave with	1 Days	-6 Days		
01/17/2023	Tue	W	sick, Pendin / Leave with	1 Days	-5 Days		
▼ Time Off Transactions (up to today's date) Print Time Off Transactions							
Date	Description/Reason	Allocated	Used	Remaining	Unpaid	A	
01/13/2023	Fri	Leave without / Leave with	1 Days	-4 Days			
01/12/2023	Thu	w/o pay 3 / Sick Leave	1 Days	-3 Days			
01/11/2023	Wed	w/o pay - 2 / Sick Leave	1 Days	-2 Days			
01/10/2023	Tue	w/o pay / Sick Leave	1 Days	-1 Days			
07/01/2022	Fri	Lost, not us / Annual All	33 Days	33 Days	-33 Days		
		Activity Prior to 06/30/2022					

Approve recommendation to hire through transfer Tonya Onnen, Brandon Valley High School Custodian, from evening shift to day shift, \$17.62/hour, effective March 13, 2023

BRANDON VALLEY SCHOOL DISTRICT NO. 49-2
District Operations Manager
Brandon, SD 57005

Brandon Valley School District 49-2
Employment Transfer Form

Name: Tonya Onnen
Address/Phone: 117 S. Water
Hills, MN 56183
507-360-5366
Tonya.carrie4@gmail.com

Date: 2-9-2023

Position(s) Offered

Position: Custodian – Daytime [HS] – Vacated by Mark Erks

Salary: \$17.62/hr. *OK*
Starting date: March 13, 2023 *Req. 2/10/23*

Extracurricular Activities: N/A

General Information

Please accept the transfer request for Tonya Onnen effective March 13, 2023. Tonya will transfer from her evening Custodial Position at the High School to a Daytime Custodial Position at the High School. Current wages will be maintained without Night Differential Pay [NDP].

Approve resignation from Jennifer Funke, Brandon Valley Middle School Computer Teacher, effective at the end of the 2022/2023 school year

From: Funke, Jennifer <Jennifer.Funke@k12.sd.us>

Sent: Thursday, February 9, 2023 4:39 PM

To: Larson, Jarod <Jarod.Larson@k12.sd.us>; Nelson, Amanda M <Amanda.Nelson@k12.sd.us>

Subject: Letter of Resignation

Hello Dr. Larson and Dr. Nelson,

I would like to formally resign from my position as the middle school computer teacher effective at the end of the school year. I have the opportunity to teach at the college level and this is not something I can pass up. If, however, you would like me to work part time within the middle school I would love to make that work. I appreciate all of the support and kindness I have received here at the middle school.

Jennifer Funke

7th & 8th Computers

Brandon Valley Middle School

"Success is not final; failure is not fatal: It is the courage to continue that counts." — Winston S. Churchill

Brandon Valley Confidentiality Notice: This communication with its contents may contain confidential and/or legally privileged information. It is solely for the use of the intended recipient/s. Unauthorized interception, review, use or disclosure is prohibited and may violate applicable laws including the Electronic Communications Privacy Act. If you are not the intended recipient, please contact the sender and destroy all copies of the communication.

