



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

**AGENDA for January 9, 2023**  
**5:30 PM Regular Board Meeting\_Amended**  
**Board Room, Williams Administration Building**  
**Zoom Link: <https://sdk12.zoom.us/j/99511814754>**

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1. Call meeting to order/roll call
2. **Pledge of Allegiance**
3. Agenda
4. Consent Agenda
  - 4.a. Regular Meeting on December 20, 2022
  - 4.b. Personnel
  - 4.c. Claims for Payment
  - 4.d. Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility
5. Open Forum
6. Recognitions
  - 6.a. Pete Wilson Receives Regional VII Principal of the Year
  - 6.b. ProStart/Culinary Arts Receives Grant
  - 6.c. Meade School District Receives Donation from Sturgis Rally Charities Inc.
  - 6.d. Stagebarn Middle School student council purchased supplies to provide students-in-need with 10 food baskets before winter break.

The Cirque Dream Story Production donated free tickets to Stagebarn Middle School families for their show that was held at The Monument in Rapid City on December 9.

Grace United Methodist Church in Piedmont donated a large sum to Stagebarn Middle School. The money will be used to stock the "student needs" closet with items like winter coats, shoes and any other school supplies for students that do not have them.
  - 6.e. Sturgis Elementary 1003 Grant Money
  - 6.f. **Gifted & Talented Students Participated In Fall 2022 Noetic Learning Math Contest**
7. Action Items
  - 7.a. Financial Reports
  - 7.b. 15-Passenger Van Rebid
  - 7.c. Amend 2022-23 School Calendars
  - 7.d. Approve 2023-24 School Calendar
  - 7.e. Amend General Fund Budget
  - 7.f. **Approve School Improvement Plans**
8. Discussion Items
  - 8.a. 2023-24 Rural Calendar

- 8.b. 2023-24 Capital Outlay Budget
- 9. Reports
  - 9.a. Administrators
  - 9.b. Board Members
  - 9.c. BHSSC
  - 9.d. Superintendent
- 10. Upcoming Calendar Events
- 11. Adjournment

AMENDED\_MEETING MINUTES, Tuesday, December 20, 2022  
4:00 p.m. Legislative Round Table Discussion - SWMS Library  
5:00 p.m. Dinner - SWMS Library  
6:00 p.m. School Board Meeting - Williams Administrative Building, Board Room  
Executive Session to follow the regular board meeting.

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Board Members Present: Charlie Wheeler, Lee Spring, Sandy Cass, Justin Jutting, Terry Koontz, Aaron Odegaard, Darrell Vig and Holly Good.

Board Members Absent: Joseph Urbaniak

Legislators Present: Representative Gary Cammack, Representative Kirk Chaffee and Senator Dean Wink.

District Personnel Present: Pete Wilson, Joe Williams, Chad Hedderman, Dave Olson, Amanda Christensen, Ethan Dschaak, Beth Johnson, Brit Porterfield, Chantal Ligtenberg, Rhonda Ramsdell, Adam Lalicker, Tanya Ludwick and Coleen Keffeler.

Others Present: School resource officer, Geody VandeWater.

Legislative Round Table & Dinner: Legislators and district administrators discussed property tax issues, grocery taxes, inflation and school funding.

Regular board meeting called to order at 6:00 PM

Board Members Present: Charlie Wheeler, Lee Spring, Sandy Cass, Justin Jutting, Terry Koontz, Aaron Odegaard, Joseph Urbaniak, Darrell Vig and Holly Good.

Others Present: Community member, John Rhoden, Wayne Wormstadt, Tanya Ludwick, Cyle Miller, Ethan Dschaak, Brit Porterfield, Chad Hedderman, Pete Wilson, Todd Battles, Amanda Christensen, Coleen Keffeler, Beth Johnson, Adam Lalicker and Senator Dean Wink.

Call meeting to order/roll call

Pledge of Allegiance

Agenda

MOTION by Spring, seconded by Vig, and Carried to approve the Agenda as presented.

Consent Agenda

MOTION by Urbaniak, seconded by Koontz, and Carried to approve the Consent Agenda as presented.

Minutes: Regular Meeting on November 14, 2022

Personnel:

New Hire (Support Staff): Terry Tarrant, custodian, Central Meade Co. School, \$14.00/hr, eff. 12/5/2022; McKenzie Tarrant, Central Meade Co. School, \$14.00/hr, eff. 12/5/2022. Change in Hourly Rate (Support Staff): Dena Strand, Sturgis Williams Middle School food service worker to food service site manager, Whitewood Elementary, \$15.60/hr to \$16.35/hr, eff. 12/5/2022; Shelley Martens, food service worker to food service head cook, Sturgis Williams Middle School, \$14.60/hr to \$15.35/hr, eff. 12/5/2022. New Hire (Extracurricular): Lexi Long, assistant MS boys basketball coach, Sturgis Williams Middle School, \$1,998.00, eff. for the 2023-24 school year. Change of Assignment (Support Staff): Mica Sulzbach-Bataille, Sturgis Williams Middle School food service worker to Sturgis Brown High School night custodian, eff. 12/12/2022; Tina Brengle, head administrative assistant, Stagebarn Middle School to head administrative assistant, Curriculum/Technology Department, pending start date. Resignation (Support Staff): Heidi K. Komes, special services paraprofessional, Atall Elementary, eff. 11/29/2022. Resignation (Extracurricular): Maria Hartung, assistant x-country coach, Stagebarn Middle School, eff. the end of the 2022-23 school year.

Claims for Payment:

329 Dsgn, Sbscrptn 138.00; AB Bsnss, Cpr Ls 1281.34; AB Wldng, Sply 258.50; ABC Ms, Sbscrptn 59.40; Advncd Pymnts, Offcls 2145.87; AED, Eqpmnt 1359.84; Al Crnl Rfrgrtn, Rprs 315.00; Amzn, Sply 1102.61; Amck Snd, Mntrng 200.00; J. Anderson, Rprs 3677.10; App Grdcm, Sbscrptn 149.99; Apple, Sply 27.99; ASBSD, Trng 175.00; BH Pht, Sply 279.98; Bllrd Spbr, Srvcs 7500.00; Brnys Sgns, Rprs 306.12; Bnntt Trns, Snw Rmvl 3150.00; Brnrd Fd, Food 2183.37; BH Wtr, Utlty 544.00; BH Chmcl, Sply 18362.25; BH Cncl; Srvcs 7700.00; BH Energy, Utlty 47413.16; BH Frmrs Mrkt, Food 201.71; BH Pst, Srvcs 330.00; BHSS, Ttn 10990.89; BH Urgnt Cr, Emplymnt Physcl 95.00; BH Wrks, Ttn 375.00; BSN Sprts, Eqpmnt 6102.14; Cmmck Rnch, Rprs 9.15; Cptl On, Sply 529.93; Crln Blgcl, Sply 206.55; Cash-Wa, Food 32188.32; CBH Coop, Fuel 2835.22; CDW-G, Sply 930.19; CMC Cmmnty Hll, Rntl 2145.00; Cntrl Rstrnt, Eqpmnt 4263.89; Cj;d & Adlt Nrtn, Food 259.40; Coca Cola, Sply 2157.50; Cllrs Scrts, Crtfcts Debt 35000.00; Cmmtch, Rpr 353.84; Cmptr Vllg, Rprs 11320.00; Cpy Cntry, Sply 68.75; Crtv Lrng, Sply 77.71; DR Srvc, Rprs 3235.69; DSG, Sply 167.07; Dlph Crtvty, Sply 2149.92; Dlt Dntl, Ins 18768.74; Dmc, Sply 210.01; Est Sd Dry, Milk 7528.32; Edctn Asscts, Crrclm 2265.00; ES Cmmnty Hll, Rntl 75.00; EMC Insrc, Insrnce 427.37; EMC Ins 2429.32; Enng Prpn, Utlty 1569.75; EPCO, Sply 215.68; Fth Indpdnt, Mnts 188.13; First Chc Prdcts, Sply 194.52; Flnn Scntfc, Sply 87.67; Flsprts, Rgstrtn 194.50; FIRST, Rgstrtn 792.38; Gldn Wst, Utlty 531.93; Grnd Elctrc, Utlty 330.64; Grt Wstrn Tr, Rprs 718.64; Grnscp, Rprs 4632.23; Grcry Mrt, Sply 42.97; Grssnbrg Implmnt, Sply 47.93; Hrlws Bus, Srvcs 157880.08; Hauff, Apprctn 6348.81; Hrtzberg, Sply 3526.85; Hyatt, Ldgng 1575.00; Infnt Cmps, Sftwr 4623.00; Innvtv Offc, Sply 396.18; Intrst Bttry, Sply 193.60; Irn Hrs Inn, Sply 344.00; JW Pppr Sn, Sply 441.87; Kpln Erly Lrng, Eqpmnt 416.46; Ky Cty Glss, Rprs 15.00; Kffr Snttn, Utlty 1313.14; Knchts, Sply 363.13; Kily Spply, Sply 31.32; Lrng A-z, Sftwr 128.00; Lrng Wtht Trs, Sply 2933.00; Lbrty Chvrlt, Rprs 2220.78; Ls Endz Clnng, Cntrct 20460.00; Lw Rfng, Rprs 232.77; Lynns, Sply 324.57; Mrc,

Cpr Ls 1751.45; Mrrtt, Lddng 1052.85; Mrhnry Srgnt, Issnc Cst Crtfcts 8700.00; Mnrds, Sply 719.76; Md Amrcn Chmcl, Sply 307.34; Mdc, Utlty 8557.98; Mdcntnt Tstng, Wtr Tstng 46.00; Mntx, Sply 114.00; Mtchll Schl Dstrct, Rgstrtn 482.00; MDU, Utlty 54733.70; Mr Tire, Rprs 25.00; Nrms, Sply 22.90; NSDA, Dues 40.00; Nies Karras, Lgl Srvc 1743.00; Nmc, Sply 955.85; NW Pp, Sply 406.51; Orllys, Sply 22.99; Pn O Gld, Bread 2178.32; Pfrfmnc Fds, Food 19166.02; Pdmnt Cty, Utlty 811.39; Pnr Dm, Sply 501.00; Pzz Ht, Sply 500.32; Ppplrs Msc, Sply 381.95; Qulty Inn, Ldng 936.40; Quill, Sply 2633.32; RCAS, Rgstrtn 195.21; Rpd Dgltl, Wbst Hstng 319.50; Rpd Extrrs, Rf Mtrls 50000.00; Rsmssn, Sply 58.92; Ratwik Roszak and Maloney, Lgl Srvc 144.00; Rd Ntrilly, Sftwr 115.50; Rfs, Utlty 522.28; M Rehberg, Mileage 584.66; Rchtrs Tr, Rprs 1455.61; Rch, Ls 2134.63; Rnng, Sply 144.15; Rshmr Offc, Sply 11.67; Sams, Sply 110.11; SASD, Rgstrtn 175.00; Schlstc Bk, Sply 996.88; Schl Spclty, Sply 2264.45; Scll Cnstrctn, Addtn 403826.78; SD Hmn, Ttn 5909.29; Srll, Mops 3204.83; Srpr, Srvc 885.60; Svrsn Drt Wrks, Rprs 818.81; SNA, Dues 53.00; Stg Ptnrs, Sply 500.00; Stpls, Sply 1337.11; Strgs Ace, Sply 1258.09; Strgs Cmmnty Cntr, Sply 30.00; Strgs Mtrsprts, Sply 30.99; Strgs Np, Sply 364.57; Strgs, Plc Rsrv, Scrty 800.00; Strgs Cty, Utlty 6678.89; Smmt Fr, Srvc 638.75; Smmt Sgns, Equipmnt 30.00; Sn Lf, Ins 3508.00; Spr \* Ldng 712.28; Tchrs Pay Tchrs, Sply 119.82; Tmp Technlgy, Rprs 105.49; Tie Offc, Ttn 7137.50; Tom's T, Sply 206.05; Trbvll Elctrc, Sply 275.84; L vanleave, Lnch Rfnd 23.50; Vrzn, Hot Spot 180.24; Vsbl Dffrnc, Clng Cntrct 9501.75; Wlmrt, Sply 123.78; Wbstrntstr, Sply 1039.71; Wllmrk, Insrc 219547.00; Wex, Fuel 4326.53; F Wilson, Sply 100.00; N Wilson, Srvc 427.50; Wrstbnds.com, Sply 187.99; EMBE, Rgstrtn 331.92; Zoom, Sply 202.35 Cash Recap for month ending November 30, 2022: General Fund: Begin Bal 4560853.38; Petty Cash 100.00; Cash Change 2000.00; Advance Pymt 16489.81; Cash in Bank 786259.08; Investments PSBK 3756004.49; Unemployment Savings 11795.12; Investments in CD 561753.51; Investments in CD over 90 Days 1063152.68; Transfer In 0.00; Revenue: Local Taxes 2628107.76; Other Sources 43035.41; State 178318.02; Federal 953935.00; Other Sources 17868.79; Total Revenue 3821264.98; To Be Acct'd For: 8382118.36; Transfer Out 0.00; Expenditures 1943818.55; Ending Bal November 30, 2022: 6438299.81; Petty Cash 100.00; Cash Change 2000.00; Advance Pymt 16489.81; Cash in Bank 1555876.31; Investments Savings 4863833.69; Unemployment Savings 11799.00; Investments CD 561753.51; Investments CD over 90 Days 1063152.68 Capital Outlay: Begin Bal 2905067.54; Cash in Bank 122080.98; Investments PSBK 2782986.56; Investments US Treasuries 2000000.00; Transfer In 0.00, Revenue Local Taxes 2085334.52; Other Sources 2353.69; State 0.00; Federal 0.00; Other 7465.38, Total Revenue 2095153.59; To Be Acct'd For: 5000221.13; Transfer Out:141250.00; Expenditures 469966.16; Ending Balance: 4389004.97; Cash in Bank: 12313.82; Invest, Savings: 4376691.15; Investments US Treasuries 2001883.42; Spec Serv: Begin Bal 429429.83; Cash in Bank 78050.57; Investments Savings 351379.26; Revenue Local Taxes 1170133.91; Other Sources 1317.34; State 86701.00; Federal 89783.00; Other Sources 3650.85; Total Revenue 1351586.10; To Be Acct'd For 1781015.92; Expenditures: 359653.82; Ending Bal: 1421362.11; Cash in Bank: 146779.51; Investment,

Savings 1274582.60; Investments, CD 0.00; Fund 41: Beg Bal -423444.12; Cash in Bank -423444.12; Revenue: Federal 423444.00; Total Revenue 423444.00; To Be Acct'd For -0.12; Expenditures 403826.78; Ending Bal November 30, 2022 -403826.90; Cash in Bank -403826.90; Food Service: Beg Bal 787914.75; Cash Change 0.00; Cash in Bank 107487.39; Investments, Savings 680427.36; Investments, CD 0.00; Transfers In 0.00; Revenue: State 0.00; Federal 80637.18; Other Sources 86037.79; Total Revenue 166674.97; To Be Acct'd For 954589.72; Transfer Out 0.00; Expenditures 176731.20; End Bal November 30: 777858.52; Cash Change 0.00; Cash In Bank 96494.53; Investments, Savings 681363.99; Investments of 90 Days 0.00; Enterprise: Beg Bal 117902.22; Cash Change 2000.00; Cash in Bank 46869.54; Investments, Savings 71032.68; Revenue; Other Sources 11549.14; Total Revenue 11549.14; To Be Acct'd For 129451.36; Expenditures 7707.63; End Bal November 30: 121743.73; Cash Change 0.00; Cash in Bank 50591.91; Investment, Savings 71151.82; Custodial: Beg Bal 326161.72; Cash in Bank 112915.43; Investments, Savings 163146.29; Investments, CD 50100.00; Revenue: Other Sources 49868.68; Total Revenue 49868.68; To Be Acct'd For 376030.40; Expenditures 43407.57; End Bal November 30: 332622.83; Cash In Bank 124902.94; Investments, Savings 157619.89; Investment CD 50100.00.

#### Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility

##### Request For Reduction

Sturgis Williams Middle School library paraprofessional, Cami Goebel requested a reduction in hours by 20%. The request is for a four-day work week, Monday through Thursday.

##### Open Forum

No Open Forum.

##### Recognitions

###### District Teachers Receive \$500.00 Gift Cards for School Programs

Piedmont Valley Elementary teacher and Stagebarn MS drama coach, Carol Waider and Hereford Elementary music teacher, Amy Richards both received individual gift cards in the amount of \$500.00. The money will go towards new supplies to enhance the productions of the drama and music programs.

###### Foothills Community Church Donates Thanksgiving Baskets

The Foothills Community Church in Sturgis donated 14 Thanksgiving baskets to families in need at Sturgis Brown High School.

###### SBHS Academy Partners with Meals on Wheels

The Academy worked in partnership with Meals on Wheels to make and deliver more than 400 meals for local seniors. Mrs. Van Zee, Mrs. Ramirez, Mrs. Wheaton, Mr. Williams, and Mr. Wormstadt chaperoned the trip.

SBHS Speech & Debate Coach Earns Diamond Award

Sturgis Brown High School Speech & Debate coach, Eric Johnson received the "Diamond Coach Award" for the second time in the last six years. Ms. Tamara Voight, who assists Mr. Johnson with the team, is also a two-time winner of the "Diamond Coach Award" while she coached in Watertown and Aberdeen.

Presentation(s)

Union Center Depository

John Rhoden discussed the proposed plans for the Union Center Depository. He proposed leaving the building in its current location and leasing the land. Community member, Bailly Enright, is interested in moving her business to the building in the current location. The board will review the agreement to see if this is possible or if the board wants to pursue a lease agreement.

CTE Innovative Equipment Grant

The Sturgis Brown High School CTE program received a \$170,580.00 grant from the CTE Innovative Equipment Grant Program. Mrs. Keffeler and Mr. Miller provided a brief explanation of the program.

Capital Outlay and Technology Proposal

Curriculum/Technology Director, Beth Johnson presented a proposal on ongoing purchases for infrastructure, FY24 and FY25.

Preliminary Capital Outlay Budget

Mr. Wormstadt presented a summary of the FY24 preliminary capital outlay budget.

Action Items

Financial Reports

MOTION by Urbaniak, seconded by Jutting, and Carried to approve the monthly financial reports as presented.

Advertisement for Bids - SBHS Academy Building and Whitewood Elementary HVAC Systems

MOTION by Urbaniak, seconded by Vig, and Carried to approve Skyline Engineering, Inc. to advertise for bids for the SBHS Academy Building and Whitewood Elementary HVAC systems.

Amend General Fund Budget

MOTION by Urbaniak, seconded by Jutting, and Carried to amend the general fund budget by \$59,996.00 for a Title I School Improvement Grant at Sturgis Elementary and the ARP Homeless Grant.

Set the Date and Time for the 2023 School Board Election

MOTION by Vig, seconded by Good, and Carried to set the date for the school board election for June 6, 2023, between the hours of seven AM and seven PM.

Review School Board Policy JFCE: Anti-Bullying/Harrassment of Students  
MOTION by Spring, seconded by Odegaard, and Carried to approve School Board Policy JFCE: Anti-Bullying/Harrassment of Students as is with no changes.

Review School Board Policy JGB: Restraint and Seclusion  
MOTION by Vig, seconded by Spring, and Carried to approve School Board Policy JGB: Restraint and Seclusion as is with no changes.

### Discussion Items

#### ASBSD Legislative Review

The ASBSD 2022-23 Legislative Delegate Assembly was scheduled for Friday, November 18th. Joseph Urbaniak provided a brief update on the ASBSD Legislative Review.

#### 2023-24 School Calendar

The 2024-25 school calendar is scheduled to be reviewed by the leadership team in December and presented to the Board in January for review.

#### School Improvement Plans

The Superintendent's Office and Curriculum/Technology Department are currently working on the State Accreditation Review. The review date is scheduled for January 31, 2023. According to the SD Dept. of Education, school improvement plan(s) must be approved by the school board and, after adoption, becomes an official district document.

#### Christmas Break

Mr. Wormstadt reminded everyone that Christmas break will commence on Wednesday, December 21st and go through Tuesday, January 3rd. Classes will resume on Wednesday, January 4th.

### Reports

#### Administrators

Nothing reported.

#### Board Members

Darrell Vig mentioned he is pleased and excited about reviewing the board policies with the Policy Committee members. Sandy Cass will be the chairperson of the Policy Committee.

#### BHSSC

Terry Koontz mentioned they held a meeting via zoom so they could pay the November bills.

Superintendent

Mr. Wormstadt discussed the schedule and timeline for possible research and review of a four-day school week. He mentioned the district had missed six days of school due to weather and is recommending making three of those days up as written on the calendar. Other missed days may be made up at end of the year depending on future weather events.

Upcoming Calendar Events

- Dec 13 - ASBSD Wednesday's with Wade - Free Speech & Expression
- Dec 15 - ASBSD School Election Workshop
- Dec 19 - B&G Committee Meeting
- Dec 19 - Policy Committee Meeting
- Dec 22 - Jan 3 - Christmas Break
- Jan 9 - Site visit to Stagebarn MS > Piedmont Valley Elem.

Board Chair declared a recess at 7:47 p.m.

Executive Session (SDCL 1-25-2)

MOTION by Vig, seconded by Good, and Carried to enter into executive session per SDCL 1-25-2.1 and 1-25-2.2 at 7:55 p.m.

Board Members Present: Charlie Wheeler, Lee Spring, Sandy Cass, Justin Jutting, Terry Koontz, Aaron Odegaard, Joseph Urbaniak, Darrell Vig and Holly Good.

Others Present: Wayne Wormstadt, Pete Wilson for student item.

Board left executive session at 9:40.

Motion by Vig, seconded by Good, based on the Superintendent's recommendation, I hereby move to expel D.A. for the remainder of the 2022-23 school year.

Adjournment

MOTION by Vig, seconded by Spring, and Carried to adjourn at 9:42 p.m.

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Charles M. Wheeler, President

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Brett Burditt, Business Manager

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Tanya Ludwick, Recorder

Meade School District  
Claims for Payment  
January 9, 2023

Vendor Name	Description	Amount
A&B BUSINESS	COPIES	343.52
A&B BUSINESS	COPIER LEASE	1,281.34
	<b>VENDOR TOTAL</b>	<u>1,624.86</u>
A&B WELDING	SUPPLIES	11.70
A&B WELDING	SUPPLIES	136.07
	<b>VENDOR TOTAL</b>	<u>147.77</u>
ACTE	REGISTRATION	65.00
	<b>VENDOR TOTAL</b>	<u>65.00</u>
ADAMS	SUPPLIES	6.48
	<b>VENDOR TOTAL</b>	<u>6.48</u>
ADAPTIVEMALL	SUPPLIES	187.20
	<b>VENDOR TOTAL</b>	<u>187.20</u>
ADVANCED PAYMENTS	OFFICIAL	243.48
ADVANCED PAYMENTS	OFFICIAL	225.00
ADVANCED PAYMENTS	REGISTRATION	500.00
ADVANCED PAYMENTS	REGISTRATION	300.00
ADVANCED PAYMENTS	REGISTRATION	125.00
ADVANCED PAYMENTS	OFFICIAL	225.00
ADVANCED PAYMENTS	REGISTRATION	100.00
ADVANCED PAYMENTS	REGISTRATION	270.00
ADVANCED PAYMENTS	OFFICIAL	98.48
ADVANCED PAYMENTS	OFFICIAL	90.44
ADVANCED PAYMENTS	OFFICIAL	90.44
ADVANCED PAYMENTS	OFFICIAL	86.04
ADVANCED PAYMENTS	OFFICIAL	86.04
ADVANCED PAYMENTS	OFFICIAL	67.92
ADVANCED PAYMENTS	OFFICIAL	103.48
ADVANCED PAYMENTS	OFFICIAL	92.92
ADVANCED PAYMENTS	OFFICIAL	92.56
ADVANCED PAYMENTS	OFFICIAL	151.04
ADVANCED PAYMENTS	OFFICIAL	176.56
ADVANCED PAYMENTS	REGISTRATION	250.00
	<b>VENDOR TOTAL</b>	<u>3,374.40</u>
AED	EQUIPMENT	642.00
	<b>VENDOR TOTAL</b>	<u>642.00</u>
AHA	SUPPLIES	100.50
	<b>VENDOR TOTAL</b>	<u>100.50</u>
AL CORNELLA	REPAIRS	877.52
	<b>VENDOR TOTAL</b>	<u>877.52</u>
AMAZON	EQUIPMENT	63.95
AMAZON	EQUIPMENT	54.95
AMAZON	SUPPLIES	147.77
AMAZON	SUPPLIES	20.18
AMAZON	SUPPLIES	18.99

AMAZON	SUPPLIES	24.74
AMAZON	SUPPLIES	109.00
AMAZON	SUPPLIES	16.99
AMAZON	SUPPLIES	158.89
AMAZON	SUPPLIES	37.27
AMAZON	SUPPLIES	13.95
AMAZON	MEMBERSHIP	15.96
AMAZON	SUPPLIES	13.98
AMAZON	EQUIPMENT	473.00
AMAZON	SUPPLIES	18.10
AMAZON	SUPPLIES	83.05
AMAZON	EQUIPMENT	197.90
AMAZON	SUPPLIES	157.16
AMAZON	SUPPLIES	38.01
AMAZON	EQUIPMENT	280.00
AMAZON	SUPPLIES	12.73
AMAZON	SUPPLIES	12.73
AMAZON	SUPPLIES	12.73
AMAZON	SUPPLIES	12.73
AMAZON	SUPPLIES	12.73
AMAZON	SUPPLIES	12.73
AMAZON	EQUIPMENT	206.97
AMAZON	SUPPLIES	7.75
AMAZON	SUPPLIES	13.49
AMAZON	SUPPLIES	26.97
AMAZON	EQUIPMENT	424.30
AMAZON	SUPPLIES	92.89
AMAZON	SUPPLIES	4.73
AMAZON	SUPPLIES	28.99
AMAZON	EQUIPMENT	197.01
	<b>VENDOR TOTAL</b>	<u>3,023.32</u>
AMERICA INN	LODGING	635.40
	<b>VENDOR TOTAL</b>	<u>635.40</u>
AMICK	MONITORING	200.00
AMICK	MONITORING	200.00
AMICK	SERVICE	507.63
	<b>VENDOR TOTAL</b>	<u>907.63</u>
API	REPAIR	1,294.00
	<b>VENDOR TOTAL</b>	<u>1,294.00</u>
APPLE	EQUIPMENT	457.95
	<b>VENDOR TOTAL</b>	<u>457.95</u>
ARCH INC	SERVICE	5,200.00
ARCH INC	SERVICE	8,000.00
	<b>VENDOR TOTAL</b>	<u>13,200.00</u>
BENNETT TRANSPORTATION	SNOW REMOVAL	5,850.00
	<b>VENDOR TOTAL</b>	<u>5,850.00</u>

BH WATER	UTILITIES	2.50
BH WATER	UTILITIES	127.30
	<b>VENDOR TOTAL</b>	<u>129.80</u>
BH CHEMICAL	SUPPLIES	6.99
BH CHEMICAL	SUPPLIES	929.34
BH CHEMICAL	SUPPLIES	70.20
BH CHEMICAL	SUPPLIES	1,201.36
BH CHEMICAL	SUPPLIES	783.32
BH CHEMICAL	SUPPLIES	347.36
BH CHEMICAL	SUPPLIES	23.40
BH CHEMICAL	SUPPLIES	1,203.07
BH CHEMICAL	SUPPLIES	2,274.35
	<b>VENDOR TOTAL</b>	<u>6,839.39</u>
BH ENERGY	UTILITIES	43,726.52
BH ENERGY	UTILITIES	15.98
	<b>VENDOR TOTAL</b>	<u>43,742.50</u>
BH PEST	SERVICES	155.00
	<b>VENDOR TOTAL</b>	<u>155.00</u>
BH PIONEER	PUBLISHING	197.51
	<b>VENDOR TOTAL</b>	<u>197.51</u>
BHSS	TUITION	2,550.00
BHSS	TUITION	1,650.00
BHSS	TUITION	2,550.00
BHSS	SERVICES	477,883.99
	<b>VENDOR TOTAL</b>	<u>484,633.99</u>
BH SURGICAL	SERVICES	15,000.00
	<b>VENDOR TOTAL</b>	<u>15,000.00</u>
BH WORKS	TUITION	1,125.00
	<b>VENDOR TOTAL</b>	<u>1,125.00</u>
BOMGAARS	EQUIPMENT	569.08
	<b>VENDOR TOTAL</b>	<u>569.08</u>
BOOKS ARE FUN	SUPPLIES	162.00
	<b>VENDOR TOTAL</b>	<u>162.00</u>
BSN	SUPPLIES	191.33
BSN	SUPPLIES	3,766.67
BSN	SUPPLIES	420.00
BSN	SUPPLIES	420.00
BSN	LICENSE	149.00
	<b>VENDOR TOTAL</b>	<u>4,947.00</u>
CAPITAL ONE	SUPPLIES	84.25
CAPITAL ONE	SUPPLIES	258.42
	<b>VENDOR TOTAL</b>	<u>342.67</u>

CAROLINA BIO	SUPPLIES	36.08
CAROLINA BIO	SUPPLIES	326.19
CAROLINA BIO	SUPPLIES	288.45
	<b>VENDOR TOTAL</b>	<u>650.72</u>
CARQUEST	SUPPLIES	20.95
	<b>VENDOR TOTAL</b>	<u>20.95</u>
CASH-WA	FOOD/SUPPLIES	1,748.64
CASH-WA	SUPPLIES	391.67
CASH-WA	FOOD/SUPPLIES	1,063.70
CASH-WA	FOOD/SUPPLIES	1,331.69
CASH-WA	FOOD/SUPPLIES	1,179.97
CASH-WA	FOOD	762.66
CASH-WA	FOOD/SUPPLIES	1,704.08
CASH-WA	FOOD/SUPPLIES	3,146.53
CASH-WA	CREDIT	(142.44)
CASH-WA	CREDIT	(309.15)
CASH-WA	CREDIT	(50.77)
CASH-WA	CREDIT	(9.14)
	<b>VENDOR TOTAL</b>	<u>10,817.44</u>
CBH	FUEL	526.42
	<b>VENDOR TOTAL</b>	<u>526.42</u>
CENGAGE LEARNING	SUPPLIES	316.25
	<b>VENDOR TOTAL</b>	<u>316.25</u>
CENTURY BUSINESS	COPIES/LEASE	375.34
	<b>VENDOR TOTAL</b>	<u>375.34</u>
CENTURYLINK	PHONE	57.36
CENTURYLINK	PHONE	57.36
	<b>VENDOR TOTAL</b>	<u>114.72</u>
CHRIS SUPPLY	SUPPLIES	32.95
	<b>VENDOR TOTAL</b>	<u>32.95</u>
CITY OF SUMMERSET	UTILITIES	155.08
CITY OF SUMMERSET	UTILITIES	238.85
CITY OF SUMMERSET	SRO	2,648.80
	<b>VENDOR TOTAL</b>	<u>3,042.73</u>
COCA-COLA	SUPPLIES	1,856.50
	<b>VENDOR TOTAL</b>	<u>1,856.50</u>
COLLIERS SECURITIES	SERVICES	900.00
	<b>VENDOR TOTAL</b>	<u>900.00</u>
COMMTECH	911 SERVICE	103.52
	<b>VENDOR TOTAL</b>	<u>103.52</u>
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	387.00
COMPUTER VILLAGE	REPAIRS	130.00

COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	387.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	CREDIT	(387.00)
COMPUTER VILLAGE	CREDIT	(130.00)
COMPUTER VILLAGE	CREDIT	(387.00)
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	517.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	462.00
COMPUTER VILLAGE	REPAIRS	130.00
COMPUTER VILLAGE	REPAIRS	387.00
COMPUTER VILLAGE	REPAIRS	387.00
COMPUTER VILLAGE	REPAIRS	387.00
	<b>VENDOR TOTAL</b>	<u>3,700.00</u>
COOL CONCEPTS	TRAVEL	1,446.00
	<b>VENDOR TOTAL</b>	<u>1,446.00</u>
CRISIS PREVENTION	MEMBERSHIP	200.00
CRISIS PREVENTION	MEMBERSHIP	200.00
	<b>VENDOR TOTAL</b>	<u>400.00</u>
DAKOTA BUS	ACTIVITIES BUS	3,000.00
DAKOTA BUS	ACTIVITIES BUS	3,750.00
DAKOTA BUS	ACTIVITIES BUS	2,500.00
	<b>VENDOR TOTAL</b>	<u>9,250.00</u>
DAKOTA EQUIPMENT	SNOW REMOVAL	402.91
	<b>VENDOR TOTAL</b>	<u>402.91</u>
DAKOTA PARTY	SUPPLIES	10.99
	<b>VENDOR TOTAL</b>	<u>10.99</u>
DAKOTA SUPPLY	EQUIPMENT	105.70
	<b>VENDOR TOTAL</b>	<u>105.70</u>
DAYS INN	LODGING	401.15
	<b>VENDOR TOTAL</b>	<u>401.15</u>
DECKER EQUIP	SUPPLIES	58.95
DECKER EQUIP	SUPPLIES	29.28
DECKER EQUIP	SUPPLIES	29.28
DECKER EQUIP	SUPPLIES	29.28
DECKER EQUIP	SUPPLIES	99.95
	<b>VENDOR TOTAL</b>	<u>246.74</u>

DELTA DENTAL	INSURANCE	288.76
DELTA DENTAL	INSURANCE	16,268.74
	<b>VENDOR TOTAL</b>	<u>16,557.50</u>
DEMCO	EQUIPMENT	127.02
DEMCO	SUPPLIES	307.72
DEMCO	SUPPLIES	374.37
DEMCO	SUPPLIES	271.25
DEMCO	SUPPLIES	726.50
	<b>VENDOR TOTAL</b>	<u>1,806.86</u>
DOLLAR GENERAL	SUPPLIES	30.00
	<b>VENDOR TOTAL</b>	<u>30.00</u>
EAST SIDE DAIRY	MILK	104.24
EAST SIDE DAIRY	MILK	195.49
EAST SIDE DAIRY	MILK	274.71
EAST SIDE DAIRY	MILK	169.51
EAST SIDE DAIRY	MILK	195.81
EAST SIDE DAIRY	MILK	273.43
EAST SIDE DAIRY	MILK	378.31
EAST SIDE DAIRY	MILK	182.50
EAST SIDE DAIRY	MILK	494.58
EAST SIDE DAIRY	MILK CREDIT	(8.52)
EAST SIDE DAIRY	MILK	223.42
EAST SIDE DAIRY	MILK	289.15
EAST SIDE DAIRY	MILK	104.24
	<b>VENDOR TOTAL</b>	<u>2,876.87</u>
EMC	INSURANCE	497.56
EMC	INSURANCE	118.02
EMC	INSURANCE	2,450.00
	<b>VENDOR TOTAL</b>	<u>2,568.02</u>
ENNING PROPANE	UTILITIES	1,170.00
ENNING PROPANE	UTILITIES	926.25
ENNING PROPANE	UTILITIES	967.50
ENNING PROPANE	REPAIR	250.00
ENNING PROPANE	UTILITIES	682.50
ENNING PROPANE	UTILITIES	604.50
ENNING PROPANE	UTILITIES	2,107.00
	<b>VENDOR TOTAL</b>	<u>6,707.75</u>
ESEA	REGISTRATION	589.00
ESEA	REGISTRATION	1,178.00
ESEA	TRAVEL	2,790.00
	<b>VENDOR TOTAL</b>	<u>4,557.00</u>
FARMBOT	EQUIPMENT	7,890.00
	<b>VENDOR TOTAL</b>	<u>7,890.00</u>
FLINN SCIENTIFIC	SUPPLIES	173.22
	<b>VENDOR TOTAL</b>	<u>173.22</u>

FOUNDATION BUILDING	SUPPLIES	372.00
	<b>VENDOR TOTAL</b>	<u>372.00</u>
GARY BRINK	REPAIRS	494.67
	<b>VENDOR TOTAL</b>	<u>494.67</u>
GOLDEN WEST	INTERNET	31.58
GOLDEN WEST	INTERNET	47.58
GOLDEN WEST	INTERNET	39.58
GOLDEN WEST	INTERNET	31.58
GOLDEN WEST	INTERNET	33.98
GOLDEN WEST	TELEPHONE	46.35
GOLDEN WEST	TELEPHONE	149.30
GOLDEN WEST	TELEPHONE	46.35
GOLDEN WEST	TELEPHONE	48.39
GOLDEN WEST	TELEPHONE	48.35
	<b>VENDOR TOTAL</b>	<u>523.04</u>
GRAND ELECTRIC	UTILITIES	105.97
GRAND ELECTRIC	UTILITIES	305.91
	<b>VENDOR TOTAL</b>	<u>411.88</u>
GREAT WESTERN TIRE	SUPPLIES	718.64
	<b>VENDOR TOTAL</b>	<u>718.64</u>
GROCERY MART	SUPPLIES	64.17
GROCERY MART	SUPPLIES	88.92
GROCERY MART	SUPPLIES	93.86
	<b>VENDOR TOTAL</b>	<u>246.95</u>
GROSSENBURG IMP	SUPPLIES	110.79
	<b>VENDOR TOTAL</b>	<u>110.79</u>
HAMPTON INN	LODGING	884.00
	<b>VENDOR TOTAL</b>	<u>884.00</u>
HEARTLAND APPLIANCE	EQUIPMENT	1,119.99
	<b>VENDOR TOTAL</b>	<u>1,119.99</u>
HEGGERTY	SUBSCRIPTION	97.00
HEGGERTY	SUPPLIES	576.72
HEGGERTY	SUBSCRIPTION	445.00
HEGGERTY	SUPPLIES	270.00
HEGGERTY	SUPPLIES	97.00
	<b>VENDOR TOTAL</b>	<u>1,485.72</u>
HEREFORD FD	MEMBERSHIP	100.00
	<b>VENDOR TOTAL</b>	<u>100.00</u>
HERFF JONES	SUPPLIES	1,064.48
	<b>VENDOR TOTAL</b>	<u>1,064.48</u>
HERTZBERG	SUPPLIES	292.53
	<b>VENDOR TOTAL</b>	<u>292.53</u>

HILLS SEPTIC	SERVICE	495.00
	<b>VENDOR TOTAL</b>	<u>495.00</u>
IMAGINE LEARNING	LICENSE	150.00
	<b>VENDOR TOTAL</b>	<u>150.00</u>
INNOVATIVE	SUPPLIES	62.98
	<b>VENDOR TOTAL</b>	<u>62.98</u>
INTERSTATE BATTERY	SUPPLIES	72.60
	<b>VENDOR TOTAL</b>	<u>72.60</u>
KIEFFER SANITATION	UTILITIES	813.77
KIEFFER SANITATION	UTILITIES	693.60
	<b>VENDOR TOTAL</b>	<u>1,507.37</u>
KNECHT	SUPPLIES	94.02
	<b>VENDOR TOTAL</b>	<u>94.02</u>
KULLY SUPPLY	SUPPLIES	5.66
KULLY SUPPLY	SUPPLIES	84.48
KULLY SUPPLY	SUPPLIES	66.30
KULLY SUPPLY	SUPPLIES	88.03
KULLY SUPPLY	SUPPLIES	9.31
KULLY SUPPLY	SUPPLIES	71.44
KULLY SUPPLY	SUPPLIES	184.75
KULLY SUPPLY	SUPPLIES	13.36
KULLY SUPPLY	SUPPLIES	82.41
KULLY SUPPLY	SUPPLIES	117.39
KULLY SUPPLY	SUPPLIES	9.34
	<b>VENDOR TOTAL</b>	<u>732.47</u>
LEGENDARY ELECTRIC	REPAIR	2,755.11
	<b>VENDOR TOTAL</b>	<u>2,755.11</u>
LEXIA LEARNING	SUBSCRIPTIONS	533.33
	<b>VENDOR TOTAL</b>	<u>533.33</u>
LIBERTY CHEVROLET	REPAIRS	385.63
	<b>VENDOR TOTAL</b>	<u>385.63</u>
LINCOLN ELECTRIC	SUPPLIES	329.00
	<b>VENDOR TOTAL</b>	<u>329.00</u>
LOOSE ENDZ	CLEANING CONTRACT	20,460.00
	<b>VENDOR TOTAL</b>	<u>20,460.00</u>
LOUD AMERICAN	SUPPLIES	219.32
	<b>VENDOR TOTAL</b>	<u>219.32</u>
LYNNS	SUPPLIES	8.92
LYNNS	SUPPLIES	168.37
LYNNS	SUPPLIES	80.94
LYNNS	SUPPLIES	18.98
LYNNS	SUPPLIES	58.37

LYNNS	SUPPLIES	30.28
LYNNS	SUPPLIES	194.95
	<b>VENDOR TOTAL</b>	<u>560.81</u>
MACGILL	CREDIT	(44.75)
MACGILL	SUPPLIES	788.15
	<b>VENDOR TOTAL</b>	<u>743.40</u>
MARCO	COPIER LEASE	1,751.45
	<b>VENDOR TOTAL</b>	<u>1,751.45</u>
MCDIRT	SNOW REMOVAL	875.00
MCDIRT	SNOW REMOVAL	3,483.75
	<b>VENDOR TOTAL</b>	<u>4,358.75</u>
MEADE CO. WEED	SERVICES	1,594.55
	<b>VENDOR TOTAL</b>	<u>1,594.55</u>
MEADE FOOD	SUPPLIES	437.70
MEADE FOOD	SUPPLIES	252.03
MEADE FOOD	SUPPLIES	451.05
	<b>VENDOR TOTAL</b>	<u>1,140.78</u>
MENARDS	SUPPLIES	46.86
MENARDS	SUPPLIES	54.94
MENARDS	SUPPLIES	36.57
MENARDS	SUPPLIES	330.24
MENARDS	CREDIT	(330.24)
	<b>VENDOR TOTAL</b>	<u>138.37</u>
MIDCO	INTERNET	800.39
MIDCO	TELEPHONE	471.65
MIDCO	TELEPHONE	83.05
MIDCO	INTERNET	1,500.39
MIDCO	TELEPHONE	105.18
MIDCO	INTERNET	600.39
MIDCO	INTERNET	600.39
MIDCO	INTERNET	600.39
MIDCO	INTERNET	600.39
MIDCO	INTERNET	500.39
MIDCO	TELEPHONE	48.74
MIDCO	TELEPHONE	1,121.50
MIDCO	TELEPHONE	104.77
MIDCO	TELEPHONE	50.04
MIDCO	TELEPHONE	48.84
MIDCO	TELEPHONE	104.34
	<b>VENDOR TOTAL</b>	<u>7,340.84</u>
MDU	UTILITIES	73.46
MDU	UTILITIES	3,135.15
MDU	UTILITIES	894.01

MDU	UTILITIES	4,664.29
MDU	UTILITIES	18.70
	<b>VENDOR TOTAL</b>	<u>8,785.61</u>
MUSHROOM CLOUD PRESS	SUPPLIES	34.99
	<b>VENDOR TOTAL</b>	<u>34.99</u>
NEARPOD	SUBSCRIPTION	159.00
	<b>VENDOR TOTAL</b>	<u>159.00</u>
NIES & KARRAS	LEGAL SERVICES	1,806.00
	<b>VENDOR TOTAL</b>	<u>1,806.00</u>
NORTHLAND TRUST	SERIES 2015 INTEREST	37,012.50
	<b>VENDOR TOTAL</b>	<u>37,012.50</u>
NW PIPE	SUPPLIES	232.20
	<b>VENDOR TOTAL</b>	<u>232.20</u>
OREILLYS	SUPPLIES	18.36
OREILLYS	SUPPLIES	12.99
OREILLYS	SUPPLIES	11.99
OREILLYS	SUPPLIES	9.99
	<b>VENDOR TOTAL</b>	<u>53.33</u>
PAN O GOLD	BREAD	147.78
PAN O GOLD	BREAD	38.76
PAN O GOLD	BREAD	175.24
PAN O GOLD	BREAD	253.54
PAN O GOLD	BREAD	151.46
PAN O GOLD	BREAD	112.46
PAN O GOLD	BREAD	58.24
PAN O GOLD	BREAD	53.02
	<b>VENDOR TOTAL</b>	<u>990.50</u>
PAYPAL	REGISTRATION	870.00
PAYPAL	REGISTRATION	725.00
PAYPAL	REGISTRATION	(870.00)
PAYPAL	REGISTRATION	(725.00)
PAYPAL	REGISTRATION	870.00
PAYPAL	REGISTRATION	725.00
	<b>VENDOR TOTAL</b>	<u>1,595.00</u>
PEARSON EDUCATION	SUPPLIES	93.50
	<b>VENDOR TOTAL</b>	<u>93.50</u>
PERFORMANCE FOODS	FFVP	973.54
PERFORMANCE FOODS	FFVP	1,238.21
PERFORMANCE FOODS	CREDIT	(54.19)
PERFORMANCE FOODS	FOOD	821.33
PERFORMANCE FOODS	FOOD	7,717.18
	<b>VENDOR TOTAL</b>	<u>10,696.07</u>

PIEDMONT CITY	UTILITIES	927.02
PIEDMONT CITY	UTILITIES	597.58
	<b>VENDOR TOTAL</b>	<u>1,524.60</u>
PIZZA HUT	SUPPLIES	75.25
	<b>VENDOR TOTAL</b>	<u>75.25</u>
PRO ED	SUPPLIES	134.61
	<b>VENDOR TOTAL</b>	<u>134.61</u>
QUILL	SUPPLIES	153.48
QUILL	EQUIPMENT	179.99
QUILL	SUPPLIES	109.20
QUILL	SUPPLIES	31.52
QUILL	SUPPLIES	26.09
QUILL	SUPPLIES	143.58
QUILL	SUPPLIES	277.32
	<b>VENDOR TOTAL</b>	<u>921.18</u>
RAINBOW RESOURCE	SUPPLIES	42.92
	<b>VENDOR TOTAL</b>	<u>42.92</u>
RAMKOTA	LODGING	99.00
RAMKOTA	LODGING	99.00
RAMKOTA	LODGING	99.00
	<b>VENDOR TOTAL</b>	<u>297.00</u>
RASMUSSEN	SUPPLIES	156.92
RASMUSSEN	REPAIRS	209.27
	<b>VENDOR TOTAL</b>	<u>366.19</u>
RATWIK, ROSZAK & MALONEY	LEGAL SERVICES	120.00
	<b>VENDOR TOTAL</b>	<u>120.00</u>
REFUSE	UTILITIES	634.99
	<b>VENDOR TOTAL</b>	<u>634.99</u>
REGIONAL HEALTH	EQUIPMENT	18,912.54
	<b>VENDOR TOTAL</b>	<u>18,912.54</u>
RICHTERS TIRE	REPAIR	643.88
RICHTERS TIRE	TIRES	118.80
	<b>VENDOR TOTAL</b>	<u>762.68</u>
RICOH	COPIER LEASE	1,366.26
RICOH	COPIES	1,520.58
	<b>VENDOR TOTAL</b>	<u>2,886.84</u>
RUNNINGS	SUPPLIES	9.56
RUNNINGS	SUPPLIES	10.14
RUNNINGS	SUPPLIES	34.99
RUNNINGS	SUPPLIES	13.47
RUNNINGS	SUPPLIES	4.19
RUNNINGS	SUPPLIES	30.18
	<b>VENDOR TOTAL</b>	<u>102.53</u>

SAMS	SUPPLIES	28.41
	<b>VENDOR TOTAL</b>	<u>28.41</u>
SCHOOL SPECIALTY	SUPPLIES	81.59
	<b>VENDOR TOTAL</b>	<u>81.59</u>
SCOTT PETERSON MOTORS	REPAIR	23.13
	<b>VENDOR TOTAL</b>	<u>23.13</u>
SCRIPPS	REGISTRATION	175.00
	<b>VENDOR TOTAL</b>	<u>175.00</u>
SCULL CONSTRUCTION	PVE ADDITION	421,843.42
	<b>VENDOR TOTAL</b>	<u>421,843.42</u>
SDDOE	FOOD	1,456.58
	<b>VENDOR TOTAL</b>	<u>1,456.58</u>
SD HUMAN	TUITION	72.56
SD HUMAN	TUITION	262.32
	<b>VENDOR TOTAL</b>	<u>334.88</u>
SECRET STORIES	SUPPLIES	111.00
	<b>VENDOR TOTAL</b>	<u>111.00</u>
SERVALL	APRONS	32.42
SERVALL	APRONS	23.24
SERVALL	MOPS	3.49
SERVALL	APRONS	47.36
SERVALL	MOPS	73.12
SERVALL	APRONS	39.47
SERVALL	MOPS/MATS	558.91
SERVALL	SHOP TOWELS	18.66
SERVALL	APRONS	19.93
SERVALL	MOPS	36.82
SERVALL	MOPS	68.87
SERVALL	APRONS/MOPS	79.37
SERVALL	MOPS/MATS	239.40
SERVALL	APRONS	32.42
SERVALL	APRONS	62.69
SERVALL	MOPS	86.00
SERVALL	APRONS	19.51
SERVALL	APRONS	82.92
SERVALL	MOPS	3.49
SERVALL	MOPS	73.12
SERVALL	APRONS	39.47
SERVALL	MOPS/MATS	558.91
SERVALL	SHOP TOWELS	18.66
SERVALL	APRONS	22.01
SERVALL	MOPS/MATS	239.40
SERVALL	APRONS	84.85
SERVALL	MOPS	86.00
	<b>VENDOR TOTAL</b>	<u>2,650.51</u>

SKYLINE ENGINEERING	SERVICES	7,800.00
	<b>VENDOR TOTAL</b>	<u>7,800.00</u>
SPEEDY LUBE	REPAIRS	53.49
	<b>VENDOR TOTAL</b>	<u>53.49</u>
STAPLES	SUPPLIES	245.52
	<b>VENDOR TOTAL</b>	<u>245.52</u>
STEVENS HIGH SCHOOL	REGISTRATION	246.00
	<b>VENDOR TOTAL</b>	<u>246.00</u>
STURGIS ACE	SUPPLIES	16.15
STURGIS ACE	SUPPLIES	112.98
STURGIS ACE	SUPPLIES	10.58
STURGIS ACE	SUPPLIES	11.99
STURGIS ACE	SUPPLIES	14.57
STURGIS ACE	SUPPLIES	18.99
STURGIS ACE	SUPPLIES	8.59
STURGIS ACE	SUPPLIES	28.47
STURGIS ACE	SUPPLIES	17.98
STURGIS ACE	SUPPLIES	31.77
STURGIS ACE	SUPPLIES	10.99
STURGIS ACE	SUPPLIES	49.99
STURGIS ACE	SUPPLIES	18.99
STURGIS ACE	SUPPLIES	38.98
STURGIS ACE	SUPPLIES	74.95
STURGIS ACE	SUPPLIES	76.68
STURGIS ACE	SUPPLIES	(8.99)
STURGIS ACE	SUPPLIES	19.77
STURGIS ACE	SUPPLIES	15.96
STURGIS ACE	SUPPLIES	35.98
STURGIS ACE	SUPPLIES	41.97
STURGIS ACE	SUPPLIES	19.99
STURGIS ACE	SUPPLIES	14.99
STURGIS ACE	SUPPLIES	11.70
STURGIS ACE	SUPPLIES	11.98
	<b>VENDOR TOTAL</b>	<u>706.00</u>
NAPA	SUPPLIES	37.93
NAPA	SUPPLIES	6.99
NAPA	SUPPLIES	15.99
NAPA	SUPPLIES	90.34
	<b>VENDOR TOTAL</b>	<u>151.25</u>
STURGIS CITY	UTILITIES	313.01
STURGIS CITY	UTILITIES	259.65
STURGIS CITY	UTILITIES	1,296.41
STURGIS CITY	UTILITIES	1,932.97
STURGIS CITY	UTILITIES	51.43
STURGIS CITY	UTILITIES	2,187.29
	<b>VENDOR TOTAL</b>	<u>6,040.76</u>

SUN LIFE	INSURANCE	19.76
SUN LIFE	INSURANCE	3,508.00
	<b>VENDOR TOTAL</b>	<u>3,527.76</u>
SURVEYMONKEY	SUBSCRIPTION	1,015.74
	<b>VENDOR TOTAL</b>	<u>1,015.74</u>
SWIMOUTLET	SUPPLIES	231.61
SWIMOUTLET	SUPPLIES	106.40
SWIMOUTLET	CREDIT	(20.62)
	<b>VENDOR TOTAL</b>	<u>317.39</u>
TEACHERS PAY TEACHERS	SUPPLIES	12.25
TEACHERS PAY TEACHERS	SUPPLIES	53.13
	<b>VENDOR TOTAL</b>	<u>65.38</u>
TEMP TECH	MAINTENANCE AGREEMENT	8,228.50
	<b>VENDOR TOTAL</b>	<u>8,228.50</u>
TIE OFFICE	TUITION	7,200.00
	<b>VENDOR TOTAL</b>	<u>7,200.00</u>
TOM'S TS	SUPPLIES	225.00
	<b>VENDOR TOTAL</b>	<u>225.00</u>
TRUIST	DEBT PAYMENT	149,305.53
TRUIST	DEBT PAYMENT	303,454.76
	<b>VENDOR TOTAL</b>	<u>452,760.29</u>
TURBIVILLE ELECTRIC	SUPPLIES	756.00
	<b>VENDOR TOTAL</b>	<u>756.00</u>
US BANK	2016A SERIES PAYMENT	106,273.75
US BANK	2017A SERIES PAYMENT	130,900.00
	<b>VENDOR TOTAL</b>	<u>237,173.75</u>
VERIZON	SERVICES	133.49
VERIZON	SERVICES	46.75
	<b>VENDOR TOTAL</b>	<u>180.24</u>
VISIBLE DIFFERENCE	CLEANING CONTRACT	9,501.75
	<b>VENDOR TOTAL</b>	<u>9,501.75</u>
WALMART	SUPPLIES	12.77
WALMART	SUPPLIES	810.80
WALMART	SUPPLIES	26.55
WALMART	SUPPLIES	1,570.68
WALMART	SUPPLIES	45.74
WALMART	EQUIPMENT	46.02
	<b>VENDOR TOTAL</b>	<u>2,512.56</u>
WELLMARK	INSURANCE	224,164.00
WELLMARK	INSURANCE	380.00
	<b>VENDOR TOTAL</b>	<u>224,544.00</u>

WR ELECTRIC	UTILITIES	746.58
WR ELECTRIC	UTILITIES	134.25
WR ELECTRIC	UTILITIES	409.26
WR ELECTRIC	UTILITIES	106.06
WR ELECTRIC	UTILITIES	9.56
	<b>VENDOR TOTAL</b>	<u>1,405.71</u>
WEX	SUPPLIES	45.98
WEX BANK	FUEL	2,504.22
	<b>VENDOR TOTAL</b>	<u>2,550.20</u>
WW WATER	UTILITIES	67.68
WW WATER	UTILITIES	67.20
	<b>VENDOR TOTAL</b>	<u>134.88</u>
ZOOM	SUPPLIES	202.35
	<b>VENDOR TOTAL</b>	<u>202.35</u>

GENERAL FUND	\$ 729,907.81
CAPITAL OUTLAY	\$ 1,102,818.56
SPECIAL SERVICES	\$ 568,293.53
DEBT SERVICE	\$ 178,262.50
FUND 41	\$ 421,843.42
FOOD SERVICE	\$ 131,691.33
ENTERPRISE	<u>\$ 7019.56</u>
TOTAL EXPENDITURES	\$ 3,139,836.71

	FUND 10	FUND 21	FUND 22	FUND 41	FUND 51	FUND 53	
December 1, 2022	GENERAL FUND	CAPITAL OUTLAY	SPECIAL SERVICES	PVE	FOOD SERVICE	ENTERPRISE	CUSTODIAL
BEGINNING BALANCES	6,438,299.81	4,389,004.97	1,421,362.11	-403,826.90	777,858.52	121,743.73	332,622.83
PETTY CASH	100.00						
CASH CHANGE	2,000.00					2,000.00	
ADVANCE PAYMENTS	16,489.81						
CASH IN BANK	1,555,876.31	12,313.82	146,779.51	-403,826.90	96,494.53	50,591.91	124,902.94
INVESTMENTS, PSBK	4,863,833.69	4,376,691.15	1,274,582.60		681,363.99	71,151.82	157,619.89
UNEMPLOYMENT SAVINGS	11,799.00						
INVESTMENTS, CD	561,753.51						
INVESTMENTS, CD	1,063,152.68						50,100.00
INVESTMENT US TREASURIES		2,001,883.42					
FUNDS AT FISCAL AGENT		5,000,000.00					
TRANSFERS IN:							
REVENUE:							
LOCAL TAXES	355,102.42	284,040.21	159,363.25				
OTHER SOURCES	33,241.42	2,657.24	1,488.11				
STATE	953,934.00		86,700.00			8552.59	
FEDERAL	115,909.04	129,467.31	74,394.00	403,827.00	74,607.16		
OTHER SOURCES	15,226.82	12,144.90	5,431.30		50,632.57		19,225.47
TOTAL REVENUE	1,473,413.70	428,309.66	327,376.66	403,827.00	125,239.73	8,552.59	19,225.47
TO BE ACCT'D FOR:	7,911,713.51	4,817,314.63	1,748,738.77	0.10	903,098.25	130,296.32	351,848.30
TRANSFER OUT:							
EXPENDITURES	1,881,621.01	85,685.75	324,704.35	421,843.42	144,539.49	14,834.40	38,165.90
ENDING BALANCES 12/31/2022	6,030,092.50	4,731,628.88	1,424,034.42	-421,843.32	758,558.76	115,461.92	313,682.40
PETTY CASH	100.00						
CASH CHANGE	2,000.00					2,000.00	
ADVANCE PAYMENTS	16,489.81						
CASH IN BANK	1,151,135.01	60,368.89	86,312.58	-421,843.32	76,043.80	44,191.51	106,617.80
INVESTMENTS, SAVINGS	4,860,367.68	4,671,260.09	1,337,721.84		682,514.96	71,270.41	156,964.60
UNEMPLOYMENT SAVINGS	11,802.88						
INVESTMENTS, CD	561,753.51						
INVESTMENTS, CD	1,063,608.68						50,100.00
INVESTMENT US TREASURIES		2,007,464.07					
FUNDS AT FISCAL AGENT		5,004,147.87					

## SCHEDULE OF INVESTMENTS 12/31/2022

**GENERAL FUND**

FIRST INTERSTATE BANK SAVINGS 6112	4,860,367.68
FIRST INTERSTATE UNEMPLOYMENT SAVINGS	11,802.88
FIRST INTERSTATE BANK CHECKING 7107	1,151,135.01
FIRST INTERSTATE BANK CD	561,753.51
PIONEER BANK CD	1,063,608.68
<b>TOTAL GENERAL FUND</b>	<b>7,648,667.76</b>

**CAPITAL OUTLAY**

FIRST INTERSTATE BANK SAVINGS 6112	4,671,260.09
FIRST INTERSTATE BANK CHECKING 7107	60,368.89
FUNDS AT FISCAL AGENT	5,004,147.87
US TREASURIES	2,007,464.07
<b>TOTAL CAPITAL OUTLAY</b>	<b>11,743,240.92</b>

**SPECIAL EDUCATION**

FIRST INTERSTATE BANK SAVINGS 6112	1,337,721.84
FIRST INTERSTATE BANK CHECKING 7107	86,312.58
<b>TOTAL SPECIAL EDUCATION</b>	<b>1,424,034.42</b>

**FOOD SERVICE**

FIRST INTERSTATE BANK SAVINGS 6112	682,514.96
FIRST INTERSTATE BANK CHECKING 7107	76,043.80
<b>TOTAL FOOD SERVICE</b>	<b>758,558.76</b>

**ENTERPRISE**

FIRST INTERSTATE BANK SAVINGS 6112	71,270.41
FIRST INTERSTATE BANK CHECKING 7107	44,191.51
<b>TOTAL CONCESSION</b>	<b>115,461.92</b>

**TOTAL ALL FUNDS**

21,689,963.78

ALICE HAYES SCHOLARSHIP	6,717.77
GRIMSBO SCHOLARSHIP	3,632.11
KEY CITY RIDING CLUB SCHOLARSHIP	3,599.97
CD, CENTRAL, SIGMAN	500.00
WOODLE SCHOLARSHIP	10,525.30
BROWN SCHOLARSHIP	678.37
PSBK, CENTRAL FLEXIBLE CAFETERIA	45,624.53
SIGMAN SCHOLARSHIP	1,251.04
	<b>72,529.09</b>