Approve substitutes for the 2022/2023 school year

Rose Andera, Jeremy Brewer, Stacy DeBoer, Mikayla Kappenman, and Tyson Newton

Building Permit Applications - January 2023

No new houses - just a replacement

BUILDING PERMIT APPLICATIONS JANUARY 2023

White, Hunter & Kari	Harvey Custom Homes	47503 Cedar Ridge Pl	Mapleton	Remodel Ex Basement into Finished Space-Mechanical	\$28,577.00
Nordbye, Jeremy & Sonja	Self	25105 477th Ave	Sverdrup	Renew BP#21-295 for Finished Basement	\$0.00
Prinsen, Joshua	Self	47581 255th St	Sverdrup	Remodel Ex Basement into Finished Space-Mechanical	\$42,462.00
Wilcox, Thomas	Premiere Builders	47877 259th St	Brandon	Replace Ex Dwell w/House/Garage	\$321,476.00
Grussing, Matthew & Kaci Dykstra, Jeremy & Danielle	Haug Steel	47570 258th St	Mapleton	Renew BP#22-3	\$0.00
	Self	516 W Redwood Blvd	Brandon	Renew BP#21-141	\$0.00
King, Neil & Christina	Self	46963 256th St	Benton	Remodel Ex Basement into Finished Space-Mechanical	\$33,012.00
Sorge, Les	Bruner Construction	46264 266th St	Wall Lake	Remodel Kitchen & Living Space	\$6,000.00
Rogers, Mark	Self	25015 475th Ave	Sverdrup	Enclose Portion of Front Porch	\$2,000.00
Wehrkamp, Megan	Paul Nelsen Construction	26547 464th Ave	Wall Lake	Remodel Basement into Finished Space	\$36,893.00
Miller, Richard & Kathleen	Amdahl Construction	6300 E Split Rock Rd	Split Rock	Remodel Interior, Finish Basement w/2 Egress Windows	\$50,463.00
Benz, Christopher & Anna Schumacher, Matthew & Danette	Self	25431 473rd Ave	Sverdrup	Finish Portion of Ex Basement- Adding 2 Bedrooms	\$18,119.00
	Rentschler Construction	46551 264th St	Wall Lake	Finish Portion of Ex Basement- Game Room, Bathroom &	\$26,813.00
Bobzien, Keith & Jessie	Self	25069 458th Ave	Clear Lake	Renew BP#20-207	\$0.00
F.G.G.A. Partnership	Bee Hive General	26707 466th Ave	Wall Lake	Remodel Interior Space of Main Bldg into Five Office Spaces	\$40,000.00
Vanoverbeke, Jeffrey & Stacy	Self	25536 457th Ave	Clear Lake	Finish Basement-Two Bedrooms, Bathroom & Living	\$34,020.00
DeJong, Darwin & Arlys	Self	6013 E Quartzite Dr	Split Rock	Remodel Main Floor of Dwelling-Reframe Ex Windows	\$30,000.00
Gomez, Jose Concrete LLC	Self	25753 Cottonwood Ave	Benton	4x6 On-Premise Ground Sign	\$0.00
Gomez, Jose Concrete LLC	Self	25753 Cottonwood Ave	Benton	2x4 Wall Mount Bldg Sign	\$0.00
					\$669,835.00

Thank you from Alan Savage and family for the plant sent in memory of Maxine Savage

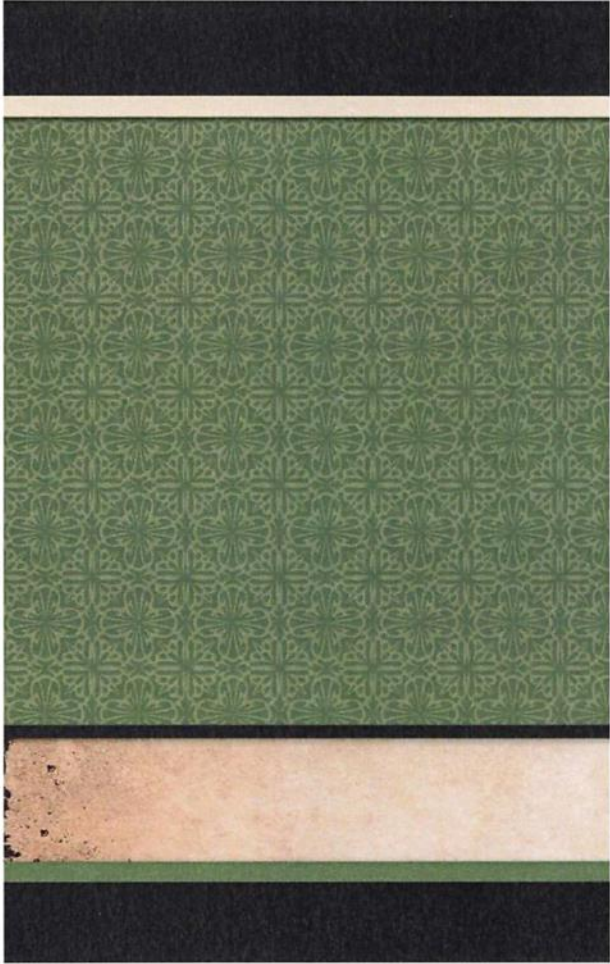


*Thank you for
your words of sympathy,
your voice of concern,
your gesture of caring
and the love you offer.*

The Family of Maxine L. Savage

When your loved one
becomes a
Memory,
Every memory
becomes a
Treasure.

*Thank you.
Alan + kids*




THANK YOU

Thank you from Sarah Harte for flowers sent during her recovery



Just CAN'T SAY it ENOUGH!
Thank you so much for
the beautiful bouquet
of flowers, they have
certainly cheered me
up. Your kindness and
thoughtfulness during my
recovery is very much
appreciated.
Sarah Harte

shoebox
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