**TOTAL ALL FUNDS INVESTED**

21,762,492.87

Brett Burditt -Business Manager Meade 46-1

<b>Fund: 10 GENERAL FUND</b>						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
10 1110 000	AD VALOREN TAXES	8,133,149.00	341,106.70	3,331,901.22	40.97	4,801,247.78
10 1112 000	AD VALOREM MOBILE HOMES	170,000.00	12,751.18	77,810.78	45.77	92,189.22
10 1120 000	PRIOR YEAR AD VALOREM	45,000.00	1,244.54	4,917.85	10.93	40,082.15
10 1140 000	UTILITY TAXES	215,000.00	0.00	0.00	0.00	215,000.00
10 1190 000	PENALTIES AND INTEREST	40,000.00	6,192.88	14,906.04	37.27	25,093.96
10 1510 000	INVESTMENT EARNINGS	10,000.00	8,512.64	28,827.22	288.27	(18,827.22)
10 1510 011	INVESTMENT EARNINGS	0.00	0.00	115.34	0.00	(115.34)
10 1510 020	INVESTMENT EARNINGS	0.00	3.88	18.74	0.00	(18.74)
10 1510 107	INVESTMENT EARNINGS	0.00	456.00	871.20	0.00	(871.20)
10 1710 000	ADMISSIONS	60,000.00	1,538.21	33,896.21	56.49	26,103.79
10 1740 000	RENTALS, COCURRICULAR ACTIVITY	0.00	0.00	105.00	0.00	(105.00)
10 1790 000	OTHER PUPIL ACTIVITY INCOME	15,000.00	0.00	0.00	0.00	15,000.00
10 1910 000	RENTALS	18,000.00	0.00	15,370.20	85.39	2,629.80
10 1920 000	CONTRIBUTIONS AND DONATIONS	50,000.00	0.00	0.00	0.00	50,000.00
10 1920 200	CONTRIBUTIONS AND DONATIONS	0.00	0.00	500.00	0.00	(500.00)
10 1920 400	CONTRIBUTIONS AND DONATIONS	0.00	0.00	15,360.00	0.00	(15,360.00)
10 1950 000	REFUND PRIOR YEARS' EXPENDITURES	30,000.00	0.00	58,640.68	195.47	(28,640.68)
10 1971 000	INSURANCE PREMIUMS	16,000.00	0.00	8,087.00	50.54	7,913.00
10 1971 200	INSURANCE PREMIUMS	0.00	0.00	350.00	0.00	(350.00)
10 1971 201	INSURANCE PREMIUMS	0.00	77.40	77.40	0.00	(77.40)
10 1971 400	INSURANCE PREMIUMS	0.00	0.00	25.00	0.00	(25.00)
10 1973 000	MEDICAID	43,000.00	0.00	27,032.31	62.87	15,967.69
10 1990 000	OTHER	15,000.00	535.00	1,546.16	10.31	13,453.84
10 1990 120	OTHER	0.00	0.00	1,746.04	0.00	(1,746.04)
10 1990 140	OTHER	0.00	0.00	1,139.95	0.00	(1,139.95)
10 1990 200	OTHER	0.00	0.00	155.10	0.00	(155.10)
10 1990 201	OTHER-STAGEBARN	0.00	0.00	389.93	0.00	(389.93)
10 1990 400	OTHER	0.00	3,890.00	4,215.50	0.00	(4,215.50)
	Subtotal: REVENUE FROM LOCAL SOURCES	8,860,149.00	376,308.43	3,628,004.87	40.95	5,232,144.13
10 2110 000	COUNTY APPORTIONMENT	335,000.00	27,048.54	213,804.96	63.82	121,195.04
	Subtotal: REV FROM INTERMEDIATE SOURCES	335,000.00	27,048.54	213,804.96	63.82	121,195.04
10 3111 030	STATE AID	12,143,490.00	953,934.00	5,990,225.00	49.33	6,153,265.00
10 3112 030	STATE APPORTIONMENT	210,000.00	0.00	0.00	0.00	210,000.00
10 3114 030	BANK FRANCHISE TAX	100,000.00	0.00	0.00	0.00	100,000.00
10 3119 030	GAMING REVENUE	7,500.00	0.00	0.00	0.00	7,500.00
10 3129 048	TATU GRANT	0.00	0.00	1,000.00	0.00	(1,000.00)
10 3900 030	OTHER STATE REVENUE	6,000.00	0.00	311.64	5.19	5,688.36
10 3910 030	NATIONAL GUARD RENT	5,700.00	0.00	0.00	0.00	5,700.00
	Subtotal: REVENUE FROM STATE SOURCES	12,472,690.00	953,934.00	5,991,536.64	48.04	6,481,153.36
10 4121 000	NATIONAL MINERALS	25,000.00	0.00	23,890.68	95.56	1,109.32
10 4122 000	TAYLOR GRAZING	14,500.00	0.00	12,954.58	89.34	1,545.42
10 4131 000	NATIONAL FOREST LANDS	15,000.00	0.00	0.00	0.00	15,000.00
10 4151 014	FFV GRANT	59,841.00	10,192.04	37,306.74	62.34	22,534.26
10 4151 040	GRANTS-FEDERAL THRU STATE	24,996.00	0.00	0.00	0.00	24,996.00
10 4153 044	TITLE IV	38,091.00	0.00	0.00	0.00	38,091.00
10 4158 042	TITLE I	585,305.00	50,146.00	170,391.00	29.11	414,914.00
10 4158 047	TITLE I- 1003 SCHOOL IMPROV.	35,000.00	0.00	0.00	0.00	35,000.00
10 4159 503	TITLE II PART A	188,250.00	18,937.00	57,072.00	30.32	131,178.00

<b>Fund: 10 GENERAL FUND</b>						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
10 4161 000	VOCATIONAL EDUCATION	51,529.00	999.00	32,607.00	63.28	18,922.00
10 4190 045	ESSR II	14,700.00	0.00	14,624.00	99.48	76.00
10 4191 246	ESSR3 LEARNING LOSS	462,407.00	35,635.00	106,895.00	23.12	355,512.00
Subtotal: REVENUE FROM FEDERAL SOURCES		1,514,619.00	115,909.04	455,741.00	30.09	1,058,878.00
Fund Total:		23,182,458.00	1,473,200.01	10,289,087.47	44.38	12,893,370.53
<b>Fund: 21 CAPITAL OUTLAY</b>						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
21 1110 000	AD VALOREM TAXES	6,065,256.00	274,966.34	2,569,446.05	42.36	3,495,809.95
21 1112 000	AD VALOREM MOBILE HOMES	145,000.00	8,119.08	54,184.82	37.37	90,815.18
21 1120 000	PRIOR YEARS' AD VALOREM TAXES	30,000.00	954.79	4,758.79	15.86	25,241.21
21 1190 000	PENALTIES AND INTEREST ON TAXES	10,000.00	2,657.24	6,272.34	62.72	3,727.66
21 1510 000	INVESTMENTS EARNINGS	3,000.00	7,871.49	22,187.68	739.59	(19,187.68)
21 1510 022	INVESTMENT EARNINGS	0.00	4,147.87	4,147.87	0.00	(4,147.87)
21 1510 107	INVESTMENT EARNINGS	0.00	0.00	217.38	0.00	(217.38)
21 1510 108	INVESTMENT EARNINGS	0.00	0.00	1,883.42	0.00	(1,883.42)
21 1510 120	INVESTMENT EARNINGS	0.00	5,580.65	5,706.87	0.00	(5,706.87)
21 1510 121	INVESTMENT EARNINGS	0.00	0.00	508.11	0.00	(508.11)
21 1510 122	INVESTMENT EARNINGS	0.00	0.00	271.54	0.00	(271.54)
Subtotal: REVENUE FROM LOCAL SOURCES		6,253,256.00	304,297.46	2,669,584.87	42.69	3,583,671.13
21 4190 045	ESSR II	710,000.00	0.00	613,981.00	86.48	96,019.00
21 4900 021	OTHER FEDERAL REVENUE QSCB	253,000.00	129,467.31	129,467.31	51.17	123,532.69
Subtotal: REVENUE FROM FEDERAL SOURCES		963,000.00	129,467.31	743,448.31	77.20	219,551.69
21 5125 022	CAPITAL OUTLAY CERTIFICATE PRC	0.00	0.00	5,000,000.00	0.00	(5,000,000.00)
21 5130 000	SALE OF SURPLUS PROPERTY	0.00	0.00	466.70	0.00	(466.70)
Subtotal: OTHER SOURCES		0.00	0.00	5,000,466.70	0.00	(5,000,466.70)
Fund Total:		7,216,256.00	433,764.77	8,413,499.88	116.59	(1,197,243.88)
<b>Fund: 22 SPECIAL EDUCATION</b>						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
22 1110 000	AD VALOREM TAXES	3,265,553.00	154,296.43	1,441,835.49	44.15	1,823,717.51
22 1112 000	AD VALOREM MOBILE HOMES	85,000.00	4,555.99	30,405.60	35.77	54,594.40
22 1120 000	PRIOR YEARS' AD VALOREM TAXES	18,000.00	510.83	2,537.63	14.10	15,462.37
22 1190 000	PENALTIES AND INTEREST ON TAXES	8,000.00	1,488.11	3,509.35	43.87	4,490.65
22 1510 000	INVESTMENT EARNINGS	400.00	2,287.88	5,794.96	1,448.74	(5,394.96)
22 1920 000	CONTRIBUTIONS AND DONATIONS	0.00	0.00	252.00	0.00	(252.00)
22 1972 000	MEDICAID DIRECT SERVICES TITLE XIX	20,000.00	3,143.42	8,021.01	40.11	11,978.99
22 1973 000	MEDICAID	5,000.00	0.00	4,219.00	84.38	781.00
Subtotal: REVENUE FROM LOCAL SOURCES		3,401,953.00	166,282.66	1,496,575.04	43.99	1,905,377.96
22 3121 030	EXCEPTIONAL CHILDREN- STATE AID	748,742.00	86,700.00	520,205.00	69.48	228,537.00
Subtotal: REVENUE FROM STATE SOURCES		748,742.00	86,700.00	520,205.00	69.48	228,537.00
22 4175 041	SPECIAL ED - IDEA - PART B	867,849.00	73,101.00	220,554.00	25.41	647,295.00
22 4186 043	SPECIAL ED - PRESCHOOL GRANTS	16,868.00	1,293.00	3,903.00	23.14	12,965.00
Subtotal: REVENUE FROM FEDERAL SOURCES		884,717.00	74,394.00	224,457.00	25.37	660,260.00
Fund Total:		5,035,412.00	327,376.66	2,241,237.04	44.51	2,794,174.96
<b>Fund: 31 DEBT SERVICE QZAB 2010</b>						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
31 1510 000	INVESTMENT EARNINGS	0.00	0.00	427.74	0.00	(427.74)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	0.00	427.74	0.00	(427.74)

**Fund: 31 DEBT SERVICE QZAB 2010**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
31 5110 000	OPERATING TRANSFERS IN	40,000.00	0.00	40,000.00	100.00	0.00
	Subtotal: OTHER SOURCES	40,000.00	0.00	40,000.00	100.00	0.00
	Fund Total:	40,000.00	0.00	40,427.74	101.07	(427.74)

**Fund: 32 DEBT SERVICE QSCB 2010**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
32 1510 000	INVESTMENT EARNINGS	0.00	9,518.90	31,012.79	0.00	(31,012.79)
	Subtotal: REVENUE FROM LOCAL SOURCES	0.00	9,518.90	31,012.79	0.00	(31,012.79)
32 5110 000	OPERATING TRANSFERS IN	586,191.00	0.00	292,765.15	49.94	293,425.85
	Subtotal: OTHER SOURCES	586,191.00	0.00	292,765.15	49.94	293,425.85
	Fund Total:	586,191.00	9,518.90	323,777.94	55.23	262,413.06

**Fund: 41 PIEDMONT VALLEY ELEMENTARY**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
41 4191 046	ESSR3 GENERAL	2,828,762.00	403,827.00	1,336,648.00	47.25	1,492,114.00
	Subtotal: REVENUE FROM FEDERAL SOURCES	2,828,762.00	403,827.00	1,336,648.00	47.25	1,492,114.00
41 5110 000	OPERATING TRANSFERS IN	920,000.00	0.00	0.00	0.00	920,000.00
	Subtotal: OTHER SOURCES	920,000.00	0.00	0.00	0.00	920,000.00
	Fund Total:	3,748,762.00	403,827.00	1,336,648.00	35.66	2,412,114.00

**Fund: 51 FOOD SERVICE**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
51 1510 000	INVESTMENT EARNINGS	100.00	1,150.97	4,310.87	4,310.87	(4,210.87)
51 1610 000	SALES TO PUPILS	691,000.00	43,662.45	285,237.62	41.28	405,762.38
51 1620 000	SALES TO ADULTS	20,000.00	3,192.50	11,291.83	56.46	8,708.17
51 1630 000	A LA CARTE SALES	10,000.00	20.65	201.35	2.01	9,798.65
51 1660 000	OTHER SALES	35,000.00	2,017.40	11,442.73	32.69	23,557.27
51 1690 000	MISC REVENUE FROM OTHER SOURCE	1,500.00	565.10	947.86	63.19	552.14
51 1950 000	REFUND OF PRIOR YEARS' EXPEND	0.00	0.00	30.48	0.00	(30.48)
	Subtotal: REVENUE FROM LOCAL SOURCES	757,600.00	50,609.07	313,462.74	41.38	444,137.26
51 4811 000	FEDERAL REIMBURSEMENT-SCHOOL LUNCH	591,000.00	63,316.95	207,857.03	35.17	383,142.97
51 4812 000	FEDERAL REIMBURSEMENT-SCHOOL BREAKFAST	100,000.00	10,367.08	33,033.22	33.03	66,966.78
51 4813 000	FEDERAL REIMBURSEMENT-AFTER SCHOOL CARE	700.00	574.56	2,134.89	304.98	(1,434.89)
51 4814 000	FEDERAL REIMBURSEMENT SUMMER PROGRAM	10,000.00	0.00	2,034.88	20.35	7,965.12
51 4815 000	FEDERAL REIMBURSEMENT MILK	0.00	348.57	1,341.90	0.00	(1,341.90)
51 4820 000	DONATED FOOD	15,000.00	8,484.41	44,052.36	293.68	(29,052.36)
	Subtotal: REVENUE FROM FEDERAL SOURCES	716,700.00	83,091.57	290,454.28	40.53	426,245.72
	Fund Total:	1,474,300.00	133,700.64	603,917.02	40.96	870,382.98

**Fund: 53 ENTERPRISE FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
53 1316 015	DRIVERS EDUCATION	16,313.00	0.00	0.00	0.00	16,313.00
53 1510 000	INVESTMENT EARNINGS	0.00	118.59	363.80	0.00	(363.80)
53 1510 019	INVESTMENT EARNINGS	0.00	0.00	119.14	0.00	(119.14)
53 1660 000	OTHER SALES	55,477.00	1,923.00	27,931.50	50.35	27,545.50
53 1660 400	OTHER SALES	54,000.00	0.00	52,094.00	96.47	1,906.00
53 1982 019	LATCHKEY SERVICES	50,000.00	6,511.00	22,500.00	45.00	27,500.00
	Subtotal: REVENUE FROM LOCAL SOURCES	175,790.00	8,552.59	103,008.44	58.60	72,781.56
	Fund Total:	175,790.00	8,552.59	103,008.44	58.60	72,781.56

**Fund: 61 NON EXPENDABLE CUSTODIAL**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
61 1790 280	ALICE-LESTER HAYES SCHOLARSHIP	0.00	0.00	8.96	0.00	(8.96)
61 1790 315	GRIMSBO SCHOLARSHIP	0.00	0.00	8.68	0.00	(8.68)
61 1790 470	WOODLE GOLF	0.00	0.00	0.21	0.00	(0.21)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	0.00	17.85	0.00	(17.85)
Fund Total:		0.00	0.00	17.85	0.00	(17.85)

**Fund: 66 EXPENDABLE CUSTODIAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
66 1790 070	WM BROWN	0.00	0.00	6.72	0.00	(6.72)
66 1790 085	CAFETERIA FUND	0.00	0.00	61,035.56	0.00	(61,035.56)
66 1790 452	ALEN SIGMAN MEMORIAL	0.00	0.00	8.67	0.00	(8.67)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	0.00	61,050.95	0.00	(61,050.95)
Fund Total:		0.00	0.00	61,050.95	0.00	(61,050.95)

**Fund: 71 HIGH SCHOOL CUSTODIAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
71 1790 009	ACADEMIC	0.00	0.00	250.65	0.00	(250.65)
71 1790 010	ANNUAL	0.00	0.00	4,177.00	0.00	(4,177.00)
71 1790 020	ART	0.00	0.00	375.00	0.00	(375.00)
71 1790 093	Class of 2023	0.00	0.00	1,129.00	0.00	(1,129.00)
71 1790 094	CLASS OF 2024	0.00	0.00	1,087.00	0.00	(1,087.00)
71 1790 095	CLASS OF 2025	0.00	0.00	1,020.00	0.00	(1,020.00)
71 1790 096	CLASS OF 2026	0.00	0.00	1,095.00	0.00	(1,095.00)
71 1790 135	CULINARY ARTS	0.00	595.00	766.00	0.00	(766.00)
71 1790 190	FFA	0.00	190.00	19,924.08	0.00	(19,924.08)
71 1790 200	FCCLA	0.00	0.00	948.00	0.00	(948.00)
71 1790 320	VICA	0.00	0.00	14.00	0.00	(14.00)
71 1790 410	MEMORIAL SCHOLARSHIPS	0.00	0.00	2,000.00	0.00	(2,000.00)
71 1790 414	COKE SCHOLARSHIP	0.00	0.00	1,068.00	0.00	(1,068.00)
71 1790 450	S CLUB	0.00	4,400.82	23,684.51	0.00	(23,684.51)
71 1790 520	SPANISH	0.00	0.00	630.00	0.00	(630.00)
71 1790 530	SPEECH	0.00	375.00	546.00	0.00	(546.00)
71 1790 540	STUDENT COUNCIL	0.00	948.00	4,332.35	0.00	(4,332.35)
71 1790 550	DRAMA-THESPIANS	0.00	0.00	474.00	0.00	(474.00)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	6,508.82	63,520.59	0.00	(63,520.59)
Fund Total:		0.00	6,508.82	63,520.59	0.00	(63,520.59)

**Fund: 72 CENTRAL CUSTODIAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
72 1790 220	STURGIS ELEMENTARY	0.00	20.29	15,180.31	0.00	(15,180.31)
72 1790 230	STUDENT COUNCIL-PIEDMONT	0.00	0.00	8,973.38	0.00	(8,973.38)
72 1790 260	WHITEWOOD	0.00	0.00	1,708.00	0.00	(1,708.00)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	20.29	25,861.69	0.00	(25,861.69)
Fund Total:		0.00	20.29	25,861.69	0.00	(25,861.69)

**Fund: 73 MIDDLE SCHOOL CUSTODIAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
73 1790 540	SWMS STUDENT COUNCIL	0.00	737.76	13,001.07	0.00	(13,001.07)
73 1790 550	SBMS STUDENT COUNCIL	0.00	0.00	6,100.18	0.00	(6,100.18)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	737.76	19,101.25	0.00	(19,101.25)
Fund Total:		0.00	737.76	19,101.25	0.00	(19,101.25)

**Revenue Summary Report**  
Processing Month: 12/2022  
EXHIBIT C

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	41,459,169.00	2,797,207.44	23,521,155.86	56.73	17,938,013.14

**EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT**  
**EXHIBIT D**

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered	% of Budget
<b>10</b>	<b>GENERAL FUND</b>						Balance	
1111	REGULAR TERM	\$5,703,266.00	\$451,854.44	\$1,908,315.59	\$3,794,950.41	\$1,638.57	\$3,793,311.84	33.49
1112	SUMMER TERM	\$29,763.00	\$0.00	\$0.00	\$29,763.00	\$0.00	\$29,763.00	0.00
1121	REGULAR TERM	\$3,723,461.00	\$304,946.74	\$1,222,807.70	\$2,500,653.30	\$5,627.19	\$2,495,026.11	32.99
1122	SUMMER TERM	\$12,000.00	\$2,531.59	\$7,160.04	\$4,839.96	\$0.00	\$4,839.96	59.67
1131	REGULAR TERM	\$3,053,718.00	\$248,289.86	\$1,064,813.80	\$1,988,904.20	\$15,713.60	\$1,973,190.60	35.38
1132	SUMMER TERM-INCLUDES PROJ EASY	\$15,419.00	\$1,653.63	\$4,969.45	\$10,449.55	\$0.00	\$10,449.55	32.23
1142	TITLE I PRESCHOOL	\$33,119.00	\$2,122.36	\$11,474.24	\$21,644.76	\$0.00	\$21,644.76	34.65
1190	OTHER REGULAR PROGRAMS	\$3,115.00	\$0.00	\$0.00	\$3,115.00	\$0.00	\$3,115.00	0.00
1210	PROGRAMS FOR GIFTED & TALENTED	\$67,495.00	\$5,604.66	\$22,532.87	\$44,962.13	\$93.50	\$44,868.63	33.52
1250	CULTURALLY DIFFERENT	\$24,848.00	\$729.56	\$3,754.46	\$21,093.54	\$150.00	\$20,943.54	15.71
1273	HELPING DISADV CHILD MEET STAN	\$560,023.00	\$43,633.22	\$203,697.72	\$356,325.28	\$3,031.60	\$353,293.68	36.91
2113	SOCIAL WORK SERVICES	\$74,033.00	\$5,395.41	\$21,679.96	\$52,353.04	\$0.00	\$52,353.04	29.28
2116	Title I attendance & Social work	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00
2122	COUNSELING SERVICES	\$686,363.00	\$57,055.26	\$229,838.31	\$456,524.69	\$1,449.17	\$455,075.52	33.70
2128	TITLE I PARENTAL INVOLVEMENT ACTIVITIES	\$6,900.00	\$1,170.14	\$2,226.65	\$4,673.35	\$612.00	\$4,061.35	41.14
2133	DENTAL SERVICES	\$6,000.00	\$2,500.00	\$2,500.00	\$3,500.00	\$0.00	\$3,500.00	41.67
2134	NURSE SERVICES	\$250,031.00	\$14,547.17	\$70,360.52	\$179,670.48	\$2,558.26	\$177,112.22	29.16
2139	OTHER HEALTH SERVICES	\$10,096.00	\$2,265.00	\$2,727.19	\$7,368.81	\$0.00	\$7,368.81	27.01
2212	INSTRUCTION/CURRICULUM DEVELOP	\$107,121.00	\$8,498.53	\$17,508.93	\$89,612.07	\$5,498.75	\$84,113.32	21.48
2213	INSTRUCT STAFF TRAINING SERV	\$0.00	\$0.00	\$310.70	(\$310.70)	\$0.00	(\$310.70)	0.00
2214	TITLE I PROFESSIONAL DEVELOPMENT	\$16,350.00	\$0.00	\$0.00	\$16,350.00	\$0.00	\$16,350.00	0.00
2219	OTHER IMPROV. OF INSTRUCT SERV	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	0.00
2222	SCHOOL LIBRARY SERVICES	\$208,952.00	\$16,473.67	\$71,949.52	\$137,002.48	\$2,684.51	\$134,317.97	35.72
2227	TECHNOLOGY IN SCHOOL	\$403,150.00	\$23,841.14	\$150,601.70	\$252,548.30	\$206.97	\$252,341.33	37.41
2311	SERVICE AREA DIRECTION	\$345,000.00	\$427.37	\$346,744.80	(\$1,744.80)	\$0.00	(\$1,744.80)	100.51
2314	ELECTION SERVICES	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00
2315	LEGAL SERVICES	\$12,000.00	\$1,887.00	\$3,667.50	\$8,332.50	\$0.00	\$8,332.50	30.56
2317	AUDIT SERVICES	\$36,000.00	\$0.00	\$0.00	\$36,000.00	\$0.00	\$36,000.00	0.00
2319	OTHER BOARD OF ED SERVICES	\$61,385.00	\$696.85	\$26,335.81	\$35,049.19	\$1,015.74	\$34,033.45	44.56
2321	OFFICE OF THE SUPERINTENDENT	\$274,077.00	\$21,562.89	\$141,324.44	\$132,752.56	\$0.00	\$132,752.56	51.56
2322	COMMUNITY RELATIONS SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2410	OFFICE OF THE PRINCIPAL	\$1,567,019.00	\$124,767.82	\$720,753.95	\$846,265.05	\$1,715.71	\$844,549.34	46.10
2490	OTHER SUPPORT SERVICES-SCH ADM	\$126,496.00	\$10,027.57	\$82,104.03	\$44,391.97	\$356.01	\$44,035.96	65.19
2529	OTHER FISCAL SERVICES	\$383,506.00	\$26,667.99	\$178,972.26	\$204,533.74	\$0.00	\$204,533.74	46.67
2542	CARE & UPKEEP OF BUILDING SERV	\$924,300.00	\$98,327.65	\$414,848.96	\$509,451.04	\$0.00	\$509,451.04	44.88
2543	CARE & UPKEEP OF GROUNDS SERV	\$67,567.00	\$11,666.36	\$23,322.08	\$44,244.92	\$959.78	\$43,285.14	35.94
2545	VEHICLE SERVICING & MAINTANCE	\$63,400.00	\$5,901.18	\$22,816.51	\$40,583.49	\$0.00	\$40,583.49	35.99
2546	SECURITY SERVICES	\$151,750.00	\$400.00	\$5,302.79	\$146,447.21	\$0.00	\$146,447.21	3.49
2547	LAND AND BUILDING RENTAL	\$11,500.00	\$2,220.00	\$3,140.00	\$8,360.00	\$0.00	\$8,360.00	27.30
2549	OTHER OPERATION/MAINT OF PLANT	\$1,862,859.00	\$130,964.79	\$866,667.00	\$996,192.00	\$15,795.23	\$980,396.77	47.37
2553	MONITORING SERVICES	\$684.00	\$0.00	\$0.00	\$684.00	\$0.00	\$684.00	0.00
2555	CONTRACTED SERVICES	\$1,163,763.00	\$149,938.38	\$599,613.44	\$564,149.56	\$0.00	\$564,149.56	51.52
2559	OTHER PUPIL TRANSPORTATION SRV	\$2,900.00	\$0.00	\$0.00	\$2,900.00	\$0.00	\$2,900.00	0.00
2562	FOOD PREPERATION/DISPENSING	\$59,841.00	\$6,230.24	\$41,549.37	\$18,291.63	\$0.00	\$18,291.63	69.43
2574	PRINTING,PUBLISHING,DUPLICATIN	\$99,330.00	\$8,744.71	\$44,775.86	\$54,554.14	\$2,376.84	\$52,177.30	47.47
2642	RECRUITMENT/PLACEMENT SERVICE	\$4,050.00	\$129.75	\$2,562.25	\$1,487.75	\$0.00	\$1,487.75	63.27
3600	WELFARE ACTIVITIES SERVICES	\$18,000.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$18,000.00	0.00
6000	COCURRICULAR ACTIVITIES	\$0.00	\$0.00	\$950.00	(\$950.00)	\$0.00	(\$950.00)	0.00
6101	FOOTBALL	\$80,416.00	\$4,318.38	\$35,581.32	\$44,834.68	\$0.00	\$44,834.68	44.25

**EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT**  
**EXHIBIT D**

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered Balance	% of Budget
6102	BASKETBALL	\$57,193.00	\$3,416.67	\$13,515.45	\$43,677.55	\$3,080.00	\$40,597.55	29.02
6103	WRESTLING	\$41,973.00	\$6,611.03	\$14,185.31	\$27,787.69	\$6,160.00	\$21,627.69	48.47
6104	GOLF	\$7,422.00	\$414.85	\$3,579.17	\$3,842.83	\$1,760.00	\$2,082.83	71.94
6105	BOYS SCOOCER	\$14,299.00	\$0.00	\$13,105.55	\$1,193.45	\$0.00	\$1,193.45	91.65
6202	GIRLS BASKETBALL	\$57,744.00	\$5,113.12	\$19,905.48	\$37,838.52	\$3,080.00	\$34,758.52	39.81
6204	GIRLS GOLF	\$7,372.00	\$414.85	\$1,667.85	\$5,704.15	\$1,760.00	\$3,944.15	46.50
6205	VOLLEYBALL	\$48,667.00	\$2,962.33	\$23,501.46	\$25,165.54	\$1,100.00	\$24,065.54	50.55
6207	GIRLS SOCCER	\$13,825.00	\$498.68	\$9,071.55	\$4,753.45	\$0.00	\$4,753.45	65.62
6500	TRANSPORATION	\$173,000.00	\$9,733.60	\$59,113.53	\$113,886.47	\$0.00	\$113,886.47	34.17
6901	TRACK	\$75,580.00	\$4,361.37	\$20,662.06	\$54,917.94	\$8,470.00	\$46,447.94	38.54
6902	CROSS COUNTRY	\$29,495.00	\$1,575.13	\$12,780.38	\$16,714.62	\$2,090.00	\$14,624.62	50.42
6903	BAND	\$15,139.00	\$831.55	\$3,993.07	\$11,145.93	\$0.00	\$11,145.93	26.38
6904	CHOIR	\$11,338.00	\$2,104.91	\$4,027.58	\$7,310.42	\$2,915.00	\$4,395.42	61.23
6905	DEBATE	\$25,733.00	\$2,471.63	\$6,608.06	\$19,124.94	\$5,204.99	\$13,919.95	45.91
6906	DRAMA	\$22,000.00	\$2,184.79	\$7,318.78	\$14,681.22	\$4,108.01	\$10,573.21	51.94
6907	DECLAM	\$6,510.00	\$353.51	\$1,818.92	\$4,691.08	\$1,100.00	\$3,591.08	44.84
6909	YEARBOOK	\$7,331.00	\$555.96	\$2,243.88	\$5,087.12	\$0.00	\$5,087.12	30.61
6911	FFA	\$6,009.00	\$498.28	\$2,003.22	\$4,005.78	\$0.00	\$4,005.78	33.34
6912	BLACK MAGIC	\$7,541.00	(\$26.60)	\$4,998.04	\$2,542.96	\$1,100.00	\$1,442.96	80.87
6913	CHEERLEADERS	\$15,182.00	\$2,964.57	\$13,672.57	\$1,509.43	\$1,100.00	\$409.43	97.30
6914	CLASS/KNOW	\$29,320.00	\$2,429.45	\$9,179.95	\$20,140.05	\$0.00	\$20,140.05	31.31
6915	ACTIVITY DIRECTOR	\$228,104.00	\$13,674.97	\$105,028.15	\$123,075.85	\$7,759.52	\$115,316.33	49.45
6916	LEGO COMPETITION	\$2,000.00	\$1,124.30	\$1,124.30	\$875.70	\$0.00	\$875.70	56.22
6917	WEIGHT ROOM TRAINER	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	0.00
6918	RURAL ACTIVITIES	\$26,741.00	\$192.88	\$14,605.35	\$12,135.65	\$0.00	\$12,135.65	54.62
10	GENERAL FUND	\$23,285,584.00	\$1,862,453.14	\$8,947,971.38	\$14,337,612.62	\$112,270.95	\$14,225,341.67	38.91
<b>21</b>	<b>CAPITAL OUTLAY</b>							
1111	REGULAR TERM	\$240,498.00	\$3,152.47	\$175,053.39	\$65,444.61	\$0.00	\$65,444.61	72.79
1121	REGULAR TERM	\$145,665.00	\$2,457.35	\$65,872.86	\$79,792.14	\$682.33	\$79,109.81	45.69
1131	REGULAR TERM	\$199,795.00	\$1,394.48	\$101,505.23	\$98,289.77	\$0.00	\$98,289.77	50.80
2139	OTHER HEALTH SERVICES	\$3,000.00	\$1,359.84	\$1,359.84	\$1,640.16	\$1,400.00	\$240.16	91.99
2149	OTHER PSYCHOLOGICAL SERVICES	\$6,500.00	\$0.00	\$5,992.00	\$508.00	\$0.00	\$508.00	92.18
2222	SCHOOL LIBRARY SERVICES	\$24,695.00	\$2,902.20	\$8,819.58	\$15,875.42	\$13,302.33	\$2,573.09	89.58
2227	TECHNOLOGY IN SCHOOL	\$62,700.00	\$0.00	\$52,120.03	\$10,579.97	\$0.00	\$10,579.97	83.13
2410	OFFICE OF THE PRINCIPAL	\$133,525.00	\$0.00	\$90,619.10	\$42,905.90	\$0.00	\$42,905.90	67.87
2490	OTHER SUPPORT SERVICES-SCH ADM	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	0.00
2529	OTHER FISCAL SERVICES	\$5,000.00	\$277.46	\$2,348.81	\$2,651.19	\$0.00	\$2,651.19	46.98
2533	ARCHITECTURE/ENGINEER SERVICES	\$568,450.00	\$3,426.59	\$212,609.00	\$355,841.00	\$0.00	\$355,841.00	37.40
2535	CONSTRUCTION AND IMPROVEMENTS	\$1,108,075.00	\$52,802.23	\$871,275.28	\$236,799.72	\$20,665.51	\$216,134.21	80.49
2542	CARE & UPKEEP OF BUILDING SERV	\$80,000.00	\$0.00	\$48,080.00	\$31,920.00	\$0.00	\$31,920.00	60.10
2543	CARE & UPKEEP OF GROUNDS SERV	\$20,000.00	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$0.00	100.00
2549	OTHER OPERATION/MAINT OF PLANT	\$95,850.00	\$6,095.25	\$41,945.75	\$53,904.25	\$15,000.00	\$38,904.25	59.41
2555	CONTRACTED SERVICES	\$165,000.00	\$0.00	\$0.00	\$165,000.00	\$0.00	\$165,000.00	0.00
2574	PRINTING, PUBLISHING, DUPLICATIN	\$30,000.00	\$1,366.26	\$8,764.42	\$21,235.58	\$0.00	\$21,235.58	29.21
2710	SPECIAL ED ADMIN COSTS	\$3,600.00	\$174.91	\$1,049.45	\$2,550.55	\$0.00	\$2,550.55	29.15
2756	MULTIPLE DISABILITIES	\$5,600.00	\$0.00	\$5,524.20	\$75.80	\$0.00	\$75.80	98.65
5000	DEBT SERVICES-LSE PURCHASE PMT	\$2,615,149.00	\$0.00	\$1,884,345.54	\$730,803.46	\$0.00	\$730,803.46	72.05
6101	FOOTBALL	\$78,300.00	\$6,003.20	\$75,478.02	\$2,821.98	\$0.00	\$2,821.98	96.40
6102	BASKETBALL	\$7,000.00	\$0.00	\$5,001.35	\$1,998.65	\$6,003.20	(\$4,004.55)	157.21
6500	TRANSPORATION	\$59,000.00	\$0.00	\$0.00	\$59,000.00	\$0.00	\$59,000.00	0.00

**EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT**  
**EXHIBIT D**

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered Balance	% of Budget
6912	BLACK MAGIC	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
6913	CHEERLEADERS	\$0.00	\$0.00	\$5,688.46	(\$5,688.46)	\$0.00	(\$5,688.46)	0.00
7000	CONTINGENCIES (BUDGET ONLY)	\$3,354.00	\$0.00	\$0.00	\$3,354.00	\$0.00	\$3,354.00	0.00
8110	OPERATING TRANSFERS OUT	\$1,546,000.00	\$0.00	\$332,765.15	\$1,213,234.85	\$0.00	\$1,213,234.85	21.52
21	CAPITAL OUTLAY	\$7,216,256.00	\$81,412.24	\$4,006,217.46	\$3,210,038.54	\$67,053.37	\$3,142,985.17	56.45
<b>22</b>	<b>SPECIAL EDUCATION</b>							
1221	PGMS-STDNT WITH MILD-MOD DISAB	\$1,960,933.00	\$162,152.65	\$668,123.22	\$1,292,809.78	\$792.74	\$1,292,017.04	34.11
1222	PGMS-STDNT WITH SEVERE DISAB	\$1,279,912.00	\$98,690.20	\$456,204.99	\$823,707.01	\$488.20	\$823,218.81	35.68
1223	DAY PROGRAMS	\$150,000.00	\$3,997.50	\$52,035.32	\$97,964.68	\$0.00	\$97,964.68	34.69
1224	RESIDENTIAL PROGRAMS	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$100,000.00	0.00
1226	EARLY CHILDHOOD PROGRAMS	\$117,233.00	\$13,338.03	\$46,735.18	\$70,497.82	\$187.20	\$70,310.62	40.02
1227	PROLONGED ASSISTANCE PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2113	SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2134	NURSE SERVICES	\$0.00	\$5,430.29	\$16,290.87	(\$16,290.87)	\$0.00	(\$16,290.87)	0.00
2139	OTHER HEALTH SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2149	OTHER PSYCHOLOGICAL SERVICES	\$269,800.00	\$0.00	\$193,461.87	\$76,338.13	\$5,400.00	\$70,938.13	73.71
2159	OTHER SPEECH PATHOLOGY SERVICE	\$541,450.00	\$5,794.79	\$240,021.73	\$301,428.27	\$1,365.95	\$300,062.32	44.58
2172	OCCUPATIONAL THERAPY	\$88,900.00	\$0.00	\$44,650.79	\$44,249.21	\$87.78	\$44,161.43	50.32
2179	OTHER THERAPY SERVICES	\$73,200.00	\$0.00	\$24,949.87	\$48,250.13	\$0.00	\$48,250.13	34.08
2212	INSTRUCTION/CURRICULUM DEVELOP	\$23,900.00	\$1,052.85	\$2,821.29	\$21,078.71	\$2,025.61	\$19,053.10	20.28
2213	INSTRUCT STAFF TRAINING SERV	\$0.00	\$0.00	\$825.20	(\$825.20)	\$0.00	(\$825.20)	0.00
2710	SPECIAL ED ADMIN COSTS	\$294,746.00	\$22,189.38	\$138,316.97	\$156,429.03	\$1,008.80	\$155,420.23	47.27
2730	SPECIAL EDUCATION-TRANSP COSTS	\$0.00	\$0.00	\$910.65	(\$910.65)	\$0.00	(\$910.65)	0.00
2736	MULTIPLE DISABILITIES	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	0.00
2741	OTHER HEALTH IMPAIRED	\$0.00	\$584.66	\$584.66	(\$584.66)	\$0.00	(\$584.66)	0.00
2744	PRESCHOOL (AGE 3-5)	\$0.00	\$0.00	\$58.61	(\$58.61)	\$0.00	(\$58.61)	0.00
2750	OTHER SPECIAL EDUCATION COSTS	\$150,710.00	\$0.00	\$0.00	\$150,710.00	\$0.00	\$150,710.00	0.00
2752	SERIOUS EMOTIONALLY DISTURBED	\$0.00	\$1,443.86	\$5,509.64	(\$5,509.64)	\$0.00	(\$5,509.64)	0.00
2753	MENTAL RETARDATION	\$0.00	\$3,505.24	\$16,477.70	(\$16,477.70)	\$0.00	(\$16,477.70)	0.00
2754	HEARING IMPAIRMENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$86.62	(\$86.62)	0.00
2756	MULTIPLE DISABILITIES	\$0.00	\$446.64	\$2,902.16	(\$2,902.16)	\$0.00	(\$2,902.16)	0.00
2757	ORTHOPEdic IMPAIRMENTS	\$0.00	\$446.64	\$2,902.17	(\$2,902.17)	\$0.00	(\$2,902.17)	0.00
2760	SPEECH/LANGUAGE IMPAIRMENTS	\$0.00	\$446.64	\$2,902.17	(\$2,902.17)	\$0.00	(\$2,902.17)	0.00
2762	AUTISM	\$0.00	\$1,223.87	\$6,391.24	(\$6,391.24)	\$0.00	(\$6,391.24)	0.00
22	SPECIAL EDUCATION	\$5,075,784.00	\$320,743.24	\$1,923,076.30	\$3,152,707.70	\$11,442.90	\$3,141,264.80	38.11
<b>32</b>	<b>DEBT SERVICE QSCB 2010</b>							
5000	DEBT SERVICES-LSE PURCHASE PMT	\$303,691.00	\$0.00	\$141,250.00	\$162,441.00	\$0.00	\$162,441.00	46.51
32	DEBT SERVICE QSCB 2010	\$303,691.00	\$0.00	\$141,250.00	\$162,441.00	\$0.00	\$162,441.00	46.51
<b>41</b>	<b>PIEDMONT VALLEY ELEMENTARY</b>							
7500	CAPITAL OUTLAY	\$3,748,762.00	\$421,843.42	\$1,758,491.32	\$1,990,270.68	\$0.00	\$1,990,270.68	46.91
41	PIEDMONT VALLEY ELEMENTARY	\$3,748,762.00	\$421,843.42	\$1,758,491.32	\$1,990,270.68	\$0.00	\$1,990,270.68	46.91
<b>51</b>	<b>FOOD SERVICE</b>							
2561	SERVICE AREA DIRECTION	\$122,021.00	\$9,608.08	\$57,838.17	\$64,182.83	\$0.00	\$64,182.83	47.40
2562	FOOD PREPERATION/DISPENSING	\$1,443,972.00	\$134,198.76	\$607,824.59	\$836,147.41	\$455.19	\$835,692.22	42.13
2563	FOOD DELIVERY SERVICES	\$7,000.00	\$0.00	\$845.49	\$6,154.51	\$0.00	\$6,154.51	12.08
2642	RECRUITMENT/PLACEMENT SERVICE	\$0.00	\$0.00	\$53.25	(\$53.25)	\$0.00	(\$53.25)	0.00
51	FOOD SERVICE	\$1,572,993.00	\$143,806.84	\$666,561.50	\$906,431.50	\$455.19	\$905,976.31	42.40
<b>53</b>	<b>ENTERPRISE FUND</b>							
2569	OTHER FOOD SERVICES	\$109,477.00	\$9,546.02	\$75,851.02	\$33,625.98	\$1,399.99	\$32,225.99	70.56
3500	CUSTODY AND CARE OF CHILDREN	\$59,725.00	\$4,746.80	\$25,545.41	\$34,179.59	\$0.00	\$34,179.59	42.77

**EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT**  
**EXHIBIT D**

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered Balance	% of Budget
3900	Drivers Education	\$16,314.00	\$0.00	\$17.39	\$16,296.61	\$0.00	\$16,296.61	0.11
53	ENTERPRISE FUND	\$185,516.00	\$14,292.82	\$101,413.82	\$84,102.18	\$1,399.99	\$82,702.19	55.42
<b>66</b>	<b>EXPENDABLE CUSTODIAL FUND</b>							
6900	COMBINED ACTIVITIES	\$0.00	\$12,641.58	\$62,701.33	(\$62,701.33)	\$0.00	(\$62,701.33)	0.00
66	EXPENDABLE CUSTODIAL FUND	\$0.00	\$12,641.58	\$62,701.33	(\$62,701.33)	\$0.00	(\$62,701.33)	0.00
<b>71</b>	<b>HIGH SCHOOL CUSTODIAL FUND</b>							
6900	COMBINED ACTIVITIES	\$0.00	\$19,154.15	\$78,074.92	(\$78,074.92)	\$0.00	(\$78,074.92)	0.00
71	HIGH SCHOOL CUSTODIAL FUND	\$0.00	\$19,154.15	\$78,074.92	(\$78,074.92)	\$0.00	(\$78,074.92)	0.00
<b>72</b>	<b>CENTRAL CUSTODIAL FUND</b>							
6900	COMBINED ACTIVITIES	\$0.00	\$3,206.63	\$9,537.63	(\$9,537.63)	\$0.00	(\$9,537.63)	0.00
72	CENTRAL CUSTODIAL FUND	\$0.00	\$3,206.63	\$9,537.63	(\$9,537.63)	\$0.00	(\$9,537.63)	0.00
<b>73</b>	<b>MIDDLE SCHOOL CUSTODIAL FUND</b>							
6900	COMBINED ACTIVITIES	\$0.00	\$3,163.54	\$16,945.47	(\$16,945.47)	\$0.00	(\$16,945.47)	0.00
73	MIDDLE SCHOOL CUSTODIAL FUND	\$0.00	\$3,163.54	\$16,945.47	(\$16,945.47)	\$0.00	(\$16,945.47)	0.00

**QUOTE**



303-683-9500 | (800) 873-1856

Remit to: Davey Coach Sales, Inc.

303-683-6008 (fax)

7182 Reynolds Drive

info@daveycoach.com | daveycoach.com

Sedalia, CO 80135

Expiration Date:

Date: **01/05/2023**

Deal/Package: **3989**

Branch: **CO SaPSe**

Department: **Sales**

Salesperson: **Chuck Nelson**

**Bill-To:**

Meade School District  
1230 Douglas St.  
Sturgess, SD 57785  
605-209-5474

**Ship-To:**

Meade School District  
1230 Douglas St.  
Sturgess, SD 57785

Stock Number: **6751**

Price: \$90,000.00

VIN: **1FDVU5XG7NKA75134**

Year: **2022**

Make: **Mobility Trans**

Model: **350EL**

Capacity: 15

Chassis Make: Ford

Chassis Model: T350 Passenger Wagon XL

Primary Ext Color: White

ADDITIONAL UNIT CHARGES

Dealer Documentation and Titling Fee

Price: \$993.00

Outbound Freight

Price: \$1,800.00

Unit Price: \$92,793.00

Total Sold: \$92,793.00

Total FET: \$0.00

Total: \$92,793.00

**TAXES NOT INCLUDED**

Net: **\$92,793.00**

# 2022-2023 School Calendar

# Final - 4/12/2021

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	X	3
4	X	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	X	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	X	X	X	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	X	X	24
25	X	X	X	X	X	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	X	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	X	X	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	X	8
9	X	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Open House Schedule		
Sturgis Williams Middle School	Tuesday	3:00 - 5:00 (August 23)
Stagebarn Middle School	Tuesday	3:00 - 5:00 (August 23)
Sturgis Brown High School	Wednesday	5:00 - 7:00 (August 24)
Rural	Thursday	9:30 - 11:30 (August 25)
Sturgis Elementary	Thursday	2:00 - 4:00 (August 25)
Whitewood Elementary	Thursday	2:00 - 4:00 (August 25)
Piedmont Valley Elementary	Thursday	2:30 - 4:00 (August 25)
In-service (No students)	Mon, Tue, Wed, Th	Aug. 22, 23, 24, 25, 2022
First Day of School	Monday	August 29, 2022
Labor Day Weekend (No School)	Fri & Mon	September 2 & 5, 2022
Parent-Teacher Conference		
High School	Mon & Tue	October 3 & 4, 2022
Middle School	Mon & Thur	October 3 & 6, 2022
In-service (No students)	Friday	October 7, 2022
Native American Day (No School)	Monday	October 10, 2022
Parent-Teacher Conference		
Elem., Rural & Whitewood	Tue & Thur	October 11 & 13, 2022
Thanksgiving (No School)	Wed - Fri	November 23 - 25, 2022
Christmas Vacation (No School)	Thur - Tue	Dec. 22, 2023 - Jan. 3, 2023
In-service (No students) MLK Day	Monday	January 16, 2023
Parent-Teacher Conference		
High School	Mon & Thur	February 13 & 16, 2023
In-service (No students)	Friday	February 17, 2023
President's Day (No School)	Monday	February 20, 2023
Parent-Teacher Conference		
Elem., MS, Rural & White	Tue & Thur	February 21 & 23, 2023
Spring Break (No School)	Thur & Fri	March 16 & 17, 2023
Easter Break (No School)	Fri & Mon	April 7 & 10, 2023
Graduation	Sunday	May 21, 2023
Last Day of School	Wednesday	May 24, 2023

- First or Last day of school
- No School
- In-Service

Parent-Teacher Conferences are 4:00 to 7:00 PM each day.

Any snow days will be made up by adding additional days at the end of the school calendar. Furthermore, February 20, March 16 and April 10 could also be used at the discretion of the Meade School Board with recommendations from the Superintendent.

	Student days	In-service days	PT Conference
August	3	4	
September	20		
October	19	1	1
November	19		
December	15		
January	19	1	
February	18	1	1
March	21		
April	18		
May	18		
<b>Total</b>	<b>170</b>	<b>7</b>	<b>2</b>

### Quarter End Dates

October 28, 2022	1st	41 days
January 13, 2023	2nd	43 days
March 15, 2023	3rd	40 days
May 24, 2023	4th	46 days

### Trimester End Dates

November 22, 2022	1st	58 days
March 3, 2023	2nd	58 days
May 24, 2023	3rd	54 days

# 2023-2024 School Calendar B

# Revised 12/1/2022



August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						2
3		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8		10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21				25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20			23
24						30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18		20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7		9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Open House Schedule		
Sturgis Williams Middle School	Tuesday	3:00 - 5:00 (August 22)
Stagebarn Middle School	Tuesday	3:00 - 5:00 (August 22)
Sturgis Brown High School	Tuesday	5:00 - 7:00 (August 22)
Rural	Thursday	1:00 - 3:00 (August 24)
Sturgis Elementary	Thursday	2:00 - 4:00 (August 24)
Whitewood Elementary	Thursday	2:00 - 4:00 (August 24)
Piedmont Valley Elementary	Thursday	2:00 - 4:00 (August 24)
<b>In-service (No students)</b>	<b>Tue, Wed, Thurs</b>	<b>August 22 - 24, 2023</b>
First Day of School	Monday	August 28, 2023
Labor Day (No School)	Fri & Mon	September 1 & 4, 2023
Homecoming (half day)	Friday	September 22, 2023
Parent-Teacher Conference		
High School	Mon & Thurs	October 2 & 5, 2023
Middle School	Tue & Thurs	October 3 & 5, 2023
Elem., Rural & Whitewood	Mon & Thurs	October 2 & 5, 2023
<b>In-service (No students)</b>	<b>Friday</b>	<b>October 6, 2023</b>
Native American Day (No School)	Monday	October 9, 2023
Thanksgiving (No School)	Wed, Thurs & Fri	November 22 - 24, 2023
Christmas Vacation (No School)	Thurs - Tue	Dec 21, 2023 - Jan 2, 2024
<b>In-service (No students) MLK Day</b>	<b>Monday</b>	<b>January 15, 2024</b>
President's Day (No School)	Monday	February 19, 2024
Parent-Teacher Conference		
High School	Mon & Thurs	February 26 & 29, 2024
Middle School	Tue & Thurs	February 27 & 29, 2024
Elem., Rural & Whitewood	Mon & Thurs	February 26 & 29, 2024
<b>In-service (No students)</b>	<b>Friday</b>	<b>March 1, 2024</b>
Spring Break (No School)	Friday	March 8, 2024
Easter Break (No School)	Fri & Mon	March 29 - April 1, 2024
<b>In-service (No students)</b>	<b>Friday</b>	<b>April 19, 2024</b>
Graduation	Sunday	May 19, 2024
Last Day of School (half day)	Wednesday	May 22, 2024

- First or Last day of school
- No School
- In-Service
- Parent-Teacher Conferences are 4:00 to 7:00 PM each day.
- Half Day

\*Any snow days will be made up by adding additional days on February 19, March 8 or April 1, 2024.

	Student days	In-service days	PT Conference
August	4	3	
September	19		
October	20	1	1
November	19		
December	14		
January	20	1	
February	20		1
March	18	1	
April	20	1	
May	16		
<b>Total</b>	<b>170</b>	<b>7</b>	<b>2</b>

### Quarter End Dates

October 27, 2023	1st	41 days
January 12, 2024	2nd	43 days
March 15, 2024	3rd	41 days
May 22, 2024	4th	45 days

### Trimester End Dates

November 15, 2023	1st	54 days
February 23, 2024	2nd	58 days
May 22, 2024	3rd	58 days

**Meade School District 46-1**

**1/9/2023**

General Fund	<b>Budget</b>	<b>Amended</b>	<b>Change</b>
<b>Expenditures</b>	<b>7/11/2022</b>	<b>1/9/2023</b>	
CTE Innovative equipment	\$0	\$159,700	\$159,700
CTE Innovative Prof. development	\$0	\$5,300	\$5,300
CTE Innovative grant maintenance repair		\$10,000	\$10,000
			<u>\$175,000</u>
<b>Revenue</b>			
CTE Innovative equipment Grant	\$0	\$175,000	\$175,000

The Business manager is requesting the Meade School District 46-1 Board of Education amend general fund budget by 175,000 for CTE Innovative Grant at SBHS.

# *Piedmont Valley Elementary School*

**2022-23**

## **School Improvement Plan**

### **Mission Statement**

*“To Build Knowledge and Skills for Success Today and Tomorrow”*

Developed by the members of the Piedmont Valley Elementary School Improvement Plan Team:

- Ethan Dschaak- Principal
- Beth Johnson- Assistant Principal
- Heidi Kraft- Counselor
- Dan McIntire- Counselor
- Molly Salter-Kindergarten Lead Teacher
- Casey Kieffer- 1st Grade Lead Teacher
- Katie Harrington- 2nd Grade Lead Teacher
- Becky Weber- 3rd Grade Lead Teacher
- Jessica Bernhagen - 4th Grade Lead Teacher

# Plan Components

Mission, Vision and Belief Statement	2
Needs Assessment	3
School Profile	7
Goal Selection	7
Assessments	8
Interventions/Strategies	8
Staff Development	8
Documentation	9

## **I. Mission, Vision and Belief Statement**

The purpose of this School Improvement Plan is to improve student learning at Piedmont Valley Elementary, which is consistent with the district's mission. This plan is an ongoing document which will be reviewed and revised annually.

### **Our Mission:**

“To Build Knowledge and Skills for Success Today and Tomorrow”

### **Our Vision:**

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

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

## II. Needs Assessment

### *Data retreat process*

Piedmont Valley Elementary holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district’s testing coordinator compiling data from the previous year’s South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students’ strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Piedmont prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole. At the October inservice, teachers meet as grade levels and determine where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly.

### *Performance*

The following data is compiled from both the results of the South Dakota State Assessment for Piedmont Valley Elementary for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

#### **Math**

Based on data from the Winter NWEA assessment, students need universal support in the geometry strand, specifically reasoning with shapes and their attributes target area. The target area, or the specific skill deficiency, was identified by using NWEA’s Learning Continuum in conjunction with the Class Breakdown. If the same standard showed up as a skill development area in all grades on the continuum, then that became the target skill for the grade level to focus on. For geometry, the strand showed up as a low area, if not the lowest, for each grade level. Additionally, grades one and two demonstrated a need for a deeper understanding of Measurement and Data while grades three and four show a deficiency in Number and Operations. See Figure 1 for specific target areas for each of the grade levels.

**Fig. 1**

Grade Level	Strand	Target Standards
Whole School	Geometry	<b>1-4G.A.</b> Reasoning with Shapes and their attributes
Grades 1 & 2	Measurement & Data	<b>1-2.MD.</b> Measure, estimate, add, and subtract lengths, time, and money in standard units.

Grades 3 & 4	Number and Operations	<b>2-4 NBT.2a-c</b> <b>Whole numbers:</b> -Place Value -Multiplication -Division <b>2-4. NF.3</b> <b>Fractions:</b> Represent and Solve word Problems
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### ELA

Based on data from the Winter NWEA assessment and the South Dakota State Assessment, students need universal support in reading informational text. Students struggle with identifying the author's purpose and point of view across multiple genres, finding key ideas and details to support the student's conclusion or inferences. These same skills are lacking in students' understanding of literature in grades one and two. The state assessment showed a concerning area of need in writing across every genre. A focus area that would support student writing is increasing student writing across genres with special emphasis on the conventions of writing. In supporting students as writers, it will assist them in developing a deeper understanding of the lagging reading skills.

Grade Level	Strand	Target Standards
Whole School	Language	<b>L.1</b> Conventions
Grade 1	Literature & Informational Text	<b>1.RL.1-3</b> <ul style="list-style-type: none"> <li>Retell stories by using key details to describe characters, settings, and major events; ask and answer questions about key details; and demonstrate understanding of their central message or lesson.</li> </ul> ----- <b>1.RI.1-3</b> <ul style="list-style-type: none"> <li>Ask/answer questions to identify the main topic and key details.</li> <li>Describe connections between individuals, events, ideas, or pieces of information.</li> </ul>
Grade 2	Literature & Informational Text	<b>2.RL.1-3</b> <ul style="list-style-type: none"> <li>Identify or summarize central ideas, key details, and the sequence of events by using the 5 W and How questions and answers; and be able to use that evidence to determine character traits or author's lesson or message in stories from diverse cultures.</li> <li>Describe, in detail, actions of characters in response to major events and challenges.</li> </ul> ----- <b>2.RI.1-3</b> <ul style="list-style-type: none"> <li>Ask/answer 5 W and How questions to understand main topic and key details of larger text as well as shorter paragraphs.</li> <li>Identify and describe connections to explain how information is presented or connected within text, such as series of historical events,</li> </ul>

		scientific ideas or concepts, or technical procedure steps.
Grade 3	Informational Text	<p><b>3.RI.1-3</b></p> <ul style="list-style-type: none"> <li>• Ask and answer adequate questions about the text, referring explicitly to the text, to adequately determine the main idea, identify the key details, and explain their importance to the main idea.</li> <li>• Adequately explain the relationship between ideas, key events, or concepts in a historical, scientific, or technical procedures text and adequately use language that pertains to time, sequence, and cause/effect.</li> </ul>
Grade 4	Informational Text	<p><b>4.RI.1-3</b></p> <ul style="list-style-type: none"> <li>• Adequately identify and summarize central ideas/key events and be able to explain explicit details, using this supporting evidence to adequately support answers and to adequately justify/explain inferences.</li> <li>• Adequately summarize the text, determine the main idea, and explain how the details support the main idea.</li> <li>• Adequately explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including the details that support that reasoning.</li> </ul>

*Perception data*

Piedmont Valley Elementary uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in Principal Common Planning time and monthly meetings between the grade level team leader and the head administrator. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also shared that although they have a paraprofessional at each grade level, the teachers are unsure as to how to utilize the extra personnel in the classroom.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions. Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. Overall, students share that PVE has a positive school climate.

Community perception is gathered through discussions with the PTA and key parents who volunteer in the school. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/Summerset constituents. The largest area of concern seems to be when will Piedmont be returning to pre-pandemic parental involvement.

*Demographic Data*

The Piedmont Valley Elementary School is a community school serving various communities on the eastern edge of Meade County. Some of these communities include Piedmont, Stagebarn, and Summerset.

Piedmont Valley Elementary has 528 students with an expected increase of 72 kindergarteners for the 2022-23 school year. 85% of the student population is white with the remaining 15% of the student population being comprised of Hispanic, Native American, Black, Asian or two or more races. 55% percent of the student population is male. Currently, PVE has one section of Junior Kindergarten, five sections of Kindergarten, five sections of 1st grade, five sections of 2<sup>nd</sup> grade, five sections of 3<sup>rd</sup> grade, and four sections in 4<sup>th</sup> grade. Highly qualified teachers teach 100% of the classes with a teacher-student ratio of 1:21.3 in accordance with the federal Elementary and Secondary Education Act. Due to the COVID-19 Pandemic, Free and Reduced lunch data is not up to date.

### **III. School Profile**

Based on enrollment data, 55% of our K-4 student body are female students and 45% are male. Of the tested students (3<sup>rd</sup> and 4<sup>th</sup> grade), female students outperformed male students in ELA in grades three and four as well as in Math in grade four. Third grade females were 60% proficient in ELA and male students were 50% proficient. In 4<sup>th</sup> grade, females performed at 50% proficient as compared to 43% proficiency rate for fourth grade males. Third grade boys reached 76% proficiency compared to their female peers at 68% proficiency rate in math. Both of these groups scored higher than the district and state averages.

### **IV. Goal Selection**

#### **1. Academic Improvement**

Goal 1- Math : As a result of teachers providing targeted interventions in the areas of measurement and data, number operations, and geometry, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's purpose, point of view, and his/her use of key ideas and details in informational text as well as fostering students abilities as writers in the same areas, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: PVE will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

## **2. Professional Development**

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups. The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration's observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

## **V. Assessments**

In addition to the South Dakota State Assessment, Piedmont Valley Elementary School will continue to use NWEA three times a year which will provide information on students' progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes.

Classroom assessments, NWEA growth assessments, South Dakota State Assessment, and state interim tests will provide feedback on student progress toward the annual goals. Kindergarten ongoing assessments will come from ESGI and benchmarked classroom assessments.

## **VI. Interventions/Strategies**

Piedmont Valley Elementary will continue to use a 25 minute end-of-day session Mondays through Thursdays in all grade levels, specifically for interventions. Teachers will use classroom formatives, NWEA data, and interim assessments to determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use inservice time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies.

## **VII. Staff Development**

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will

participate in breakout sessions in January and February to develop their individual professional goals.

Staff participates in Crisis Prevention workshops once a year to learn deescalation and prevention strategies. This model, in conjunction with Positive Behavioral Intervention Supports (PBIS) have been Piedmont Valley Elementary's primary model for classroom and building management. Training is provided annually.

## **VII. Documentation**

Piedmont Valley Elementary Student Teacher Accountability Reporting System Report Card (STARS)  
NWEA District Report

# *Sturgis Brown High School*

2022-2023

## School Improvement Plan

### **Mission Statement**

*“To Build Knowledge and Skills for Success Today and Tomorrow”*

### **Developed by the members of the Sturgis Brown High School School Improvement Plan Team:**

- Pete Wilson – SBHS Principal
- Joe Williams – SBHS Assistant Principal
- Coleen Keffeler – SBHS Assistant Principal
- Mike Schultz – SBHS Activities Director
- Jenece Holzbauer – PASS Team member
- Lauren Jahn – PASS Team member
- Bryce Leonhardt – PASS Team member
- Jennifer Loftin – PASS Team member
- Jordan Proefrock – PASS Team member

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# Sturgis Brown High School

## School Improvement Plan

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## *Mission, Vision and Belief Statements*

### **Our Mission:**

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

### **Our Vision:**

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

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

The District strives to embed the statements above into all extracurricular, co-curricular and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, "What is best for the student".

## **School Profile**

Sturgis is a rural community of approximately 6,700 people located in the northern Black Hills. The district encompasses 3,200 square miles with students from rural and urban Sturgis, Whitewood, Summerset, Faith, White Owl, New Underwood, Rapid City, Black Hawk, and Piedmont. Learners arrive from several communities, we are limited in ethnic diversity with a transient population, low socioeconomic status, and single-parent households. Since Covid in 2020, all students received a free lunch because of federal programs. Students must now apply for free and reduced lunch, and we only have 23% of the SBHS student body qualified for free/reduced lunch, which is down from the years before the federal free lunch program.

Significant challenges include student effort regarding postsecondary preparedness, attendance issues, dropout rate, and student involvement. We continuously addressed these challenges by increasing rigor, relevance, and relationships in the classroom and using various techniques. We implemented a Scooper Time within our schedule where students are able to improve relationships with their teacher and also gives them time during the school day to receive one-on-one help when needed.

We address student apathy, vandalism, and drug/tobacco use by encouraging students to be more involved in school and community activities. Over the past few years, activities and organizations including the After School Program, Youth Leadership Team, career technical student organizations, have thrived due to engaging activities, such as the choice's simulation, career fair, youth internship opportunities, and attending school competitions at post secondary institutions. We have a partnership with ABC (Action for the Betterment of our Community) within the community which provides many services to our students both in and out of school. In addition, re-emerging clubs have made a difference in building student morale.

Additional new cameras have been installed or upgraded throughout the school for the safety and security of students and staff members. Furthermore, the school's front entrance was remodeled before the start of the 2016-17 school year for added security and aesthetics.

# Needs Assessment

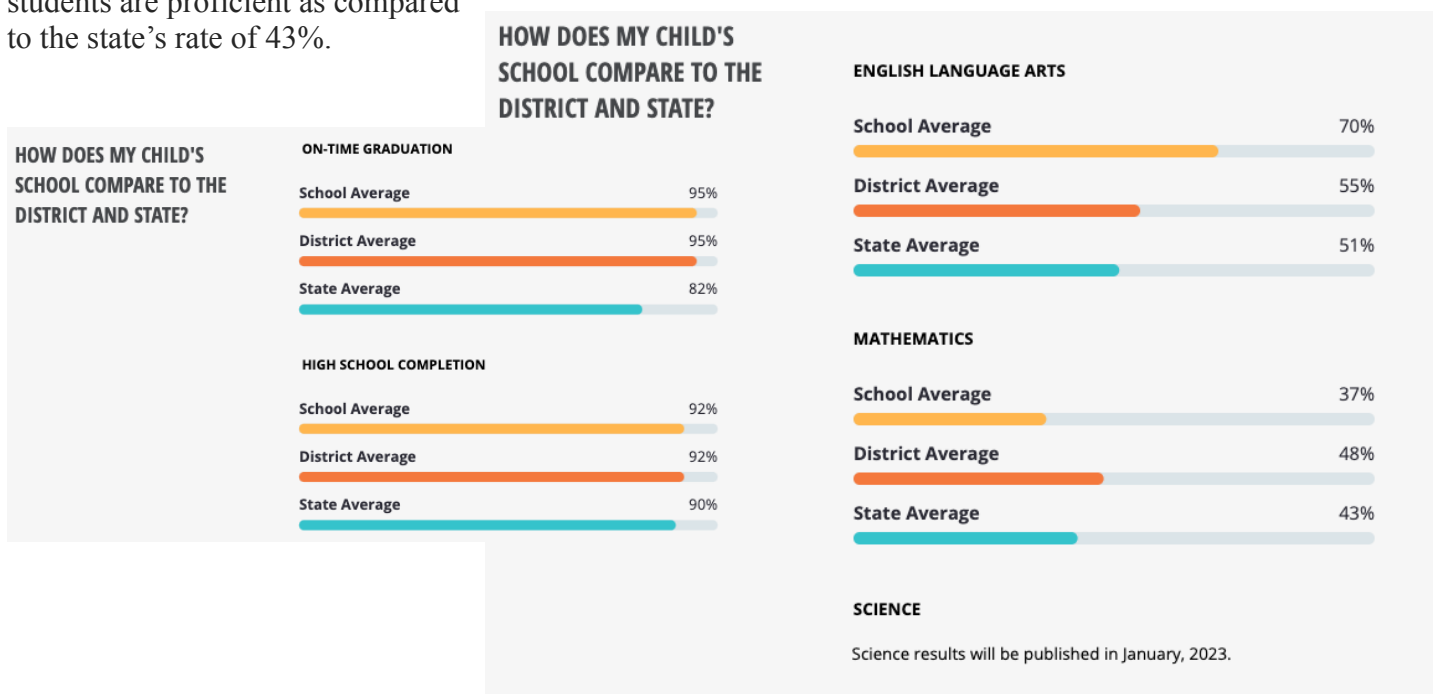
Over the past few years, our school district has undergone several changes in curriculum, district assessments, and state assessments. We update our assessments based on the standards in each curriculum and following the state requirement. Including all this, we have implemented common semester tests between classes and aligned pacing guides so teachers teach the same concepts in similar courses. We wanted to ensure that no matter the class or teacher, the student would leave the class with the same knowledge. This will help students be successful when they enter the next course in the sequence.

Since Covid in 2020, we moved to an A/B block scheduling format. We continually monitor data to make informed decisions about our areas of need. Some of the data that we gather for making decisions are the NWEA and MAP Growth assessments, the South Dakota State Assessment testing, and the formal assessments we make for each class. These data gathering points will help the new curriculum director, as we refine our focus on using data to drive decisions. We will continue to use these data mechanisms to help make decisions for improvement.

We have surveys that students take every year that help us focus on different areas of improvement and areas that we need to continue to do a good job. Students feel the staff is knowledgeable, caring, and teachers set the bar high for achievement. Teachers are willing to help and they make the atmosphere inviting for students. Some of the areas that we need to improve upon are the timeliness of feedback to students, making study halls (now Scooper Time) more productive, and for students to feel safe in the school.

According to 2021-22 data, Sturgis Brown High School had a 95% on-time graduation rate, which topped the state's overall rate at 82%. That is students that graduate in four years. For the same year, 57% of the seniors were college and career ready compared to the state's rate of 50%.

From the state assessment for juniors, the 2021-22 data shows that 70% of students are proficient in English Language Arts, which topped the state's overall rate of 51%. However, in math, 37% of the students are proficient as compared to the state's rate of 43%.



## Selection of Goals

The following data is from the South Dakota DOE Report Card for Sturgis Brown High School. The goals set for 2022-2023 were set based on data from our assessments, surveys from our students, and the teachers' collaboration on different curriculum teams. Some of those assessments include, NWEA and MAP Growth testing, NCRC (National Career Readiness Certificate), ACT, state assessments, and formative assessment that were staff developed.

The following goals are a result of Strategic Planning.

### 1. Academic Preparation

**Goal:** Sturgis Brown High School (SBHS) will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.

**Metrics:** SBHS will set achievement indicators (state assessment, ACT, MAP and district assessments) and monitor annual progress; monitor participation rates in activities; and conduct student surveys yearly to help set priorities.

**Action Steps:**

1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.
2. Communicate to parents the offerings that are available, especially Advance Placement, Dual Credit and Career & Technical Education, through parent/teacher conferences, open houses and the district website. When students are registering for classes, we will improve parent involvement with the development of their child's schedule and path to graduation.

### 2. Professional Development

**Goal:** SBHS will develop a comprehensive Professional Development Plan for faculty/staff.

**Metrics:** Faculty/staff surveys will be used to determine the progress of the Professional Development Plan. We will also use data from different assessments to help develop professional development.

**Action Steps:**

1. The curriculum director and SBHS staff will create an annual professional development plan utilizing input from faculty members utilizing surveys, Department Head Committee, Instructional Council, and the Preparing All Students for Success Team (PASS team).
2. SBHS will create opportunities for teachers to experience vertical and horizontal collaboration through in-service and department meetings.

### 3. Human Resources

**Goal:** SBHS will promote a safe and positive work environment.

**Metrics:** The success of this goal will be monitored through input and feedback from high school faculty/staff.

**Action Steps:**

1. SBHS will promote collaboration among classroom teachers.
2. SBHS will follow guidelines to keep class sizes at appropriate levels.
3. SBHS will provide a competitive compensation and benefit package for employees within constraints of the budget.

#### **4. Facilities and Technology**

**Goal:** SBHS will develop and implement a comprehensive Facility Master Plan that will guide all infrastructure and technology decisions. The tech committee will help in the decisions.

**Metrics:** Capital outlay resources to support the plan will be monitored. Administrators will provide feedback on progress of the plan with school board approval for any changes.

**Action Steps:**

1. SBHS will develop a Facility Master Plan and communicate the components of the plan to internal and external audiences. SBHS will take input from all stakeholders.
2. SBHS will include building site plans as a part of the High School's Facility Master Plan.
3. SBHS will include technology improvements and related professional development training opportunities.

#### **5. Department Goals**

**ELA/Social Studies/Fine Arts:**

**Goal:** As a result of (insert an action step from the below list), (student group) will be able to (insert common core standard utilized by the lesson plan's learning target). What will I do to accomplish this goal?

**Metrics:** Through unit tests and other data collecting assessments we will see growth.

**Action Steps:**

1. Laminated goal statements with action steps and results in lesson plans.
2. Printing PDF and practice test questions on power standards from state tests.
3. Make a word wall of which language should be emphasized.
4. Consider removing some mandatory testing and replacing and supplementing with semester finals or projects.
5. Block out time at an administrative or district level to accurately follow through with expectations.

**Math:**

**Goal:** Improve student performance in solving equations and inequalities in one variable (Concepts and Procedures Target I), as well as representing and solving equations and inequalities graphically (Concepts and Procedures Target J).

**Metrics:** Through unit tests and other data collecting assessments we will measure growth and progress.

**Action Steps:**

1. Teach them to graph inequalities with colors – identifying overlapping regions.
2. Use of Desmos and Graphing Calculators to support understanding.
3. Activities for Student Practice.
  - a. Kuta software
  - b. Formative Assessment
  - c. Our current student practice assignments/quizzes/tests are used for formative assessments.
4. Determine if there is a need to put additional skill review/interim assessments in place for skill maintenance?

## **Science**

**Goal:** Increase the students ability to use the periodic table to determine element properties and chemical reaction outcomes based on patterns of electrons and knowledge of chemical composition. Standards HS-PS1.1 and HS-PS1.2.

**Metrics:** Through unit tests and other data collecting assessments we will see growth.

### **Action steps:**

1. Be better about explaining why/how reactive compounds work.
2. Be better about explaining how/why the octet rule works.
3. Add stars into physical science.
4. Nuclear vs chemical reactions.
  - a. How to identify what chemicals are in Bohr models and Iodine lab.
  - b. Do we understand why on a model level is something endothermic or exothermic?
  - c. Nuclear, Fission, Fusion, Radioactive Decay. Replacement video with fission, fusion, and radioactivity in the sun for lab to bring back to physical Science
5. Structure and Function, Inheritance of Traits, Genetic Variation (LS3).
6. Spend more time on meiosis and mitosis.

## **CTE/PE**

**Goal:** Incorporate graphic literacy into our curriculum.

**Metrics:** Students will be able to read and interpret data from a graph with proficiency.

### **Action Steps:**

1. In Fitness, students will interpret one rep max charts.
2. In Culinary Arts, students will interpret annual sales charts in order to create menu forecasting.
3. In Horticulture, students will compile data to create a graphical analysis of seed growth.
4. In ICT, students will use Excel to create functioning spreadsheets.
5. In Woodshop, students will review previous lumber costs to predict the price of a product.

## **Assessments**

Classroom assessments, semester tests, MAP Growth assessments, state assessments, NCRC, ACT and SAT data will provide feedback on student progress toward the annual goals. Classroom assessment and semester tests will provide data to all grades on setting goals for future years. MAP Growth assessments will provide data on student progress throughout the year in the 9th and 10th grades helping teachers set goals for coming years. State assessments, NCRC, ACT, and SAT data will help set goals for the entire school ensuring that students are career ready when they leave our building. Data from all assessments will help align the curriculum vertically and horizontally to help staff improve test scores and better prepare students for their career.

## **Intervention Strategies**

SBHS uses a 90 minute class period in the A/B scheduling design to implement interventions. Teachers utilize Scooper Time every other day to support students and give them additional support in the areas of their need. Teachers will use professional development time to discuss different teaching strategies that help students. Teachers will use data from the different assessments to find areas that need extra support in each curriculum area. Those conversations will drive the professional development needs for the school and the PASS team will implement ways to help teachers be more effective in the classroom raising student achievement.

## **Staff Development**

2022-2023 Sturgis Brown High School and Meade School District  
Types of Professional Development Offered at the high school and district level:

August 22 - 25, 2022

ALICE Training, CPI Training, Instructional Council and Grade Level Meetings.

October 7, 2022

Data and assessment training. K-12 Instructional Council and Grade Level Meetings.

January 16, 2023

Semester Test data exploration. Data and assessment training. Evaluate horizontal and vertical alignment.

February 17, 2023

K-12 Instructional Council and Grade Level Meetings.

## **Documentation**

Sturgis Brown High School's Report Card as on SD Stars website.

<https://sdschools.sd.gov/Nimble/asp/Main.aspx>

**STURGIS ELEMENTARY**  
**School Improvement Plan**  
**Revised: 2022 for 22-23 School Year**

**Mission Statement:**

*“To Build Knowledge and Skills for Success Today and Tomorrow”*

**SCHOOL IMPROVEMENT PLANNING TEAM:**

Beth Johnson: Curriculum Director  
Chrissy Peterson: Special Services Director  
Chantal Ligtenberg: Sturgis Elementary Principal  
Katy Jutting: Sturgis Elementary Assistant Principal  
Taylor Anderson: PASS member and teacher  
Kelli Stagner: PASS member and teacher  
Kristi Dahl: PASS member and teacher  
Wanda Russell: PASS member and teacher  
Nicole Turner: PASS member and teacher

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## SCHOOL PROFILE:

Sturgis Elementary School is staffed by highly qualified teachers. There are several teachers per grade level as well as five highly qualified intervention teachers. The music, physical education and STEM teachers are highly qualified. There are ten classroom paraprofessionals, 1 library paraprofessional and 1 in-school suspension monitor that are highly qualified. The 1.75 FTE of guidance counselors are highly qualified. The teacher experience of the staff at Sturgis Elementary School ranges from 30 years to 1 year.

Enrollment has maintained around 550 students the last three years. Student demographics have majority classified as white ethnicity. In addition, there are students that represent African American, Asian, Native American and Hispanic ethnicity.

## NEEDS ASSESSMENT:

### Enrollment Demographics:

Ethnicity	21-22	20-21	19-20	18-19
Hispanic/Latino	5.75%	5.32%	4.38%	3.99%
American Indian/Alaskan Native	2.88%	2.40%	2.69%	2.77%
Asian	0.16%	0.34%	0.67%	0.87%
Black/African American	0.64%	0.51%	1.18%	0.87%
Native Hawaiian/Pacific Islander	0	0	0	0.17%
White	84.66%	85.25%	86.03%	86.48%
Two or More Races	5.91%	6.17%	5.05%	4.85%

### Attendance Demographics

Ethnicity	21-22	20-21
Hispanic/Latino	45%	69%
American Indian/Alaskan Native	45%	58%%
Asian	100%	100%
Black/African American	75%	100%
Native Hawaiian/Pacific Islander	0	0
White	88%	93%
Two or More Races	71%	76%

- *There was no state reporting for attendance during the 19-20 school year*

	Chronic Absenteeism	Attendance Rate
2016-2017		72.81%
2017-2018	11%	94%
2018-2019	10%	94%
2020-2021	12%	90%
2021-2022	20%	84%

English Language Arts								
2016-2017								
3 <sup>rd</sup> Grade 58% Proficient	Below Standard	At/Near Standard	Above Standard		4 <sup>th</sup> Grade 59% Proficient	Below Standard	At/Near Standard	Above Standard
Reading	35	4	25		Reading	22	48	30
Writing	14	55	32		Writing	22	48	31
Listening	13	65	22		Listening	15	65	21
Research & Inquiry	17	50	33		Research & Inquiry	16	52	32
2017-2018								
3 <sup>rd</sup> Grade 58% Proficient	Below Standard	At/Near Standard	Above Standard		4 <sup>th</sup> Grade 60% Proficient	Below Standard	At/Near Standard	Above Standard
Reading	19	54	26		Reading	21	48	30
Writing	17	53	29		Writing	20	47	33
Listening	12	72	17		Listening	8	63	29
Research & Inquiry	15	52	33		Research & Inquiry	15	56	29
2018-2019								
3 <sup>rd</sup> Grade 74% Proficient	Below Standard	At/Near Standard	Above Standard		4 <sup>th</sup> Grade 58% Proficient	Below Standard	At/Near Standard	Above Standard
Reading	11	52	37		Reading	19	51	31
Writing	7	51	42		Writing	17	53	30
Listening	10	58	32		Listening	6	64	30
Research & Inquiry	19	69	13		Research & Inquiry	20	53	27
2020-2021								
3 <sup>rd</sup> Grade 65% Proficient	Below Standard	At/Near Standard	Above Standard		4 <sup>th</sup> Grade 63% Proficient	Below Standard	At/Near Standard	Above Standard
Reading	20	47	32		Reading	14	52	34
Writing	18	53	29		Writing	18	60	22
Listening	13	67	20		Listening	5	68	27

Research & Inquiry	15	47	38	Research & Inquiry	15	56	29
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**2021-2022**

3 <sup>rd</sup> Grade <b>71% Proficient</b>	Below Standard	At/Near Standard	Above Standard	4 <sup>th</sup> Grade <b>57% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Reading	13	45	46	Reading	19	49	30
Writing	14	107	84	Writing	21	131	36
Listening	13	43	48	Listening	12	64	22
Research and Inquiry	7	52	45	Research and Inquiry	11	51	25

**Math**  
2016-2017

3 <sup>rd</sup> Grade <b>64% Proficient</b>	Below Standard	At/Near Standard	Above Standard	4 <sup>th</sup> Grade <b>58% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures	11	38	51	Concepts and Procedures	32	39	29
Problem-Solving and Modeling & Data Analysis	7	45	48	Problem-Solving and Modeling & Data Analysis	26	53	22
Communicate Reasoning	5	48	47	Communicate Reasoning	20	57	23

**2017-2018**

3 <sup>rd</sup> Grade <b>66% Proficient</b>	Below Standard	At/Near Standard	Above Standard	4 <sup>th</sup> Grade <b>64% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures	20	32	48	Concepts and Procedures	24	36	40
Problem-Solving and Modeling & Data Analysis	11	42	47	Problem-Solving and Modeling & Data Analysis	19	52	29
Communicate Reasoning	11	46	44	Communicate Reasoning	15	52	33

**2018-2019**

3 <sup>rd</sup> Grade <b>71% Proficient</b>	Below Standard	At/Near Standard	Above Standard	4 <sup>th</sup> Grade <b>69% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures	12	36	52	Concepts and Procedures	10	35	55
Problem-Solving and	5	51	45	Problem-Solving and	10	53	36

Modeling & Data Analysis					Modeling & Data Analysis			
Communicate Reasoning	4	49	47		Communicate Reasoning	10	50	40
2020-2021								
<b>3<sup>rd</sup> Grade 71% Proficient</b>	Below Standard	At/Near Standard	Above Standard		<b>4<sup>th</sup> Grade 62% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures	17	31	52		Concepts and Procedures	19	32	49
Problem-Solving and Modeling & Data Analysis	13	37	51		Problem-Solving and Modeling & Data Analysis	22	43	35
Communicate Reasoning	10	44	46		Communicate Reasoning	5	42	53

2021-2022

<b>3<sup>rd</sup> Grade 77% Proficient</b>	Below Standard	At/Near Standard	Above Standard		<b>4<sup>th</sup> Grade 57% Proficient</b>	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures	14	31	52		Concepts and Procedures	24	34	40
Problem-Solving and Modeling & Data Analysis	13	37	51		Problem-Solving and Modeling & Data Analysis	24	49	25
Communicate Reasoning	10	44	46		Communicate Reasoning	26	43	29

Sturgis Elementary implements the NWEA Growth Math and Growth Reading as an assessment tool that is used three times a year for grades 1-4. Kindergarten has an in-district tri-annual assessment that is utilized. The results of these assessments allow teachers to view specific information on the academic strengths and weaknesses of each student. Teachers can access several reports including the learning continuum which helps to identify learning targets for groups of students.

## **Data Analysis of ELA**

Strengths in Reading and Writing:

- Central Ideas (Claim 1/Target 2)
- Language and Vocabulary Use (Claim 2/Target 8)
- Listen/Interpret (Claim 3/Target 4)

Weaknesses in Reading and Writing:

- Text Structures/Text Features (Claim 1/Target 13)
- Edit (Claim 2/Target 9)
- Use of Evidence (Claim 4/Target 4)

## **Data Analysis of Math**

Strengths:

- Solve problems involving the 4 operations and identify and explain patterns in arithmetic (Target D)
- Use place value understanding and properties of operations to perform multi-digit arithmetic (Target E)
- Solve problems involving measurement and estimation of intervals of time, liquid, volumes and masses of objects (Target G)
- Represent and interpret data (Target H)
- 

Weaknesses:

- Multiply and divide by 100 (Target C)
- Geometric Measurement: Understand concepts of area and relate area to multiplication and addition (Target I)
- Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### **NEEDS:**

- We need to increase our attendance percentages of all students. Specifically, we need to increase our attendance percentages of

the following ethnicity groups: Hispanic, Native American and two or more races.

- All gap groups show a concern in student growth when compared to the overall school.
- Many students in our gap groups are the students who also struggle with regular school attendance.
- Students need additional interventions with math concepts
- Students need additional interventions with ELA concept

### **ACTION PLAN:**

#### **SCHOOL LEVEL:**

##### **Actions from previous three years:**

- Staff participated in a book study, The Wild Card, during the 19-20 school to discuss and experiment with ways to an educator's creative breakthrough in the classroom.
- During the 19-20 school year as well as during the 20-21 school year, a heavier focus during professional development and in-service days has had data analysis as a focal point.
- During the 20-21 school year, a house system has been developed to building relationships on a vertical level (K-4) to increase student achievement/attendance and further foster a positive culture within the building. We will continue to build upon and improve our practices as we enter the 22-23 school year with emphasis on team building activities within our house meetings.
- During the 21-22 school year, staff participated in a book study, Ridiculously Amazing Schools. During the 22-23 school year we will implement feedback from individual surveys on how we can continue to improve the culture of our school such as with student announcements, saying the Pledge of Allegiance together as a school, and conducting more staff meetings.

- All teachers were offered the opportunity to attend the Ron Clark Academy National Conference via online webinar which provided professional development for creative instruction, room transformations, and the newly developed “house system” for our school.
- Our front lobby of our school has been transformed to make our school a place that students feel excited to come. New bright colored paints, fun furniture, reading nooks, framed pictures of students from the previous year participating in fun activities, and a TV to broadcast announcements and additional pictures.

### **Actions for the 22-23 School Year:**

- Professional development to continue to increase student engagement in the classroom as well as an entire school. Additionally, professional development on the cultural differences and how we build relationships with our families.
- Continued professional development for new K-2 teachers for our supplement phonic program, Secret Stories.
- Continued actions/activities to increase a positive culture in our school through the House System.
- Increase of staff members on the playground in the morning to welcome students.
- Student Council members serving as greeters to the playground in the morning.
- Continued use of the 7 Mindset curriculum in our guidance class.
- Continuation of fun activities and celebrations to have our students desire to come to school.

## **ATTENDANCE:**

### **Communication With Parents:**

- Parents receive a district required notification letter of absences when they have missed over 7 days during a trimester (NOTE: Covid related absences at this time are exempted).
- Administrators make personal phone calls to parents of students are having quite a few absences without doctors' notes and promote school attendance and offer support.
- Administrators set up personal meetings with parents of students that are continue to be frequently absent from school.
- Administrators and the district's Truancy Officer visit homes of families that continually have issues with students getting to school.
- Factual information on the importance of school attendance are submitted in school monthly newsletters and other means of social media.

### **Communication with Students:**

- Classroom teachers celebrate when 100% of their classroom is in attendance by posting a sign on their door.
- Administrators and teachers have private discussions with students that tend to miss a great deal of school.

## **READING:**

- Grade levels have reviewed pacing guides and timeline of when standards from our curriculum are addressed. Staff have collaborated on areas where our curriculum does not reach certain topics/concepts/standards.
- Special education teachers continue to receive professional development on the new ELA curriculum purchased for special education. They are in their fourth year of implementation. The curriculum matches what is being taught in the general classroom.

- All special education teachers and kindergarten and first grade teachers will utilize the Heggerty curriculum to fill in the gaps within our ELA curriculum.
- All K-2 teachers and Title teachers utilize Secret Stories curriculum to set strong foundations in phonemic awareness.
- What I Need (WIN) time is incorporated during the school day. During this allotted time, all third and fourth grade students are grouped based on concepts they need instruction on by their level of understanding. ELA concepts are primarily addressed during this time. This will be the third year of implementation.
- Students receive time each day to work on Lexia which is an individually paced online software that works on phonics, word decoding and comprehension.
- To promote free reading by our students, reading nooks have been developed in our front lobby of our school.

#### **MATH:**

- Grade levels have reviewed pacing guides and timeline of when standards from our curriculum are addressed. Staff have collaborated on areas where our curriculum does not reach certain topics/concepts/standards.
- Sturgis Elementary is in its third year of new math curriculum implementation. Teachers will continue professional development in this area.
- Additional Title I services/support will be provided, K-4, in the area of math to all students.
- Students will receive time each day to work at their individual math levels on the Dreambox online program.

#### **ACADEMIC ASSISTANCE:**

A Needs Assessment is done at the end of the year to identify students that would benefit from summer school. During the month of June, services are provided to these identified students to attempt to boost

our efforts in their academic progress in reading and math. In the Fall of each year, assessments are conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of the tri-annual assessment continues to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Solution Teach (SST) to determine if further testing and/or considerations need to be made for special education.

#### **MODES OF MONITORING GOALS:**

- Progress monitoring of all students in grades 1-4 using the NWEA Map Growth assessment for math and reading. K will also be using a tri-annual assessment. This will also guide necessary interventions.
- Smarter Balanced summative results for grades 3 and 4.
- Attendance monitoring.

#### **PARENT INVOLVEMENT**

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, Family Engagement activities, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, district web site, parent displays, brochures, formal and informal meetings, personal phone calls, emails, social media, and the School Messenger Program.

Parents of students who we have school attendance concerns shall receive letters of notifications of accumulated days they have missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media and monthly newsletters. The district's social worker and resource officer also assist with home visit of families where a child's school attendance is poor.

Sturgis Elementary has partnered with Behavior Management Systems (BMS) to provide counseling services and bridge our resources between home and school. The counselor is provided an office space in our school. School Guidance counselors provide guidance lessons weekly that are age appropriate to the social needs of the students. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

## **TRANSITION**

Fourth grade staff do the following things during their last year at Sturgis Elementary to promote a position transition to the middle school their fifth-grade year:

- Popcorn schedule of students during WIN time
- Rotation to different teachers during science and social studies

- Letter grades for Spelling (as we are currently a standard based report card)

At the end of the fourth grade year we select students from the fifth grade to come and visit with our fourth grade students about the changes they will experience in the upcoming year. Additionally, all fourth graders go and visit the fifth-grade building and listen to a presentation by the principal. Parents are offered an informational meeting about the changes with the transition to a new building.

### **FISCAL REQUIREMENTS**

- **Intervention Support:** 5 FTE of certificated staff as intervention teachers in literacy (one per grade level). 2 FTE paraprofessionals to assist in K-4 math interventions and oversee students on the Dreambox and Lexia Programs.
- **Self -Paced Supplemental Programs:** licensing for Dreambox and Lexia
- **Phonetic supplemental Program:** Secret Story curriculum and staff training
- **Assessment:** NWEA licensure renewal

# *Stagebarn Middle School*

**2022-23**

## **School Improvement Plan**

### **Mission Statement**

*“To Build Knowledge and Skills for Success Today and Tomorrow”*

Developed by the members of the Stagebarn Middle School School Improvement Plan Team:

- Dave Olson- Principal
- Beth Johnson- Assistant Principal
- Maria Hartung- Counselor
- Dan McIntire- Counselor
- Alice Arthur- 5th Grade Lead Teacher
- Trent Doerges- 6th Grade Lead Teacher
- Jimi Feist-7th Grade Lead Teacher
- Jessica Henrichsen- 8th Grade Lead Teacher

# Plan Components

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## **I. Mission, Vision and Belief Statement**

The purpose of this School Improvement Plan is to improve student learning at Stagebarn Middle School, which is consistent with the district's mission. This plan is an ongoing document which will be reviewed and revised annually.

### **Our Mission:**

“To Build Knowledge and Skills for Success Today and Tomorrow”

### **Our Vision:**

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

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

## II. Needs Assessment

### *Data retreat process*

Stagebarn Middle School holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district's testing coordinator compiling data from the previous year's South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students' strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Stagebarn prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole and plans instructional development for the August inservice.

The fall data retreat also informs teachers where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly. In the 2021-22 school year, teachers developed standards based assessments for each unit. These assessments will serve as benchmarks for monitoring students progress on standards mastery in the upcoming school year.

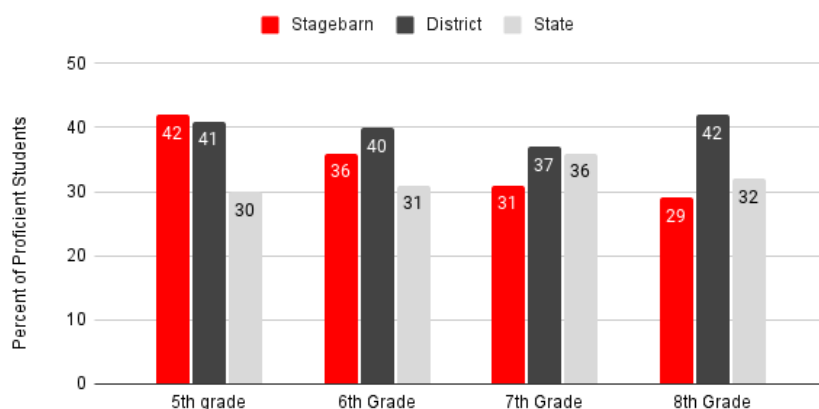
### *Performance*

The following data is compiled from both the results of the South Dakota State Assessment for Stagebarn Middle School for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

**Fig. 1**

### SD State Math Assessment Results 2022

Stagebarn Grade Level Comparison



### **Math**

Based on data from the South Dakota State Math Assessment, students in grade 5 show a 42% proficiency rate which is one percentage point above the district's proficiency rate and 12% above the South Dakota state's proficiency rate. Students in grades 6-8 perform below the district at an average of 3.28% but

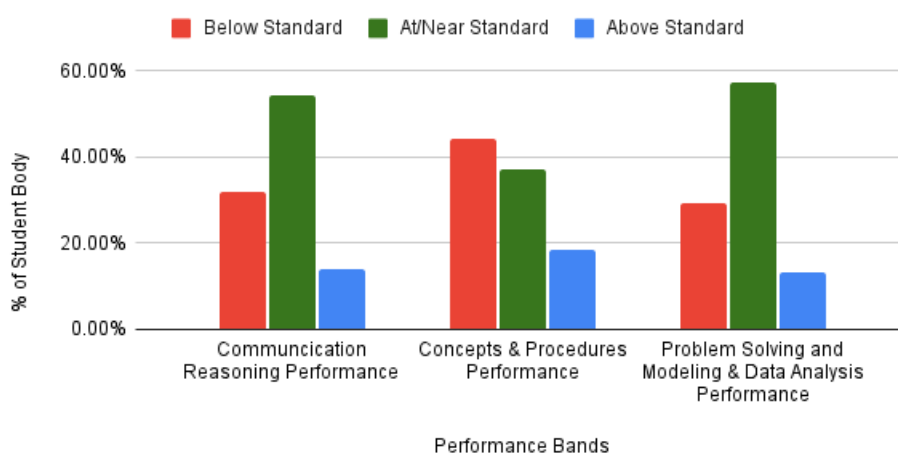
above the state in 6th grade by 5% margin. Grades 7 and 8 demonstrate an average proficiency of 4% less than the state (Fig. 1).

A deeper dive into the state assessment results reveals that as a whole school, students struggle in the area of Concepts and Procedures with 35% of our student body's results below proficiency (Fig. 2). A universal strength for the students is in the areas of Problem Solving, Modeling, and Data Analysis.

**Fig. 2**

### Stagebarn Math Strengths & Weaknesses

SD State Math Assessment Data by Performance Band



The South Dakota Department of Education provides a Mathematics Summative Assessment Blueprint that breaks each tested performance band into claims and further breaks those claims down into assessment targets based on the standard and its subcomponents. Cross referencing the South Dakota State Assessment results, the assessment blueprint, and the Winter NWEA data shows that students need additional support in a number of areas. For the purposes of specific targeted support, the grade levels will focus on students' understanding of adding, subtracting, multiplying, and dividing fractions.

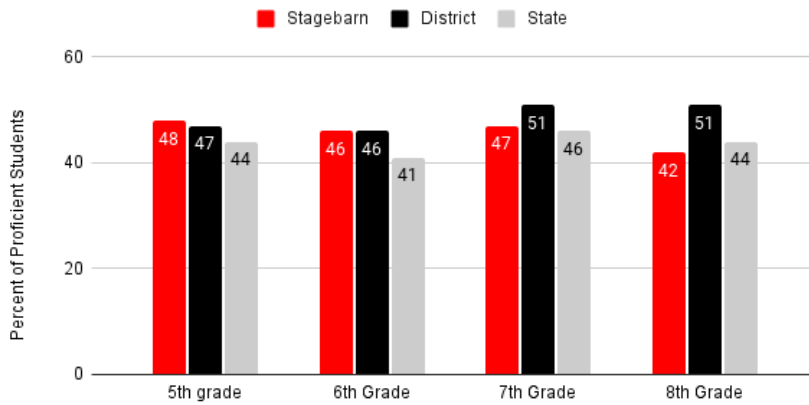
### ELA

In ELA, Stagebarn students in 5th grade outperformed the district and the state by 1% and 4% respectively. 6th graders' performance matched district performance and outperformed the state with 46% of the students demonstrating proficiency compared to the state's 41% proficiency. In 7th Grade, 47% of students were proficient compared to 51% at the district level and 46% at the state level. Finally, 8th grade showed a 42% proficiency rate which is 9% below the district's performance and 2% below the state's proficiency percentage (Fig. 4).

**Fig. 4**

### SD State ELA Assessment Results 2022

Stagebarn Grade Level Comparison



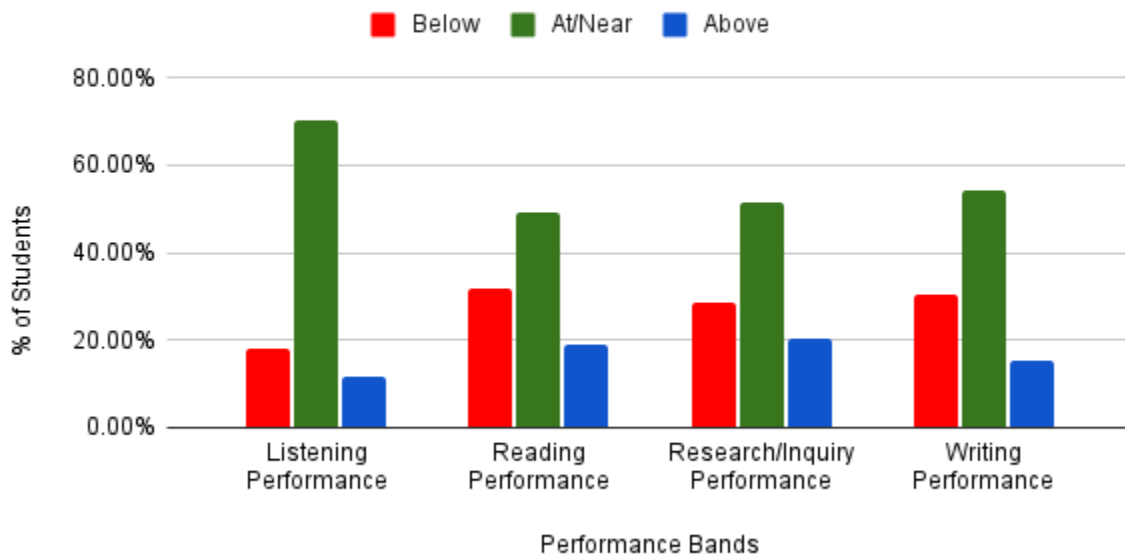
State Assessment also show that 32% of students are not proficient in the Reading performance band (Fig. 5) Cross referencing state assessment results as well as the winter NWEA results reveals that as a whole school, students struggle in the target area of language use in both informational text and literary texts which includes understanding connotation, denotation, and figurative language

and their effects on the overall piece of literature. Reading makes up the bulk of the state ELA assessment with the Language Use strand assessed twice as it appears in both literature and informational text. Universal strengths for the students are in the area of informational text; specifically, interpreting and explaining how information is presented within or across texts and making an inference or drawing a conclusion about a text in order to compare it to another.

Fig. 5

### Stagebarn ELA Strengths & Weaknesses

SD ELA Assessment 2022



## **Science**

Science needs assessment is based off of data from the Winter NWEA scores because the state is reviewing and revising cut scores for the state assessment. The 2021-22 school year is only the second year the state test has been administered and so is still under a calibration process. Student performance in science is as expected. The standards for each grade level focus on a specific band of science (Life, Earth & Space, and Physical Science); therefore, students' strengths are typically the strand that they are currently receiving instruction in and their weakness is the strand they have not yet studied. However, science teachers notice a drop in strands that have previously been taught. Therefore, the science team has planned spiral review practice to bring forward older concepts so students do not forget them.

### *Perception data*

Stagebarn Middle School uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in grade level PLCs. Additionally, administration invites grade level teams into the decisions that affect teaching and learning. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also share that with the newly scheduled intervention time, they are unsure about how to provide effective interventions for struggling students.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions. Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. This year, administration has observed an increase in derogatory language toward minority groups on campus.

Community perception is gathered through discussions with the PTA and key community members from the different religious sects in the surrounding area. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/ Summerset constituents. Community members are looking forward to building a new high school in the Meade School District along the I-90 corridor.

### *Demographic Data*

Stagebarn Middle School (SMS) is a public school operating in the Meade School District 46-1. The school is located in Summerset, South Dakota, and services students from the surrounding communities which includes Summerset and Piedmont. SMS accommodates a large number of open enrollment students, as the school district boundary cuts the community of Summerset in half, and also the school is located near the district boundary. Open enrollment students primarily come from the Rapid City Area School District.

### III. School Profile

Stagebarn Middle school is in its 4th year of operation. In the school's inaugural year (2018-19), SMS served grades 5-7, and has included the 8th grade starting in the 2019-20 school year. SMS currently has a 5-8 student enrollment of 442 students. Of the 442 students, 13% of the student population are minorities with two or more races making up the majority of the 13%. Due to housing developments in the community and surrounding areas, enrollment is expected to increase steadily for the foreseeable future.

SMS is staffed with 27 highly qualified FTE and 1 FTE enrolled in the alternative certification program through the state. All students at SMS participate in the four core subjects daily and have a seven or nine week encore rotation depending on how many sections the class is. All students participate in all encore rotations, which include: PE, Fitness, Art, STEM, and Spanish. Extracurricular activities offered at SMS include: Cross Country, Volleyball, Football, Wrestling, Basketball (boys and girls), Track, Oral Interp/Debate, Knowledge Bowl, Drama, First Lego League, Honors Choir/Band, Student Council, Culture Club, and Spanish Club.

### IV. Goal Selection

#### 1. Academic Improvement

Goal 1- Math: As a result of teachers providing targeted interventions in the areas of adding, subtracting, multiplying, and dividing fractions, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's use of figurative language in informational and literary texts, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: Stagebarn will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

#### 2. Professional Development

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups (PLCS). The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration’s observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

### **3. School Climate**

Goal: Administration will increase student opportunities for exploring, understanding, and accepting diversity.

Metrics: The school’s culture club will provide one event during the school day per grading period with a different cultural focus e.g. celebrations of the arrival of spring from around the world. Administration will partner with the Lakota community for a school-wide assembly on Lakota heritage.

## **V. Assessments**

In addition to the South Dakota State Assessment, Stagebarn Middle School will continue to use NWEA three times a year which will provide information on student progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes, revising their backwards unit designs to incorporate these quick tools for future use.

## **VI. Interventions/Strategies**

Stagebarn will continue to use a 45 minute class period in all grade levels, specifically for interventions. Teachers will take time from one PLC session per week to analyze their weekly, formative data, determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons.

## **VII. Staff Development**

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will participate in breakout sessions in January and February to develop their individual professional goals.

## **VII. Documentation**

Stagebarn Student Teacher Accountability Reporting System Report Card (STARS)  
NWEA District Report



**south dakota**  
**DEPARTMENT OF EDUCATION**  
Learning. Leadership. Service.

# **2022-2023**

# **Title I Schoolwide (SW) Plan**

District:

Meade School District

School:

Whitewood Elementary

Building Principal:

Brit Porterfield

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved  
SW Program

SD DOE Title I Representative

Jennifer Palmer

Date Completed:

6/6/2019

## Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education agency;
  - To the extent feasible, tribes and tribal organizations present in the community; and
  - If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers; School staff; and
    - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

**The narrative sections** in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

**The budget implication sections** must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

**Evidence-Based Resources** – [Click Here](#) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

**Special Notes:**

- 1) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 2) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 3) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

## **Component 1: §1114(b):**

### **Comprehensive Needs Assessment (CNA)**

**(\*\*CNA description optional if “Revised Plan” is marked on the title page\*\*)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

**Evidence:** A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

#### **Briefly describe the school's Comprehensive Needs Assessment (CNA) process.**

**Narrative:** Whitewood Elementary’s school wide plan is reviewed annually by the Title I School Wide Advisory Committee who review the current needs of the students and make adjustments according to these needs. This committee consists of parents, teachers, and district-wide staff members. Parents are encouraged to attend the following events: Open House, Family Engagement activities, parent-teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, the district website, quarterly district-wide newsletter, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and School Messenger.

Preliminary student data from the present school year is provided to instructional staff at the end of each year. The assessment coordinator asks the instructional staff to reflect on certain questions when looking over their students’ data. Data retreats are held in the fall of the new school year to further analyze the data vertically and horizontally. The district assessment coordinator is available to assist teachers in interpreting student assessment data and developing goals and instructional strategies to meet the needs of individual students.

In the 2021-2022 school year, two days of professional development will be devoted to last year’s data and the beginning-of-the-year data in the fall to determine strengths and weaknesses in the overall student-grade levels as well as for individual students. Also, the district’s professional development will focus on fostering teacher efficacy.

#### **Summarize the results and conclusions:**

## Component 1: §1114(b):

### **Narrative: Data from the end-of-year MAP assessments for 2021-22**

**First Grade:** Math: 50% Met proficiency; ELA: 64% Met proficiency

**Second Grade:** Math: 85% Met proficiency; ELA: 62% Met proficiency

**Third Grade:** Math: % Met proficiency; ELA: 57% Met proficiency

**Fourth Grade:** Math: 67% Met proficiency; ELA: 67% Met proficiency

**Fifth Grade:** Math: 44% Met proficiency; ELA: 66% Met proficiency

### **Conclusions from district tri-annual assessment data:**

71% of the WW students met proficiency for their grade level in the area of math.

76.5% of the WW students met proficiency for their grade level in the area of ELA.

### **Data from Smarter Balanced Assessment for 2021-22:**

**Third grade:** ELA: 66% Level 4 and Level 3; Math: 44% Level 4 and Level 3

**Fourth grade:** ELA: 70% Level 4 and Level 3; Math: 70% Level 4 and Level 3

**Fifth grade:** ELA: 45% Level 4 and Level 3; Math: 45% Level 4 and Level 3

### **Conclusions from Smarter Balanced assessment data:**

62% of the WW students scored at Level 4 or Level 3 for their grade level in the area of ELA.

56% of the WW students scored at Level 4 or Level 3 for their grade level in the area of math.

A data retreat was held on November 2, 2018. Teachers reviewed the beginning of year MAP assessments to determine weaknesses that were evidenced by those assessments:

#### Kindergarten:

ELA: Foundational skills

Math: Numbers and operations—understand place value, counting, cardinality

#### Grade 1:

ELA: Foundational skills—phonics, consonants, decoding, high frequency words, rhyming

Math: Measurement and Data—length, money, time, weight/mass, problem solving with unit

#### Grade 2:

ELA: Literature and informational text

Math: Numbers and Operations—whole numbers (place values) and compare and order whole numbers

#### Grade 3:

ELA: Informational text

Math: Geometry

#### Grade 4:

ELA: Literary text: language, craft, structure, use of language (conventions)

Math: Fractions—equivalent and comparing

#### Grade 5: Fractions

ELA: Informational text

## Component 1: §1114(b):

**Budget Implications:** 1.9 instructional staff; Lexia and Dreambox are intervention programs that provide students with supplemental instruction and grade level standards.

## Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

**Evidence:** Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. **Include a description of how the reform strategies will be evaluated for effectiveness.**

**Narrative:** The general education teachers, intervention teacher, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses in and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Skills-based technology programs will also be used to supplement learning. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem-solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading as well as exploration into cross-curricular activities such as inquiry units. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district-wide. Building level meetings will address the progress of students and ways in which to meet their individual needs. Progress monitoring by teachers is used to generate discussions about curriculum, classroom practices, and needs in the school.

**Budget Implications (this must be reflected in the budget in the Consolidated Application):** 1.9 instructional staff

**Benchmark/Evaluation:** Students' progress is continually monitored through informal assessments and the tri-annual MAP assessments. Teachers find the MAP reports helpful in determining student need. Teachers use this data to develop goals for their students in the areas of math and ELA. At the end of the year, teachers revisit the MAP data to determine how their students progressed in the past year. Building-level teams monitor the data and determine intervention groups or additional assistance based on growth and/or mastery of a concepts or standards. In addition, the state assessment will be utilized to make comparisons on the percentages of our proficiencies. Based on need, some students may receive more intense support while others may only need maintenance of effort. Intervention groups and other assistance to students is a dynamic process based on assessment (formal or informal) results.

### **Component 3: §1114(b) (7)(A)(ii):**

Provide a description of schoolwide reform strategies that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

**Evidence:** Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

**Narrative:** Whitewood Elementary utilizes two supplemental online programs to assist in the intervention of all students. Lexia is an online program that works on phonics, decoding and comprehension. It is a PK through 5<sup>th</sup> grade program. Each student works at his or her individual level. Educators monitor progress and provide mini lessons to students when they are unable to work through a certain portion of their program. Dreambox is an online math supplemental program that is utilized by all students. This program also assesses students' individual levels and provides them with lessons and activities at their level. In addition, teachers are able to assign grade-level content to their students to supplement what is being taught in the classroom. Both programs allow for differentiation and the ability to meet the needs of all students. Intervention teachers, the administrator, and classroom teachers collaborate on the use of the data from these programs to provide interventions through small group and individual student settings.

Whitewood Elementary has a PreK classroom open to all four-year-olds who will enter K the subsequent year. The PreK class will be held on Tuesday and Thursdays. This program will provide early intervention to students to ease their transition to into Kindergarten. Instruction will focus on providing students with foundational skills in literacy and math, while also teaching important social skills needed for a school setting. In turn, this program will strengthen the overall academic program in the school.

Whitewood Elementary will begin an after-school program for the 2021-2022 school year. This program will provide individualized instruction to students. The program will also provide enrichment opportunities with music, STEAM, sports, and other options available.

A Needs Assessment is done at the end of each year to identify students that would benefit from summer school. During the month of June, summer school services are provided to these identified students to attempt to boost our efforts in their academic progress in reading and math.

In the Fall of each year, along with the consideration of the Needs Assessment and the first trimester tri-annual assessment, a CORE assessment is conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of administering the CORE and tri-annual assessments continue to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Solution Team (formerly TAT) to determine if further testing and consideration need to be made for special education services.

The daily schedule at Whitewood includes three 15 minutes recess for grades K-3 and a 15 minute lunch period. Students in grades 4-5 do not have the afternoon 15 minute recess to allow for more instructional time. They do, however, receive additional physical education time to compensate.

### Component 3: §1114(b) (7)(A)(ii):

Concerted attempts are made to protect learning time during the school day and school year.

To provide time for more STEAM-based activities, students receive an additional 60 minutes of time in their computer/technology special each week. With this additional time, students will explore LEGO's STEAM curriculum, Code.org's CS curriculum, and engineering principles.

A full-time gifted educator is employed by the district to serve students with giftedness in grades K-7. The gifted educator evaluates students for eligibility, provides weekly enrichment classes, offers consultation to classroom teachers in how to differentiate to the gifted child, and gives information to families on special clubs, activities, camps, and classes for their child in the gifted program.

Students at Whitewood participate in choir, robotics/science club, student council, honors and festival choir, DARE, computer instruction, and library presentations to enhance their overall experiences at the school. The Whitewood PTO provides opportunities for after school events, school assemblies, and buses for field trips to add to the students learning opportunities.

**Budget Implications:** 1.9 instructional staff; salary and supplies for summer-school program; Dreambox and Lexia Intervention programs; salary and supplies for after-school program

**Benchmark/Evaluation:** Teachers and administrator check the progress of students utilizing the Dreambox and Lexia programs at least once every two weeks. Discussions are held between teacher/administrator or teacher/interventionist to make adjustments to time students are allowed to work on the programs or to determine if interventionist or teacher will teach the supplemental skills lessons identified by the program. Our goal is to have students at or near grade level skills completion at the end of the school year.

Results of Smarter Balanced assessment and MAP assessments gives us indicators as to effectiveness of interventions and curriculum.

Student interest in other activities is monitored by participation numbers (Festival/honor choir, student council, robotics/science club, etc.) Approximately 25 students participated in Robotics Club this past year. Approximately 45 students participated in the after-school programming.

Teachers for the Title-supported summer school program conduct pre and post assessments to determine growth of individual students who participate in the program. This data is part of the other assessment data gathered throughout the year so adjustments can be made annually.

Kindergarten data will help determine the effectiveness of the PreK program. SASD reviewed the PreK program as well, awarding it an Exemplary status.

## Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

**Evidence:** Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

### **Narrative:**

Each classroom receives guidance activities from our school counselor one time a week. In addition, counselors provide individual and small group sessions. The school counselor also discusses career awareness with students. Our school social worker is also available to assist families with needs they may need. One specific task of our social worker is supporting and maintaining organization of our Backpack Program through the Feeding SD Program. The counselor and social worker make referrals to area mental health services if they feel students and/or their families would benefit from these. Students in fifth grade partake in the DARE program. The 5<sup>th</sup> grade teacher and administrator complete surveys as to the effectiveness of the DARE program.

Whitewood Elementary has a PreK classroom open to all four-year-olds. The PreK class hold two sections: one on Monday/Tuesday, the other on This program will provide early intervention to students to ease their transition to into Kindergarten. Instruction will focus on providing students with foundational skills in literacy and math, while also teaching important social skills needed for a school setting.

#### **Component 4: §1114(b) (7)(A)(iii):**

All teachers and administrators received training, and other support staff received training regarding effective usage and implementation of several Apple applications. Updated training is provided to staff periodically. The district utilizes a train-the-trainer model so staff can be trained or updated by utilizing in-house personnel. These trainers are also available to provide coaching to staff through the course of a school year. Paraprofessionals also received training from the school psychologists on topics such as a classroom management, mindfulness, etc.

The Meade School District offers a mentor program for new teachers to the profession and/or district which provide guidance, direction and point of contact. The new teachers involved with a mentor teacher are surveyed at the end of the school year to determine the effectiveness of their support. The staff at Whitewood Elementary is always ready in any way needed.

Whitewood Elementary also utilizes the State's mentorship program with its new staff members. Staff members are paired with a mentor teacher, and they attend the program's various meetings and abide by their requirements.

Building level administrators are directly involved in the implementation and improvement of skills through participation in the PASS training process, teacher evaluations and classroom observation/discussion. Teachers are made aware of professional development opportunities in which they may attend trainings, conferences, or workshop that support identified goals. Whitewood Elementary has a Preparing All Students for Success (PASS) team that lead professional development in the school with the train-the-trainer model. Professional development for 2021-2022 will focus again on addressing students' educational and social needs following the pandemic. Inservice time is also allowed for grade level and department meetings. At these meetings teachers can give input and make determinations about curriculum and assessment resources and training needed to support these. Teachers are surveyed for their input on desired professional development as well as effectiveness of professional development and technology implementations.

Meade School District employs approximately 207 FTE certificated staff, 130 FTE classroom/playground support staff, and 13 administrators. Staff members' credentials are reviewed on an annual basis to ensure they have the correct certifications. Currently, all certificated staff and classroom paraprofessionals are highly qualified. If an employee is not highly qualified, a Plan of Intent is written for that individual. Meade School District ensures all staff on Plans of Intent are following through on the courses they need and/or taking the necessary Praxis exams.

Meade School District uses the school website, Applitrack, and ASBSD Teacher Placement for recruitment purposes. When the district is having difficulties filling a position, advertisements in the local newspaper classified ads is used to find applicants. Due to the location of the district, positions are typically filled in the areas of certification which ensures there are no disparities with students being taught by inexperienced or out-of-field teachers.

Whitewood Elementary collaborates with Youth and Family Services Rural Pre-age 5 program to identify and direct services to families of children needing early intervention services. That intervention sometimes leads to referrals to the Early Intervention Program offered by the special

#### **Component 4: §1114(b) (7)(A)(iii):**

services department of the district. Whitewood Elementary conducts a spring kindergarten and preschool screening event which provides the school and district with insights on needs of children entering kindergarten or who may need earlier interventions.

**Budget Implications:** 1.9 teachers

#### **Benchmark/Evaluation:**

The teacher mentor program is evaluated at the end of the year by sending new teachers a questionnaire as to how effective they felt the guidance they received from their mentor was.

PASS leadership receives feedback from all district staff through surveys. Teachers are also surveyed as to ideas for future PD.

Triannual assessments are conducted three times per school year—beginning, middle, end of year. These assessments provide the data teachers need to design/adjust instructional focus based on needs that show from the data. MAP reports give teachers data needed to make decisions on student achievement and needed instructional and intervention processes.

# Evidence-Based Research Resources

## ***Rural Schools***

2022-2023

School Improvement Plan

### **Mission Statement**

*“To Build Knowledge and Skills for Success Today  
and Tomorrow”*

### **SCHOOL IMPROVEMENT PLANNING TEAM:**

Beth Johnson: Curriculum Director

Chrissy Peterson: Special Services Director

Sarah Scherer: Rural Elementary Principal

Marysa Podoll: PASS member and CMCS teacher

Missy Urbaniak: PASS member and Atall teacher

The Meade School District does not discriminate on the basis of gender, color, disability, national origin, race creed, religion, homelessness, marital status, pregnancy or age in the education programs or activities it offers or to admission to or employment in its education programs or activities. Inquiries concerning Title VI or Title IX may be referred to Maranda McGillivray, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4454. Inquiries concerning ADA may be referred to Brett Burditt, 1230 Douglas Street, Sturgis, SD 57785, 605-347-2523. Inquiries concerning Section 504 may be directed to Deb Wilburn, 1230 Douglas St., Sturgis, SD 57785, 605-347-4770. Inquiries concerning Title X, Section C may be referred to Chrissy Peterson, 1230 Douglas Street, Sturgis, SD, 605-347-4770. Inquiries may also be directed to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas, MO 64114-3302, 816-268-0550, Fax:816-823-1404,TDD:877-521-2172,Email:[OCR.KansasCity@edu.gov](mailto:OCR.KansasCity@edu.gov).

## ***Mission, Vision and Belief Statements***

### **Our Mission:**

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

### **Our Vision:**

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

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

The District strives to embed the statements above into all extracurricular, cocurricular, and learning environments. It is important to model what the District values while working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, "What is best for the student."

## School Profiles

The rural schools' total enrollment for grades K-8 is 97 students. For the 2022-2023 school year, enrollment is as follow: Atall has nine students. Elm Springs has six students. Hereford has eleven students. Opal has fourteen students Central Meade County has fifty-seven students. A majority of students are identified as Caucasian.

Atall, Elm Springs, Hereford, Opal, and Central Meade County School is staffed by highly qualified teachers. In the five rural schools there are eleven highly qualified teachers which includes the highly qualified Music and STEAM teacher. There are nine classroom paraprofessionals, one special education paraprofessional, one library paraprofessional, and one ½ .FTE of guidance counselor that are highly qualified.

### Needs Assessment

(Due to rural schools having multi-grade level classrooms there is limited data to distinguish needs between each grade level)

<b>2021-2022 State of South Dakota Report Card</b>
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Students take the annual state assessments for English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8, and 11. These tests measure the concepts and skills taught in the classroom and whether students met the state's grade-level expectations in each subject. The graphs below show the percentage of full-academic year students who met or exceeded the expectations on the state assessment in each subject.

School	English Language Arts (ELA)	Math
<b>State</b>	51%	43%
<b>District</b>	55%	48%
<b>Opal</b>	78%	89%
<b>Atall</b>	86%	71%
<b>CMCS</b>	48%	53%
<b>Hereford</b>	20%	20%
<b>Elm Springs</b>	50%	67%

- Science results will be published in January 2023
- Due to Covid-19 pandemic, three consecutive years of data are not available.

<b>2021-2022 Rural School Attendance</b>					
<b>Opal</b>	<b>Atall</b>	<b>CMCS</b>	<b>Herford</b>	<b>Elm Springs</b>	<b>Rural Average</b>
94.5%	92.38%	94.76%	96.92%	94.47%	94.85%

Data retreats are held annually in the fall of each school year. Smarter Balanced assessment data as well as data from our tri-annual assessment are analyzed by the administrators and the assessment coordinator. Based on the information, the desired outcomes of the retreat are determined. Staff do a horizontal and vertical assessment of the data to determine what specific areas that can be targeted areas of improvement in reading and math. The overall umbrella goal is for a continued increase in student achievement assessed by students' achievement on state testing.

Throughout the school year there is ongoing monitoring of students' progress with the use of the tri- annual assessments. Students identified as needing additional support receive interventions through our special education program.

## Strategic Plan

### 1. Academic Preparation

**Goal:** The District will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.

**Metrics:** The District will set achievement indicators (South Dakota Assessments ACT, NWEA) and monitor annual progress; monitor participation rates in activities; and conduct student surveys.

#### Action Steps:

- Staff participated in a book study, *Learning by Doing: A Handbook for Professional Learning Communities at Work*. The book provides a comprehensive approach to analyzing and improving school culture. Using data and rubrics to explore where the school is on the cultural continuum, the book also provides suggestions and action steps to improve in each area. The book describes best practice for teachers.
- Professional development to continue to increase student engagement in the classroom as well as an entire school. Additionally, professional development on the cultural differences and how we build relationships with our families.
- Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.
- Provide problem-based learning activities at all grade levels and in all content areas.
- In math, teachers will assign skills in Dreambox related to a student's low NWEA math areas.
- In reading, teachers will analyze NWEA data and assign related individual practice in Lexia.
- For math and reading, students will complete the recommended daily usage for Dreambox and Lexia.
- For math and reading, teachers will create a plan of action for student's low NWEA area.
- Teachers will differentiate instruction through flexible grouping and extension and enrichment activities embedded in our Wonders and enVisions curriculum. They will also use online supplemental programs such as Khan Academy.
- Students will receive weekly STEAM instruction that emphasizes inquiry-based learning and critical thinking.
- Continued use of the 7 Mindset curriculum in our guidance class.

## **2. Professional Development**

**Goal:** The District will develop a comprehensive Professional Development Plan for faculty/staff.

**Metrics:** Faculty/staff surveys will be used to determine the progress of the Professional Development Plan.

### **Action Steps:**

1. The District will create an annual professional development plan utilizing input from faculty and staff members utilizing staff surveys, Instructional Council, Teacher Advisory Council, and Preparing All Students for Success Teams.
2. The District will create opportunities for teachers to experience vertical collaboration through content area meetings and horizontal collaboration through grade level meetings.

### **Assessments**

Classroom assessments and the triannual assessments will provide feedback on student progress toward the annual goals. The SBAC results will be the summative test used to check annual progress and for setting goals for the following year. NWEA will be used for the triannual assessments.

# Sturgis Williams Middle School

2022-23

## School Improvement Plan



### **Mission Statement**

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

Developed by the members of the Sturgis Williams Middle School  
School Improvement Plan Team:

- ❖ Chad Hedderman - Principal
- ❖ Amanda Christensen - Assistant Principal
- ❖ Katy Jutting - Assistant Principal
- ❖ Natalie Serbousek - Counselor
- ❖ Sarah Lyons - Counselor
- ❖ Amara Striebel - 5th Grade Lead Teacher
- ❖ Kim Petersen - 6th Grade Lead Teacher
- ❖ Alli Steckelberg - 7th Grade Co-Lead Teacher
- ❖ Kirby Jones - 7th Grade Co-Lead Teacher
- ❖ Megan Oviatt - 8th Grade Lead Teacher

## **I. Mission, Vision and Belief Statement**

### **Our Mission:**

“To Build Knowledge and Skills for Success Today and Tomorrow”

### **Our Vision:**

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

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

The District strives to embed the statements above into all extracurricular, co-curricular, and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, “What is best for the student.”

### III. School Profile

Sturgis Williams Middle School is staffed by highly qualified teachers. There are several teachers per grade level. The music, physical education, STEM, and art teachers are highly qualified. In addition, there are two classroom paraprofessionals, one library paraprofessional, and one in-school suspension monitors that are highly qualified. The 1.80 FTE of professional school counselors are highly qualified. The teaching experience average of the staff at Sturgis Williams Middle School is 15 years.

Enrollment has maintained around 516 students the last three years. The majority of student demographics are classified as white ethnicity. In addition, there are students that represent African American, Asian, Native American and Hispanic ethnicity.

### III. Comprehensive Needs Assessment

On an annual basis, our Professional Learning Communities (PLCs) review the Comprehensive Needs Assessment as well as current needs of the students. These groups make adjustments accordingly to reflect the changes in our dynamics. Preliminary student data from the past school year is provided to instructional staff at the end of each year. The assessment coordinator along with the building level administrators and leadership teams assist instructional staff in the reflection of the data. A building level data retreat occurs in the Fall of each year. The most recent data retreat occurred on October 7, 2022. Ongoing reflection on data occurred throughout the school year to make adjustments for this school year and also make preparations for the 2022-2023 school year.

<b>Year</b>	<b>Chronic Absenteeism</b>	<b>Attendance Rate</b>
2017 - 2018	15.5%	89.5%
2018 - 2019	14.5%	87.5%
2019 - 2020	No Data due to COVID-19	No Data due to COVID-19
2020 - 2021	15%	90%

English Language Arts										
5th Grade	Above	Proficient	At/Near	Below		6th Grade	Above	Proficient	At/Near	Below
2018	26%	38%	21%	15%		2018	14%	37%	28%	21%
2019	19%	17%	33%	31%		2019	20%	35%	29%	16%
2021	19%	41%	21%	20%		2021	14%	34%	28%	23%
Math										
5th Grade	Above	Proficient	At/Near	Below		6th Grade	Above	Proficient	At/Near	Below
2018	18%	35%	29%	18%		2018	13%	25%	37%	25%
2019	21%	29%	36%	14%		2019	13%	23%	35%	28%
2021	23%	18%	30%	30%		2021	10%	29%	36%	25%
English Language Arts										
7th Grade	Above	Proficient	At/Near	Below		8th Grade	Above	Proficient	At/Near	Below
2018	18%	48%	19%	16%		2018	21%	39%	26%	14%
2019	17%	40%	23%	19%		2019	17%	40%	28%	15%
2021	15%	38%	25%	22%		2021	19%	41%	21%	20%
Math										
7th Grade	Above	Proficient	At/Near	Below		8th Grade	Above	Proficient	At/Near	Below
2018	22%	29%	29%	20%		2018	21%	29%	27%	24%
2019	15%	32%	23%	30%		2019	26%	20%	31%	23%
2021	20%	23%	36%	21%		2021	10%	28%	39%	23%

The following have been identified as strengths and weaknesses:

<b>English Language Arts</b>		
	<b>Strengths</b>	<b>Weaknesses</b>
<b>Grade 5</b>	<p><u>NWEA</u>: Informational Text  <u>South Dakota State Assessment</u>:                      Listening                      Literary Text</p> <ul style="list-style-type: none"> <li>• Word Meanings</li> <li>• Analysis Within &amp; Across Texts</li> </ul> <p>Research &amp; Inquiry</p> <ul style="list-style-type: none"> <li>• Analyze Information/Sources</li> </ul> <p>Informational Writing</p> <ul style="list-style-type: none"> <li>• Write/Revise Brief Texts</li> </ul> <p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• Write/Revise Brief Texts</li> </ul> <p>Opinion Writing</p> <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul>	<p>NWEA: Literature  <u>South Dakota State Assessment</u>:                      Informational Text</p> <ul style="list-style-type: none"> <li>• Text Structures &amp; Features</li> <li>• Language Use</li> <li>• Central Ideas</li> <li>• Key Details</li> </ul> <p>Literary Text</p> <ul style="list-style-type: none"> <li>• Key Details</li> <li>• Text Structures &amp; Features</li> <li>• Language Use</li> </ul> <p>Research &amp; Inquiry</p> <ul style="list-style-type: none"> <li>• Cite Evidence</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Edit</li> </ul>
<b>Grade 6</b>	<p>NWEA: Vocabulary and Acquisition Use  <u>South Dakota State Assessment</u>:                      Listening                      Informational Text</p> <ul style="list-style-type: none"> <li>• Word Meanings</li> <li>• Key Details</li> </ul> <p>Literary Text</p> <ul style="list-style-type: none"> <li>• Key Details</li> </ul> <p>Research &amp; Inquiry</p> <ul style="list-style-type: none"> <li>• Analyze/Integrate Information</li> </ul>	<p>NWEA: Informational Text  <u>South Dakota State Assessment</u>:                      Informational Text</p> <ul style="list-style-type: none"> <li>• Central Ideas</li> </ul> <p>Literary Text</p> <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Reasoning &amp; Evidence</li> <li>• Analysis Within &amp; Across Texts</li> <li>• Text Structures &amp; Features</li> <li>• Language Use</li> </ul> <p>Argumentative Essay</p> <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul> <p>Explanatory Essay</p> <ul style="list-style-type: none"> <li>• Write/Revise Brief Writes</li> <li>• Compose Full Texts</li> </ul> <p>Narrative Essay</p> <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Edit</li> </ul>

<b>English Language Arts</b>		
	<b>Strengths</b>	<b>Weaknesses</b>
<b>Grade 7</b>	NWEA: Literature <u>South Dakota State Assessment:</u> Listening Informational Text <ul style="list-style-type: none"> <li>• Word Meanings</li> <li>• Reasoning &amp; Evidence</li> <li>• Language Use</li> </ul> Literary Text <ul style="list-style-type: none"> <li>• Analysis Within &amp; Across Texts</li> </ul> Explanatory Essay <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul>	NWEA: Informational Text Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Literary Text <ul style="list-style-type: none"> <li>• Key Details</li> <li>• Central Ideas</li> <li>• Word Meanings</li> </ul> Argumentative Essay <ul style="list-style-type: none"> <li>• Write/Revise Brief Writes</li> </ul> Explanatory Essay <ul style="list-style-type: none"> <li>• Write/Revise Brief Writes</li> </ul> Narrative Essay <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul> Writing <ul style="list-style-type: none"> <li>• Language &amp; Vocabulary Use</li> <li>• Edit</li> </ul>
<b>Grade 8</b>	NWEA: Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Listening Informational Text <ul style="list-style-type: none"> <li>• Analysis Within &amp; Across Texts</li> <li>• Language Use</li> <li>• Central Ideas</li> </ul> Research & Inquiry <ul style="list-style-type: none"> <li>• Use Evidence</li> </ul> Writing <ul style="list-style-type: none"> <li>• Language and Vocabulary Use</li> </ul>	NWEA: Literature Informational Text <u>South Dakota State Assessment:</u> Informational Text <ul style="list-style-type: none"> <li>• Text Structures &amp; Features</li> </ul> Literary Text <ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Text Structures &amp; Features</li> </ul> Research & Inquiry <ul style="list-style-type: none"> <li>• Analyze/Integrate Information</li> <li>• Evaluate Information/Sources</li> </ul> Explanatory Essay <ul style="list-style-type: none"> <li>• Write/Revise Brief Texts</li> <li>• Compose Full Texts</li> </ul> Narrative Essay <ul style="list-style-type: none"> <li>• Compose Full Texts</li> </ul> Writing <ul style="list-style-type: none"> <li>• Edit</li> </ul>

<b>Math</b>		
	<i>Strengths</i>	<i>Weaknesses</i>
<b>Grade 5</b>	<p><u>NWEA:</u> Number and Operations <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Understand the place value system.</li> <li>• Use equivalent fractions as a strategy to add and subtract fractions.</li> <li>• Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</li> <li>• Convert like measurement units within a given measurement system.</li> <li>• Represent and interpret data.</li> </ul>	<p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Analyze patterns and relationships.</li> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> <li>• Understand concepts of volume and relate volume to multiplication and to addition.</li> <li>• Graph points on the coordinate plane to solve real-world and mathematical problems.</li> <li>• Classify two-dimensional shapes into categories based on their properties.</li> </ul>
<b>Grade 6</b>	<p><u>NWEA:</u> Statistics and Probability <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Understand ratio concepts and use ratio reasoning to solve problems.</li> <li>• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>• Reason and solve one-variable equations and inequalities.</li> <li>• Solve real-world and mathematical problems involving area, surface area, and volume.</li> </ul>	<p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>• Apply and extend understanding of the numbers to the system of rational numbers.</li> <li>• Apply and extend understandings of arithmetic to algebraic expressions.</li> </ul>
<b>Grade 7</b>	<p><u>NWEA:</u> Real and Complex Number System <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Draw, construct, and describe geometrical figures and describe the relationship between them.</li> <li>• Draw informal comparative inferences about two populations.</li> <li>• Use random sampling to draw inferences about a population.</li> </ul>	<p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> <li>• Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>

<b>Math</b>		
	<i>Strengths</i>	<i>Weaknesses</i>
<b>Grade 8</b>	<u>NWEA: Statistics &amp; Probability</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>• Use functions to model relationships between quantities.</li> <li>• Understand congruence and similarity using physical models, transparencies, and geometry software.</li> <li>• Investigate patterns of association in bivariate data.</li> </ul>	<u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> <li>• Understand and apply the Pythagorean theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</li> </ul>
<b>Science</b>		
	<i>Strengths</i>	<i>Weaknesses</i>
<b>Grade 6</b>	<u>NWEA: Earth and Space Science</u>	<u>NWEA: Life Science</u>
<b>Grade 7</b>	<u>NWEA: Earth and Space Science</u>	<u>NWEA: Physical Science</u>
<b>Grade 8</b>	<u>NWEA: Physical Science</u>	<u>NWEA: Life Science</u>

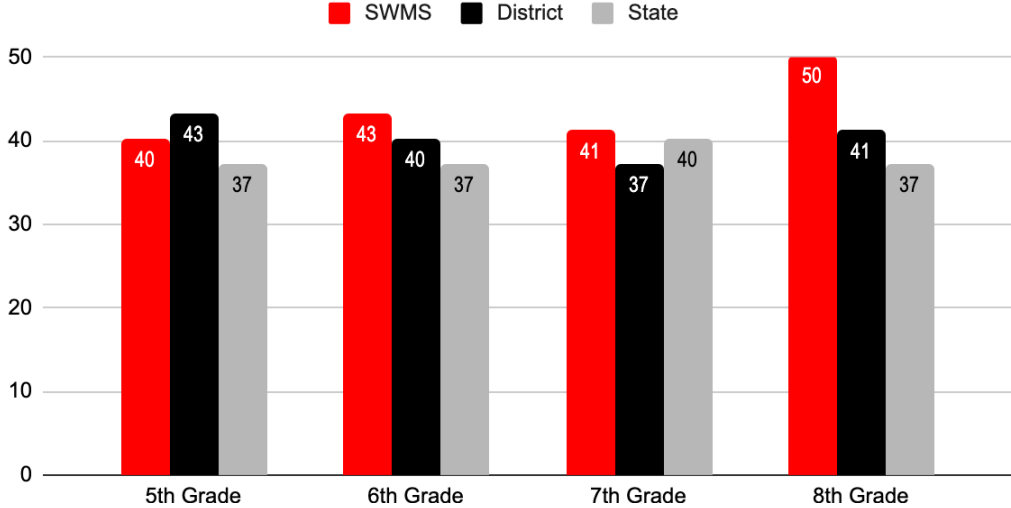
Based on the data collected, all gap groups show a concern in student growth when compared to the overall school. Many students in our gap groups are the students who also struggle with regular school attendance. Students need additional interventions with math and ELA concepts.

Sturgis Williams Middle School implements NWEA Growth English Language Arts, Math, and Science as an assessment tool that is used triannually. The results of these assessments allow teachers to view specific information on the academic strengths and weaknesses of each student. Teachers can access several reports including the learning continuum which helps to identify learning targets for groups of students.

Based on the identified strengths and weaknesses, PLCs developed and implemented many interventions. Based on the interventions in the 2021-2022 school year, below is the data from the South Dakota State Assessment.

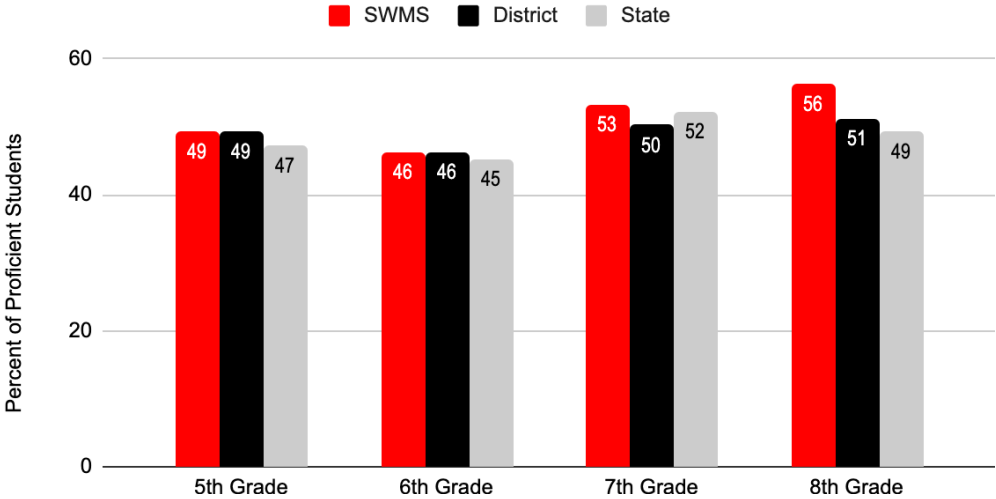
### SD State Math Assessment Results 2022

SWMS Grade Level Comparison



### SD State ELA Assessment Results 2022

SWMS Grade Level Comparison



## **IV. Reform Strategies**

### **Academics:**

SWMS utilizes many school wide reform strategies. The general education and special services staff focus on the individual needs of students by re-teaching and supporting students in the areas where they exhibit weaknesses. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies follow the methodology of guided curriculum instruction. To determine if students' needs have been met, teachers examine classroom work, informal math, reading, and science assessments, and results of the standards-based assessments that are given three times per year. In addition, we utilize the state assessment to make comparisons on the percentage of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students' district-wide.

Students' progress is continually monitored through informal assessments, curriculum assessments, and tri-annual assessment. PLCs monitor the data and alter students receiving intervention based on growth and/or mastery of a concept. Based on need, some students may receive more intense support while others may only need maintenance of effort. Weekly, PLCs meet and alter support of students based on data. If additional support is needed, parents and teachers work together and enroll students in the After School Program. In this time, students have the opportunity to have individual assistance in standard specific content.

**Attendance:**

In regards to attendance, parents receive a district-required notification letter of absences when they have missed five days unexcused, and seven and ten days excused in a semester along with factual information on the importance of school attendance. Administrators make personal phone calls to parents of students who are having quite a few absences without a doctor's note and promote school attendance. Administrators also schedule personal meetings with parents of students who continue to be frequently absent from school. In addition, school administration and the district's Truancy Officer visit homes of families that continually have issues with students getting to school.

Teachers and administrators have private conversations with the students that tend to miss a great deal of school. In the 19-20 school year, truancy classes were held for students and parents who had more than 15 absences in the year. Parents were rewarded with gift cards for attending.

In addition to specific instruction, students have an advisory time called Scooper Time. During Scooper Time, students meet with a specific teacher and set goals for behavior, academics and participate in team building activities.

**Parent Involvement:**

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through newsletters, district websites, parent displays, brochures, formal and informal meetings, personal phone calls, email, social media, and the School Messenger program.

Parents of students who have school attendance concerns receive letters of notifications of accumulated days missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media. The district's social worker and resource officer also assist with home visits of families where a child's school attendance is poor.

## **V. Instructional Strategies**

Teachers take time from one PLC session per week to analyze their weekly, formative data, determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons.

In regards to strengthening the academic program and instructional standards, during our professional development days, vertical alignment of content and grade level expectations will be revisited and modified to best meet the needs of our students. In addition to the vertical alignment, pacing guides will be used to ensure that all academic standards have been taught. The building administrators frequently drop in to the classrooms to provide feedback to teachers. During these drop ins, administrators provide advice, rationale, and encouragement to keep rigor and expectations high. During PLC meetings, teachers discuss the latest trends in education and share successful instructional strategies.

We have specialized classes for our accelerated learners. These classes allow teachers to challenge students. Based on NWEA and SD State Assessment data, we monitor the effectiveness of the accelerated courses.

In addition to the South Dakota State Assessment, Sturgis Williams Middle School will continue to use NWEA three times a year which will provide information on student progression toward the academic goals. Additionally, teachers will assign individualized skills practice for students using the NWEA Map Skills program.

## **VI. At Risk Strategies**

### **Mental Health:**

At Sturgis Williams Middle School we focus on educating the whole child. We know that if students' basic needs aren't met, students will not be able to retain information in the classroom. SWMS partners with various agencies to provide counseling services and bridge our resources between home and school. Behavior Management Services, Youth and Family Services, and Action for the Betterment of the Community (ABC) all have representatives that visit students on campus to offer mental health and addiction support. The counselors are provided an office space in our school. Our professional school counselors encourage healthy choices and personal health through the TATU (Teens Against Tobacco Use) program.

In addition, the counselors at SWMS provide counseling services to students upon request. During Life Skills, counselors provide support and provide healthy, age-appropriate strategies for coping with life's challenges. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. The small group topics target issues such as: self-esteem, social skills, study skills, anxiety, impulse control, LGBTQ issues, grit, perseverance, and mindfulness. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

### **Secondary Education:**

In order to prepare students for post secondary education and the workforce, Sturgis Williams Middle School offers High School Credit for advanced math students so they can take AP courses while in high school. Also, middle school students visit Black Hills State University to learn more about careers and fields of study (Women in Science). Lastly, 6th, 7th & 8th Grade Counseling Lessons focused on planning for the future and options after high school.

### **Behavior Interventions:**

Through expectations and explicit instruction, behavior can be managed and in many cases prevented. At the beginning of the year, administrators hold grade level assemblies to talk about expectations and school wide rules. In addition, the Discipline Matrix is also displayed for all students. This document is a tiered approach to specific behavior concerns with corresponding consequences for each action. If specific students need additional support, they are placed on a behavior contract. During that meeting, the student, parents, and school representatives agree to the terms and conditions of the contract. Positive behavior is also rewarded. We have school-wide incentives, such as "Caught You Being Good" and other ways to promote positive behavior.

### **Professional Development:**

There will be a continuation of a focus on data analysis this next school year. Teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons. The District has seven built in PD days into the school calendar. Data Digs and District-wide break out sessions relating to instructional strategies, mental health and de-escalating behavior received positive feedback; therefore, we plan to do that again. Staff book studies, especially since we partner with the University of Sioux Falls, have been popular among teachers.

### **Student Services:**

School Counselors will facilitate a pre-assessment and post-assessment to evaluate student mental health and knowledge of different items in the guidance curriculum. Pre and post assessments will be compared to evaluate effectiveness. School Counselors will also provide a needs assessment to parents, as well as a post-year assessment to gauge program effectiveness and identify additional areas of need.

# 2023-2024 Rural School Calendar Draft 1 - Jan 5, 2023

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	X	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	X	23
24	25	26	27	28	29	30

Open House Schedule		
Sturgis Williams Middle School	Tuesday	3:00 - 5:00 (August 22)
Stagebarn Middle School	Tuesday	3:00 - 5:00 (August 22)
Sturgis Brown High School	Tuesday	5:00 - 7:00 (August 22)
Rural	Thursday	1:00 - 3:00 (August 24)
Sturgis Elementary	Thursday	2:00 - 4:00 (August 24)
Whitewood Elementary	Thursday	2:00 - 4:00 (August 24)
Piedmont Valley Elementary	Thursday	2:00 - 4:00 (August 24)
<b>In-service (No students)</b>	<b>Tue, Wed, Thur</b>	<b>Aug. 22 - 24 2023</b>
First Day of School	Monday	August 28, 2023
Labor Day (No School)	Fri & Mon	September 1 & 4, 2023
Homecoming Week	Mon - Thur	September 18- 21, 2023
Parent-Teacher Conference		
High School	Mon & Thurs	October 3 & 5 2023
Middle School	Tue & Thurs	October 3 & 5, 2023
Elem., Rural & Whitewood	Mon & Thurs	October 2 & 5, 2023
<b>In-service (No students)</b>	<b>Friday</b>	<b>October 6, 2023</b>
Native American Day (No School)	Monday	October 9, 2023
Thanksgiving (No School)	Wed, Thurs & Fri	November 22 - 24, 2023
Christmas Vacation (No School)	Thurs - Tue	Dec. 21, 2023 - Jan. 2, 2024
<b>In-Service (No students)MLK Day</b>	<b>Monday</b>	<b>January 15, 2024</b>
President's Day (No School)	Monday	February 19, 2024
Parent-Teacher Conference		
High School	Mon & Thur	February 26 & 29, 2024
Middle School	Tue & Thur	February 27 & 29, 2024
Elem., Rural & Whitewood	Mon & Thur	February 26 & 29, 2024
<b>In-Service (No Students)</b>	<b>Friday</b>	<b>March 1, 2024</b>
Spring Break (No School)	Friday	March 8, 2024
Easter Break (No School)	Fri & Mon	March 29, & April 1, 2024
<b>In-Service (No Students)</b>	<b>Friday</b>	<b>April 19, 2024</b>
Graduation	Sunday	May 19, 2024
Last Day of School	Wednesday	May 22, 2024

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	X	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	X	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	X	11
12	13	14	15	16	17	18
19	20	21	X	X	X	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	X	16
17	18	19	20	X	X	23
24	X	X	X	X	X	30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			3	4	5	6
7	X	X	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	X	3
4	5	6	7	8	X	10
11	12	13	14	15	16	17
18	X	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	X	9
10	11	12	13	14	15	16
17	18	19	20	21	X	23
24	25	26	27	28	X	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	X	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	X	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	X	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	First or Last day of school
	No School
	In-Service
	Teacher Work Day
	Parent- Teacher Conferences
	Half Day

	Student days	In-service days	PT Conference	Work Days
August	4	3		
September	17			1
October	18	1	1	1
November	17			1
December	11			1
January	19	1		1
February	17		1	1
March	16	1		1
April	18	1		1
May	13			2
	150	7	2	10

\*Any snow days will be made up by adding additional days at the end of the school calendar. Furthermore, February 19, March 8, and April 1, 2024 could also be used at the discretion of the Meade School Board with recommendations from the Superintendent.

### Quarter End Dates

Quarter End Date	Day	Days
October 27, 2023	1st	37 days
January 12, 2024	2nd	38 days
March 15, 2024	3rd	36 days
May 22, 2024	4th	39 days

### Trimester End Dates

Trimester End Date	Day	Days
November 21, 2023	1st	52 days
February 23, 2024	2nd	47 days
May 22, 2024	3rd	51 days

**21 CAPITAL OUTLAY EXPENDITURES**

**2022-2023**

**2023-2024**

**STURGIS ELEMENTARY**

21 1111 000 325 000 100	COPIER LEASE	4,000	0
21 1111 000 421 000 100	REPLACEMENT TEXTBOOKS	2,000	2,000
21 1111 000 421 000 100	NEW CURRICULUM	19,000	24,100
21 1111 000 422 000 100	7 MINDSETS SUBSCRIPTION		1,665
21 1111 000 422 000 100	BRAINPOP/MYSTERY SCIENCE	4,100	4,100
21 1111 000 422 000 100	MUSIC EXPRESS (THEMES & VARIATIONS)	175	175
21 1111 000 422 000 100	ED CLUB-TYPING SOFTWARE	1,200	1,200
21 1111 000 422 000 100	NWEA	8,000	8,000
21 1111 000 422 000 100	INFINITE CAMPUS		1,000
21 1111 000 422 000 100	ESGI MONITORING SOFTWARE	1,350	1,350
21 1111 000 422 000 100	CAMPUS LEARN	550	0
21 1111 000 422 000 100	CLASS SOLVER SOFTWARE		830
21 1111 000 422 000 100	ADVENTURE TO FITNESS	200	200
21 1111 000 422 000 100	WASHBURN SOFTWARE	125	0
21 1111 000 471 000 100	DATA SERVER	8,000	0
21 1111 000 471 000 100	INSTRUCTIONAL HARDWARE Ipad		1,380
21 1111 000 473 000 100	MILESTONE LICENSING	900	900
21 1111 000 473 000 100	COMPUTER LICENSING SHI	4,000	4,000
21 1111 000 473 000 100	COMPUTER LICENSING AVI	1,100	0
21 1111 000 473 000 100	RUCKUS LICENSING	5,000	5,000
21 1111 000 479 000 100	PE GYM PADS		1,000
21 1111 000 479 000 100	DOCUMENT CAMERA AND PROJECTORS	3,000	0
21 1111 000 479 000 100	INSTRUCTIONAL HARDWARE		6,120
21 1111 000 479 000 100	ACCESS POINTS	1,000	0
21 1111 000 479 000 100	CLASSROOM DESKS AND CHAIRS	17,260	7,000
		<b>80,960</b>	<b>70,020</b>

**PIEDMONT VALLEY ELEMENTARY**

21 1111 000 325 000 110	COPIER LEASE	4,300	0
21 1111 000 421 000 110	NEW CURRICULUM	18,000	22,575
21 1111 000 421 000 110	REPLACEMENT TEXTBOOKS	2,000	2,000
21 1111 000 422 000 110	BRAINPOP/MYSTERY SCIENCE	3,600	3,600
21 1111 000 422 000 110	7 MINDSETS SUBSCRIPTION		1,665
21 1111 000 422 000 110	MUSIC EXPRESS (THEMES & VARIATIONS)	175	175
21 1111 000 422 000 110	ED CLUB-TYPING SOFTWARE	1,200	1,200
21 1111 000 422 000 110	NWEA	8,400	8,400
21 1111 000 422 000 110	INFINITE CAMPUS		1,000
21 1111 000 422 000 110	ESGI MONITORING SOFTWARE	1,309	1,309
21 1111 000 422 000 110	CAMPUS LEARN	510	0
21 1111 000 422 000 110	WASHBURN	125	0
21 1111 000 422 000 110	ADVENTURE TO FITNESS	200	0
21 1111 000 422 000 110	DREAMBOX	9,000	9,000
21 1111 000 422 000 110	LEXIA	9,000	9,000
21 1111 000 471 000 110	DATA SERVER	8,000	0
21 1111 000 471 000 110	INSTRUCTIONAL HARDWARE Ipad		1,380
21 1111 000 473 000 110	COMPUTER LICENSING SHI	3,500	3,500
21 1111 000 473 000 110	COMPUTER LICENSING AVI	1,000	0
21 1111 000 473 000 110	MILESTONE LICENSING	2,500	2,500
21 1111 000 473 000 110	RUCKUS LICENSING	5,000	5,000
21 1111 000 479 000 110	ACCESS POINTS	1,000	0
21 1111 000 479 000 110	COMPUTER LAB PRINTER/ACCESSORIES	1,500	0

21 1111 000 479 000 110	STUDENT/STAFF DESKS NEW CLASSROOMS	12,000	25,000
21 1111 000 479 000 110	REPLACEMENT DESKS AND CHAIRS	0	5,000
21 1111 000 479 000 110	MUSIC RISERS	2,800	0
21 1111 000 479 000 110	WOBBLE CHAIRS FIRST GRADE	1,600	0
21 1111 000 479 000 110	DOCUMENT CAMERAS & PROJECTORS	3,000	0
21 1111 000 479 000 110	INSTRUCTIONAL HARDWARE		6,120
		<b>99,719</b>	<b>108,424</b>

**CENTRAL MEADE CO. SCHOOL**

21 1111 000 325 000 121	COPIER LEASE	3,490	0
21 1111 000 421 000 121	NEW CURRICULUM	1,200	2,620
21 1111 000 421 000 121	REPLACEMENT TEXTBOOKS	250	250
21 1111 000 422 000 121	MYSTERY SCIENCE	425	425
21 1111 000 422 000 121	MUSIC EXPRESS (THEMES & VARIATIONS)	90	90
21 1111 000 422 000 121	ED CLUB-TYPING SOFTWARE	250	250
21 1111 000 422 000 121	CAMPUS LEARN	60	0
21 1111 000 422 000 121	NWEA	660	660
21 1111 000 422 000 121	ESGI MONITORING SOFTWARE	235	235
21 1111 000 422 000 121	DREAMBOX	1,620	1,620
21 1111 000 422 000 121	LEXIA	1,200	1,200
21 1111 000 422 000 121	WASHBURN SOFTWARE	125	0
21 1111 000 471 000 121	INSTRUCTIONAL HARDWARE ipad		460
21 1111 000 473 000 121	COMPUTER LICENSING SHI	600	600
21 1111 000 473 000 121	COMPUTER LICENSING AVI	180	0
21 1111 000 473 000 121	RUCKUS LICENSING	1,500	1,500
21 1111 000 473 000 121	MILESTONE LICENSING	600	600
21 1111 000 479 000 121	ACCESS POINTS		1,600
21 1111 000 479 000 121	INSTRUCTIONAL HARDWARE		2,040
21 1111 000 479 000 121	DOCUMENT CAMERAS/PROJECTORS	1,000	0
		<b>13,485</b>	<b>14,150</b>

**ATALL**

21 1111 000 325 000 122	COPIER LEASE	1,175	0
21 1111 000 421 000 122	NEW CURRICULUM	400	500
21 1111 000 421 000 122	REPLACEMENT TEXTBOOKS	150	150
21 1111 000 422 000 122	MYSTERY SCIENCE	106	106
21 1111 000 422 000 122	MUSIC EXPRESS (THEMES & VARIATIONS)	25	25
21 1111 000 422 000 122	ED CLUB-TYPING SOFTWARE	70	70
21 1111 000 422 000 122	NWEA	110	110
21 1111 000 422 000 122	ESGI MONITORING SOFTWARE	235	235
21 1111 000 422 000 122	DREAMBOX	270	270
21 1111 000 422 000 122	CAMPUS LEARN	15	0
21 1111 000 422 000 122	LEXIA	275	275
21 1111 000 422 000 122	WASHBURN SOFTWARE	125	0
21 1111 000 471 000 122	INSTRUCTIONAL HARDWARE ipad		460
21 1111 000 473 000 122	COMPUTER LICENSING SHI	150	150
21 1111 000 473 000 122	COMPUTER LICENSING AVI	60	0
21 1111 000 473 000 122	RUCKUS LICENSING	250	250
21 1111 000 479 000 122	ACCESS POINTS		800
21 1111 000 479 000 122	INSTRUCTIONAL HARDWARE		2,040
21 1111 000 479 000 122	DOCUMENT CAMERAS/PROJECTORS	500	0
		<b>3,916</b>	<b>5,441</b>

**ELM SPRINGS**

21 1111 000 325 000 123	COPIER LEASE	1,175	0
21 1111 000 421 000 123	NEW CURRICULUM	400	500
21 1111 000 421 000 123	REPLACEMENT TEXTBOOKS	150	600
21 1111 000 422 000 123	MYSTERY SCIENCE	106	106
21 1111 000 422 000 123	MUSIC EXPRESS (THEMES & VARIATIONS)	25	25
21 1111 000 422 000 123	ED CLUB-TYPING SOFTWARE	70	70
21 1111 000 422 000 123	NWEA	110	110
21 1111 000 422 000 123	ESGI MONITORING SOFTWARE	235	235
21 1111 000 422 000 123	CAMPUS LEARN	15	0
21 1111 000 422 000 123	DREAMBOX	270	270
21 1111 000 422 000 123	LEXIA	275	275
21 1111 000 422 000 123	WASHBURN SOFTWARE	125	0
21 1111 000 471 000 123	INSTRUCTIONAL HARDWARE ipad		460
21 1111 000 473 000 123	COMPUTER LICENSING SHI	150	150
21 1111 000 473 000 123	COMPUTER LICENSING AVI	60	0
21 1111 000 473 000 123	RUCKUS LICENSING	250	250
21 1111 000 479 000 123	ACCESS POINTS		800
21 1111 000 479 000 123	INSTRUCTIONAL HARDWARE		2,040
21 1111 000 479 000 123	DOCUMENT CAMERAS/PROJECTORS	500	0
		<b>3,916</b>	<b>5,891</b>

**HEREFORD**

21 1111 000 325 000 124	COPIER LEASE	1,175	0
21 1111 000 421 000 124	NEW CURRICULUM	400	500
21 1111 000 421 000 124	REPLACEMENT TEXTBOOKS	150	150
21 1111 000 422 000 124	MYSTERY SCIENCE	106	106
21 1111 000 422 000 124	MUSIC EXPRESS (THEMES & VARIATIONS)	25	25
21 1111 000 422 000 124	ED CLUB-TYPING SOFTWARE	70	70
21 1111 000 422 000 124	NWEA	110	110
21 1111 000 422 000 124	ESGI MONITORING SOFTWARE	235	235
21 1111 000 422 000 124	CAMPUS LEARN	15	0
21 1111 000 422 000 124	DREAMBOX	270	270
21 1111 000 422 000 124	LEXIA	275	275
21 1111 000 422 000 124	WASHBURN SOFTWARE	125	0
21 1111 000 471 000 124	INSTRUCTIONAL HARDWARE ipad		460
21 1111 000 473 000 124	COMPUTER LICENSING SHI	150	150
21 1111 000 473 000 124	COMPUTER LICENSING AVI	60	0
21 1111 000 473 000 124	RUCKUS LICENSING	250	250
21 1111 000 479 000 124	ACCESS POINTS		800
21 1111 000 479 000 124	INSTRUCTIONAL HARDWARE		2,040
21 1111 000 479 000 124	DOCUMENT CAMERAS/PROJECTORS	500	0
		<b>3,916</b>	<b>5,441</b>

**OPAL**

21 1111 000 325 000 125	COPIER LEASE	1,250	0
21 1111 000 421 000 125	NEW CURRICULUM	400	500
21 1111 000 421 000 125	REPLACEMENT TEXTBOOKS	150	150
21 1111 000 422 000 125	MYSTERY SCIENCE	106	106
21 1111 000 422 000 125	MUSIC EXPRESS (THEMES & VARIATIONS)	25	25
21 1111 000 422 000 125	ED CLUB-TYPING SOFTWARE	70	70
21 1111 000 422 000 125	NWEA	110	110
21 1111 000 422 000 125	ESGI MONITORING SOFTWARE	235	235

21	1111	000	422	000	125	CAMPUS LEARN	15	0
21	1111	000	422	000	125	DREAMBOX	270	270
21	1111	000	422	000	125	LEXIA	275	275
21	1111	000	422	000	125	WASHBURN SOFTWARE	125	0
21	1111	000	471	000	125	INSTRUCTIONAL HARDWARE ipad		460
21	1111	000	473	000	125	COMPUTER LICENSING SHI	125	125
21	1111	000	473	000	125	COMPUTER LICENSING AVI	60	0
21	1111	000	473	000	125	RUCKUS LICENSING	250	250
21	1111	000	479	000	125	ACCESS POINTS		800
21	1111	000	479	000	125	INSTRUCTIONAL HARDWARE		2,040
21	1111	000	479	000	125	DOCUMENT CAMERAS/PROJECTORS	500	0
							<b>3,966</b>	<b>5,416</b>

**WHITEWOOD ELEMENTARY**

21	1111	000	325	000	140	COPIER LEASE	5,000	0
21	1111	000	421	000	140	NEW CURRICULUM	3,000	5,000
21	1111	000	421	000	140	REPLACEMENT TEXTBOOKS	500	500
21	1111	000	422	000	140	MYSTERY SCIENCE	500	500
21	1111	000	422	000	140	7 MINDSETS SUBSCRIPTION		390
21	1111	000	422	000	140	MUSIC EXPRESS (THEMES & VARIATIONS)	175	175
21	1111	000	422	000	140	ED CLUB-TYPING SOFTWARE	230	230
21	1111	000	422	000	140	NWEA	1,110	1,110
21	1111	000	422	000	140	ESGI MONITORING SOFTWARE	240	240
21	1111	000	422	000	140	CAMPUS LEARN	90	0
21	1111	000	422	000	140	WASHBURN SOFTWARE	350	0
21	1111	000	471	000	140	INSTRUCTIONAL HARDWARE ipad		460
21	1111	000	473	000	140	COMPUTER LICENSING SHI	1,000	1,000
21	1111	000	473	000	140	COMPUTER LICENSING AVI	300	0
21	1111	000	473	000	140	MILESTONE LICENSING	600	600
21	1111	000	473	000	140	RUCKUS LICENSING	2,500	2,500
21	1111	000	479	000	140	MACBOOK CART	3,000	3,000
21	1111	000	479	000	140	ACCESS POINTS	1,000	6,400
21	1111	000	479	000	140	INSTRUCTIONAL HARDWARE		2,040
21	1111	000	479	000	140	DOCUMENT CAMERAS/PROJECTORS	1,000	0
21	1111	000	549	000	140	PLAYGROUND EQUIPMENT	10,000	0
							<b>30,595</b>	<b>24,145</b>

**SWMS**

21	1121	000	325	000	200	COPIER LEASE	8,200	0
21	1121	000	421	000	200	REPLACEMENT TEXTBOOKS	1,000	1,000
21	1121	000	421	000	200	NEW CURRICULUM	14,000	45,000
21	1121	000	422	000	200	NWEA	10,000	1,000
21	1121	000	422	000	200	INFINITE CAMPUS		1,000
21	1121	000	422	000	200	BSN SPORTS	150	150
21	1121	000	422	000	200	CAMPUS LEARN	540	0
21	1121	000	422	000	200	LEXIA	3,700	3,700
21	1121	000	471	000	200	MACBOOK	10,000	0
21	1121	000	471	000	200	INSTRUCTIONAL HARDWARE ipad		1,380
21	1121	000	471	000	200	SERVER		8,000
21	1121	000	473	000	200	COMPUTER LICENSING SHI	3,000	3,000
21	1121	000	473	000	200	COMPUTER LICENSING AVI	350	0
21	1121	000	473	000	200	RUCKUS LICENSING	5,000	5,000

21	1121	000	473	000	200	MILESTONE LICENSING	3,000	3,000
21	1121	000	479	000	200	MACBOOK CARTS	3,000	0
21	1121	000	479	000	200	ACCESS POINTS	1,000	0
21	1121	000	479	000	200	COMMONS/OTHER FURNITURE	2,500	0
21	1221	000	479	000	200	TEACHER DESK/EQUIPMENT	2,000	0
21	1221	000	479	000	200	PE EQUIPMENT	6,000	0
21	1221	000	479	000	200	INSTRUCTIONAL HARDWARE		6,120
21	1121	000	479	000	200	DOCUMENT CAMERAS & PROJECTORS	2,500	0
							<hr/>	
							<b>75,940</b>	<b>78,350</b>

**STAGEBARN MIDDLE SCHOOL**

21	1121	000	325	000	201	COPIER LEASE	5,000	0
21	1121	000	421	000	201	NEW CURRICULUM	12,000	45,000
21	1121	000	421	000	201	REPLACEMENT TEXTBOOKS	1,000	1,000
21	1121	000	422	000	201	MUSIC EXPRESS (THEMES & VARIATIONS)	175	175
21	1121	000	422	000	201	NWEA	8,300	8,300
21	1121	000	422	000	201	INFINITE CAMPUS		1,000
21	1121	000	422	000	201	ADOBE CREATIVE SUITE	2,650	0
21	1121	000	422	000	201	CAMPUS LEARN	500	0
21	1121	000	471	000	201	MACBOOKS	20,000	0
21	1121	000	471	000	201	INSTRUCTIONAL HARDWARE ipad		1,380
21	1221	000	471	000	201	SERVER		8,000
21	1121	000	473	000	201	COMPUTER LICENSING SHI	2,700	2,700
21	1121	000	473	000	201	COMPUTER LICENSING AVI	300	0
21	1121	000	473	000	201	RUCKUS LICENSING	5,000	5,000
21	1121	000	473	000	201	MILESTONE LICENSING	2,800	2,800
21	1121	000	479	000	201	MACBOOK CARTS	3,000	0
21	1121	000	479	000	201	ACCESS POINTS	1,000	0
21	1121	000	479	000	201	MICROSCOPES	1,600	0
21	1121	000	479	000	201	ART TABLES	1,200	0
21	1121	000	479	000	201	INSTRUCTIONAL HARDWARE		6,120
21	1121	000	479	000	201	DOCUMENT CAMERAS & PROJECTORS	2,500	0
							<hr/>	
							<b>69,725</b>	<b>81,475</b>

**STURGIS BROWN HIGH SCHOOL**

21	1131	000	325	000	400	COPIER LEASE	7,000	0
21	1131	000	421	000	400	NEW CURRICULUM	40,000	53,000
21	1131	000	421	000	400	REPLACEMENT TEXTBOOKS	1,000	1,000
21	1131	000	422	000	400	ADOBE CREATIVE SUITE	5,300	5,300
21	1131	000	422	000	400	NWEA	10,400	10,400
21	1131	000	422	000	400	INFINITE CAMPUS		1,000
21	1131	000	422	000	400	KUTA	550	550
21	1131	000	422	000	400	CAMPUS LEARN	800	0
21	1131	000	422	000	400	ALL DATA	970	0
21	1131	000	471	000	400	MACBOOKS	70,000	0
21	1131	000	471	000	400	INSTRUCTIONAL HARDWARE ipad		1,380
21	1131	000	473	000	400	EDGENUITY	20,000	20,000
21	1131	000	473	000	400	LICENSING-SHI	4,700	4,700
21	1131	000	473	000	400	LICENSING-AVI	100	0
21	1131	000	473	000	400	RUCKUS LICENSING	5,000	5,000
21	1131	000	473	000	400	MILESTONE LICENSING	4,500	4,500
21	1131	000	479	000	400	ACCESS POINTS	1,000	0
21	1131	000	479	000	400	DOCUMENT CAMERAS & PROJECTORS	2,500	0
21	1131	000	479	000	400	INSTRUCTIONAL HARDWARE		6,120

21 1131 000 479 000 400	WHITE BOARDS CLASSROOMS		6,000
21 1131 000 479 000 400	FACS STOVES	6,000	0
21 1131 000 479 000 400	STUDENT DESKS	20,000	19,000
		<b>199,820</b>	<b>137,950</b>

**PSYCHOLOGICAL SERVICES**

<b>21 2149 000 471 000 000</b>	IPADS	6,500	0
		<b>6,500</b>	<b>0</b>

**DISTRICT LIBRARIES**

21 2222 000 473 000 100	DESTINY LICENSING STEL	1,025	1,025
21 2222 000 560 000 100	LIBRARY MEDIA STEL	3,000	3,000
21 2222 000 473 000 110	DESTINY LICENSING PVE	1,025	1,025
21 2222 000 560 000 110	LIBRARY MEDIA PVE	3,000	3,000
21 2222 000 560 000 120	LIBRARY MEDIA RURAL		600
21 2222 000 473 000 140	DESTINY LICEINSING WW	870	870
21 2222 000 560 000 140	LIBRARY MEDIA WW		600
21 2222 000 473 000 200	DESTINY LICENSING SWMS	1,025	1,025
21 2222 000 560 000 200	LIBRARY MEDIA SWMS	4,000	4,000
21 2222 000 473 000 201	DESTINY LICENSING SBMS	1,025	1,025
21 2222 000 560 000 201	LIBRARY MEDIA SBMS	4,000	4,000
21 2222 000 473 000 400	DESTINY LICENSING SBHS	1,025	1,025
21 2222 000 560 000 400	LIBRARY MEDIA SBHS	3,500	3,500
		<b>23,495</b>	<b>24,695</b>

**TECHNOLOGY IN SCHOOLS**

21 2227 000 472 000 000	AD MANAGER/AESOP	2,500	2,500
21 2227 000 472 000 000	CONTENT FILTER	11,500	15,000
21 2227 000 472 000 000	AUVIK SOFTWARE	20,000	20,000
21 2227 000 472 000 000	DATA PLANE	1,200	1,200
21 2227 000 472 000 000	MOSYLE LICENSING	17,500	17,500
21 2227 000 473 000 000	LICENSING	10,000	10,000
		<b>62,700</b>	<b>66,200</b>

**STEL ADMINISTRATION**

21 2410 000 471 000 100	COMPUTER	1,600	0
21 2410 000 472 000 100	FRONTLINE TECHNOLOGY	3,079	3,079
21 2410 000 472 000 100	SCHOOL MESSENGER	850	850
21 2410 000 479 000 100	SURVELLIANCE SYSTEM UPRGRADES	63,000	0
		<b>66,929</b>	<b>3,929</b>

**PVE ADMINISTRATION**

21 2410 000 471 000 110	COMPUTER	1,600	0
21 2410 000 472 000 110	FRONTLINE TECHNOLOGY	3,079	3,079
21 2410 000 472 000 110	SCHOOL MESSENGER	850	850
21 2410 000 479 000 110	FIRE PROOF FILE CABINES		4,750
21 2410 000 479 000 110	SURVELLIANCE SYSTEM UPRGRADES	6,000	0
		<b>11,529</b>	<b>8,679</b>

**RURAL ADMINISTRATION**

21 2410 000 471 000 120	COMPUTERS	800	0
21 2410 000 472 000 120	FRONTLINE TECHNOLOGY	1,540	1,540
21 2410 000 472 000 120	FRONTLINE TECHNOLOGY		
21 2410 000 472 000 121	SCHOOL MESSENGER	850	850
		<b>3,190</b>	<b>2,390</b>

**WHITEWOOD ADMINISTRATION**

21 2410 000 471 000 140	COMPUTERS	800	0
21 2410 000 472 000 140	FRONTLINE TECHNOLOGY	1,540	1,540
21 2410 000 472 000 140	SCHOOL MESSENGER	850	850
		<hr/>	
		3,190	2,390

**SWMS ADMINISTRATION**

21 2410 000 471 000 200	COMPUTER	1,600	0
21 2410 000 472 000 200	FRONTLINE TECHNOLOGY	3,079	3,079
21 2410 000 472 000 200	SCHOOL MESSENGER	850	850
21 2410 000 479 000 200	SECURITY CAMERAS	3,500	0
		<hr/>	
		9,029	3,929

**SBMS ADMINISTRATION**

21 2410 000 471 000 201	COMPUTERS	1,600	0
21 2410 000 472 000 201	FRONTLINE TECHNOLOGY	3,079	3,079
21 2410 000 472 000 201	SCHOOL MESSENGER	850	850
		<hr/>	
		5,529	3,929

**SBHS ADMINISTRATION**

21 2410 000 471 000 400	COMPUTERS	1,600	0
21 2410 000 471 000 400	SECURITY CAMERA SERVER	27,000	0
21 2410 000 472 000 400	FRONTLINE TECHNOLOGY	3,079	3,079
21 2410 000 472 000 400	SCHOOL MESSENGER	850	850
		<hr/>	
		32,529	3,929

**CURRICULUM OFFICE**

21 2490 000 325 000 000	COPIER LEASE	1,500	0
21 2490 000 479 000 000	OFFICE CHAIR/DESK	2,000	2,000
		<hr/>	
		3,500	2,000

**BUSINESS OFFICE**

21 2529 000 325 000 000	COPIER LEASE	3,500	0
21 2529 000 471 000 000	COMPUTERS		3,200
21 2549 000 479 000 000	PHONE UPGRADE		1,750
21 2321 000 550 000 000	VEHICLE		0
21 2529 000 479 000 000	PAPER SHREDDER	1,500	0
		<hr/>	
		5,000	4,950

**STEL**

21 2542 000 323 000 100	BOILER REPLACEMENT BB SECTION	50,000	34,000
21 2549 000 323 000 100	RELACE CARPET BB SECTION		25,000
21 2549 000 479 000 100	PHONE UPGRADE		28,200
21 2535 000 323 000 100	REPLACE CONTROLS FRONT DOOR	10,000	
		<hr/>	
		60,000	87,200

**FRANCIS CASE**

21 2535 000 323 000 105	WINDOW REPLACEMENT	10,000	
21 2542 000 479 000 105	BOILER REPLACEMENT		10,000
21 2549 000 479 000 105	PHONE UPGRADE		2,700
		<hr/>	
		10,000	12,700

**PIEDMONT VALLEY ELEMENTARY**

21	2139	000	479	000	110	AED	3,000	0
21	2535	000	530	000	110	SEPTIC SYSTEM UPGRADE FOR 8 CLASSROOMS	89,500	0
21	2543	000	323	000	110	PARKING LOT REPAIR		15,000
21	2549	000	479	000	110	PHONE UPGRADE		18,200
21	2533	000	319	000	110	A&E ARCH. INC. PVE CLASSROOMS	48,000	0
21	2533	000	319	000	110	BH COUNCIL DAVIS- BACON	7,700	
10	2535	000	323	000	110	EXTERIOR IMPROVEMENTS	40,000	
							<b>188,200</b>	<b>33,200</b>

**WHITEWOOD**

21	2535	000	323	000	140	INTERIOR PAINT	20,000	20,000
21	2542	045	520	000	140	HVAC UPGRADE ESSER 2		150,000
21	2549	000	479	000	140	PHONE UPGRADE		8,700
21	2543	000	323	000	140	PARKING LOT REPAIR		6,000
							<b>20,000</b>	<b>184,700</b>

**ELM SPRINGS**

21	2535	000	323	000	123	FACILITY IMPROVEMENTS	50,000	0
							<b>50,000</b>	<b>0</b>

**UNION CENTER FORMER SCHOOL**

21	2535	000	323	000	121	INTERIOR IMPROVEMENTS	15,000	0
							<b>15,000</b>	<b>0</b>

**CENTRAL MEADE COUNTY SCHOOL**

21	2543	000	323	000	121	EXTERIOR IMPROVEMENTS	0	15,000
								<b>15,000</b>

**ATALL**

21	2535	000	323	000	122	INTERIOR IMPROVEMENTS/SIDING	0	10,000
								<b>10,000</b>

**SWMS**

21	2549	000	479	000	200	FLAG POLE	15,000	0
21	2542	000	479	000	200	GRUNWLAD ENTRANCE DOOR 1 OF 2		50,000
21	2542	000	479	000	200	REPLACE EAST LOCKER ROOM DOOR		2,000
21	2549	000	323	000	200	GRUNWALD GYM IMPROVEMENTS	15,000	0
21	2535	000	323	000	200	REPLACE GRUNWALD ROOF	138,575	91,800
21	2549	000	479	000	200	WATER FOUNTAINS	5,000	0
21	2549	000	479	000	200	PHONE UPGRADE		20,200
21	2549	000	549	000	200	WHEEL CHAIR LIFT GRUNWALD LOBBY	25,000	0
							<b>198,575</b>	<b>164,000</b>

**STAGEBARN MIDDLE SCHOOL**

21	2543	000	323	000	201	SITE IMPROVEMENTS	10,000	25,000
21	2549	000	479	000	201	PHONE UPGRADE		25,200
							<b>10,000</b>	<b>50,200</b>

**WILLIAMS ADMIN BUILDING**

21	2535	045	520	000	202	CLASSROOM RENOVATION	500,000	0
							<b>500,000</b>	<b>0</b>

**STURGIS BROWN HIGH SCHOOL**

21	2535	000	323	000	400	CONCRETE BUS AREA	10,000	0
21	2535	000	323	000	400	REPLACE CARPET BUS. BLDG.	15,000	0
21	2542	000	323	000	400	LED UPGRADE BUSINESS BLDG./MATH HALLWAY	30,000	0

21 2542 000 323 000 400	SEAL EXTERIOR WEST GYM( FY25) due to construction		0
21 2535 045 520 000 400	ACADEMY HVAC/WINDOWS/LIGHTING ESSER 2		150,000
21 2535 000 323 000 400	NETWORK/CABLING UPGRADE		118,000
21 2533 000 319 000 400	CMAR PRE-CON FEE SCULL	5,000	0
21 2533 000 319 000 400	ARCH. INC. A&E FEES KITCHEN COMMONS	305,000	0
21 2535 045 520 000 400	BUSINESS BLG. HVAC	90,000	0
21 2549 000 479 000 400	PHONE UPGRADE		20,200
21 2549 000 549 000 400	WELDING SHOP TANK MANIFOLD SYSTEM	10,000	0
21 2535 000 323 000 400	ROOF REPLACEMENT - PHASE 4	60,000	0
		<b>525,000</b>	<b>288,200</b>

**CONTRACTED BUS SERVICE**

21 2555 000 331 000 000	HARLOW'S BUS SERVICE	165,000	165,000
		<b>165,000</b>	<b>165,000</b>

**BUILDINGS & GROUNDS**

21 2549 000 325 000 000	COPIER LEASE	850	0
21 2543 000 323 000 000	ROAD REPAIR	10,000	0
21 2549 000 471 000 000	COMPUTERS		3,000
21 2549 000 479 000 000	PHONE UPGRADE		1,750
21 2549 000 479/549/550 000	CUSTODIAL & MAINTENANCE EQUIP	25,000	25,000
		<b>35,850</b>	<b>29,750</b>

**CENTRAL COPY**

21 2574 000 325 000 000	COPIER LEASE	30,000	0
		<b>30,000</b>	<b>0</b>

**SPECIAL SERVICES- ADMIN.**

21 2710 000 325 000 000	COPIER LEASE	1,900	0
21 2710 000 479 000 000	OFFICE EQUIPMENT	1,700	2,500
		<b>3,600</b>	<b>2,500</b>

**LONG TERM DEBT PAYMENTS**

21 5000 000 611 000 000	PRINCIPAL	1,658,919	2,600,000
21 5000 000 612 000 000	INTEREST	595,574	765,000
21 5000 000 613 000 000	FISCAL AGENT FEES	6,000	6,000
		<b>2,260,493</b>	<b>3,371,000</b>

**ACTIVITIES**

21 6105 000 479 000 400	BOYS SOCCER UNIFORMS		3,500
21 6207 000 479 000 400	GIRLS SOCCER UNIFORMS		3,500
21 6912 000 479 000 400	CHEER UNIFORMS	6,000	0
21 6101 000 479 000 415	GOAL POST PADS WOODLE FIELD		1,000
21 6102 000 479 000 400	WEST GYM WALL PADS	7,000	0
21 6102 000 323 000 400	WEST GYM FLOOR STRIP & PAINT		35,000
21 6102 000 479 000 110	OLD PVE GYM POLE PADS		2,800
21 6101 000 479 000 400	FOOTBALL HELMETS/SHOULDER PADS	9,100	5,000
21 6101 000 479 000 200/201	FOOTBALL HELMETS/SHOULDER PADS		10,000
21 6205 000 479 000 200	VOLLEYBALL STANDARDS SWMS		5,000
21 6101 000 549 000 201	SCOREBOARD @ SBMS	20,000	0
21 6101 000 479 000 201	STORAGE SHED SBMS	12,000	0
21 6101 000 549 000 201	PORTABLE BLEACHERS @ SBMS	15,000	15,000
21 6101 000 479 000 400	FOOTBALL 4 PERSON BLOCKING SLED	5,200	0
21 6500 000 550 000 000	REPLACE SCOOPER BUS	59,000	0



**MEADE 46-1  
2023-2024 BUDGET SUMMARY  
CAPITAL OUTLAY**

<b>REVENUE:</b>	<b>FY 23</b>	<b>FY 24</b>	<b>Difference</b>
LOCAL	5,893,000	6,080,000	187,000
FEDERAL	843,000	569,000	-274,000
SALE OF SURPLUS	0	320,000	320,000
FUND BALACE	0	2,500,000	2,500,000
<b>TOTALS:</b>	<b>6,736,000</b>	<b>9,469,000</b>	<b>2,733,000</b>
			0.40573

<b>EXPENDITURES</b>	<b>FY23</b>	<b>FY24</b>	<b>Difference</b>
STEL INSTRUCTIONAL	\$80,960	\$69,865	-\$11,095
PVE INSTRUCTIONAL	\$99,719	\$108,424	\$8,705
RURAL INSTRUCTIONAL	\$29,199	\$36,229	\$7,030
WW INSTRUCTIONAL	\$30,595	\$24,145	-\$6,450
SWMS INSTRUCTIONAL	\$75,940	\$78,350	\$2,410
SBMS INSTRUCTIONAL	\$69,725	\$81,475	\$11,750
SBHS INSTRUCTIONAL	\$199,820	\$137,950	-\$61,870
CENTRAL COPY LEASE	\$30,000	\$0	-\$30,000
LIBRARY SERVICES	\$24,695	\$24,695	\$0
TECHNOLOGY DEPT.	\$62,700	\$66,200	\$3,500
BUSINESS OFFICE	\$5,000	\$59,200	\$54,200
FOOD SERVICE	\$0	\$0	\$0
SPECIAL SERVICES	\$10,100	\$2,500	-\$7,600
ADMINISTRATION	\$137,025	\$31,175	-\$105,850
OPERATIONS/CONST.	\$1,612,625	\$818,910	-\$793,715
CONTRACTED BUS	\$165,000	\$165,000	\$0
ACTIVITIES	\$133,300	\$73,800	-\$59,500
DEBT SERVICE	\$2,886,493	\$3,997,000	\$1,110,507
TRANSFER TO GF	\$0	\$0	\$0
TRANSFER TO CAP PROJECTS	\$920,000	\$2,500,000	\$1,580,000
CONTINGENCY	163,104	153,336	-\$9,768
	<b>\$6,736,000</b>	<b>\$8,428,254</b>	<b>\$1,692,254</b>

25.12%



Meade School District 46-1  
**STURGIS BROWN HIGH SCHOOL**

ACTIVITIES OFFICE  
Mike Schultz, Activities Director Holly Kopplin, Admin. Assistant

12930 E. Hwy. 34  
Sturgis, SD 57785-6400  
(605) 347-2686  
605-347-4487  
Fax (605) 347-0225

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“To Build Knowledge and Skills for Success Today and Tomorrow”

Activities Report – January 9<sup>th</sup>, 2023

Happy New Year!

South Dakota winter activities took a break due to freezing rain, snow, cold temperatures, and strong winds in the middle of December. It has been a challenge to get our events rescheduled. Some things had to be cancelled due to no possible time to reschedule (wrestling, speech/debate, and middle school basketball). As of right now, everything that could be rescheduled is rescheduled with the exception of girls and boys basketball games with Aberdeen Central. We are continuing to look for solutions for those games.

#### **Fine Arts**

Speech and Debate had to cancel a trip to Cheyenne, WY the weekend of December 16<sup>th</sup> and 17<sup>th</sup> due to the weather, but have competed a handful of times since early November. They will resume their competitive schedule starting January 6<sup>th</sup> and 7<sup>th</sup> at Thunder Basin.

Chorus rescheduled their Christmas Concert that was supposed to be held on Monday, December 19<sup>th</sup> to January 9<sup>th</sup> at the same time.

One Act Play started by selecting cast members in early December as they prepare for the One Act Play Festival February 2<sup>nd</sup> – 4<sup>th</sup>.

Middle school drama has been working on their performance for the middle of February.

Middle school band concerts are scheduled for the last week in January and first week in February.

#### **Athletics**

Wrestling had to postpone an event and had to cancel two events prior to the Holiday break. They were able to compete in Sioux Falls and host a dual over the break and will resume their duals, triangulars, and tournaments starting on January 6<sup>th</sup>.

Boys and girls basketball kicked off their season late this year due to the weather related postponements. They were able to play their first games of the year on December 30<sup>th</sup> and 31<sup>st</sup>. The only date we have been unable to find for a make-up is with Aberdeen Central that was scheduled for December 17<sup>th</sup>, 2022.

Middle School Boys basketball has started practices and will be playing their first games in the middle of January. They are presently the only middle school athletic activity going on right now. Both middle school girls basketball and middle school basketball ended before the holiday break.

**MEADE SCHOOL DISTRICT 46-1  
BUILDINGS & GROUNDS DEPARTMENT**

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



January 9, 2023

School Board Meeting

**Todd Battles**

SUPERVISOR OF BUILDINGS & GROUNDS  
12940 E. HIGHWAY 34  
STURGIS, SD 57785  
Phone: 605-347-2649  
Fax: 605-347-3363

E-mail: [todd.battles@k12.sd.us](mailto:todd.battles@k12.sd.us)

With the New Year and holidays over the Buildings and Grounds department has several new things in store. Snow removal has been very difficult, but the crew has done fantastic coming in over the holiday to make sure all was ready to start school.

We had a frozen pipe in both the high school roundhouse and at Atall due to extreme cold. The crew was able to work over the vacation and patch up both.

We are in the process of looking at the Buildings and Grounds department to see how we can become more efficient for the district and maybe at restructuring departments.

The Capital Outlay process is starting to take shape and we are excited to see what projects and direction the Board will lead us on these. The department has been making several calls to contractors and have been trying to solidify prices.

The Buildings and Grounds department has been in contact with architects to start looking to the future on growth and preliminary possibilities. It is exciting to see the area grow. We hope to be prepared with facilities as needed. The PVE project is still on time and the SBHS cafeteria is set to be advertised in the end of January with bids to be opened February 14.

The custodial department is preparing for a busy winter sports season, and we are ready to provide the community with a safe, sanitary, and great season. We are still short in the high school for custodial help, and they have worked hard to make the best of the situation. Jeanette Swesey retired after several years of service and will be a tough void to fill.

RE: Meade 46-1 School Board Report  
From: Beth Johnson, Curriculum, Technology, and Assessment Director  
Subject: January 2023 Board Report

**Curriculum:**

There are two remaining public hearings from the Board of Education regarding the Social Studies state standards adoption. The third hearing is scheduled for Friday, February 10th at 9:00 a.m. in Rapid City at the Rushmore Hotel. Representatives from the Meade School District will attend. The last hearing is April 17th in Pierre at which time the Board of Education Standards will vote to either accept or reject the proposed standards.

If the standards are passed, the South Dakota Department of Education plans to provide in-depth summer training over the next two years to address teacher preparedness and confidence on the material. At this time, over 800 of the 988 public comments oppose the standards. Standards are still open for public comment. To learn more and/ or provide commentary, please go to the following website: <https://doe.sd.gov/contentstandards/ss-review.aspx>

**Assessment:**

January 23rd marks the official opening of the testing season, beginning with our English Learner students (EL). Students who qualify for services will take the ACCESS test which will allow them to take content tests in their native language. The window for this test closes February 23rd.

In February, Stagebarn Middle School will be piloting the state Interim tests instead of taking the NWEA Winter Assessment. Teachers want to see what data the interims provide and if that data assists teachers in the middle grades in preparing for the state assessment. Based on findings from this pilot, we will revisit our use of NWEA. Data from NWEA is helpful and relevant in many areas; however, teachers in some of the upper grades are frustrated with the lack of targeted information coming from the test and the fact that NWEA no longer supports the skills practice resources in supporting students, which was a driving force in our district's purchase.

Testing window for the state assessments opens March 13, 2023. Teachers and Counselors will complete their testing training in February.

**Technology:**

The technology office has undertaken a district-wide inventory in order to better understand the age of the infrastructure as well as the instructional equipment teachers are using. The comprehensive inventory will provide the technology department with the information necessary to begin long-term planning for prioritizing and using E-rate funds for larger technology projects.

As part of the inventory process and in preparation for a new 1:1 purchase, the technology team is exploring the capabilities of our inventory management system with the goal of being able to pinpoint equipment that nears end-of-life before it fails. This will allow us to be more proactive in our planning and purchasing.

The district is in need of replacing the phone system. The phones are no longer compatible with new software required for Voice over Internet Protocol (VoIP). One of the goals for the new phone system is for the system to continue to work when the internet is down. This involves a failover system from one site to another. Both sites' phones will continue to work, but at a reduced call capacity. Two bids for the new phone system are under consideration at this time.

**Professional Development:**

Teachers will again have the opportunity to attend self-selected break-outs at the January inservice. The break-outs cover a wide range of topics from recertification changes at the state level to behavior management strategies to seamless technology integration in the classroom.



**Rhonda Ramsdell, Director \* 605-347-3601 \* [Rhonda.ramsdell@k12.sd.us](mailto:Rhonda.ramsdell@k12.sd.us)**

Date: January 4, 2023

To: Mr. Wayne Wormstadt and School Board Members

Subject: School Board Report

**Free/Reduced Percentages:** As of this writing the district as a whole has a F/R percentage of 28.03%. Individual school percentages are:

Piedmont Valley Elementary	23.52%
Stagebarn Middle School	22.39%
Brown High School	23.79%
Sturgis Elementary	37.11%
Williams Middle School	32.26%
Whitewood Elementary	38.74%

We hope everyone had an enjoyable break and wish all a very happy 2023!

Respectfully submitted,

Rhonda Ramsdell

**PIEDMONT VALLEY ELEMENTARY**

16159 SECOND STREET.

“TO BUILD KNOWLEDGE AND SKILLS FOR SUCCESS TODAY AND TOMORROW”

PHONE: 605.787.5295

FAX: 605.787.5954

PIEDMONT, SD 57769

605.787.5295

To: Wayne Wormstadt  
From: Ethan Dschaak  
Re: Board Report  
Date: 1.9.23

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**Current School Enrollment:**

We currently have 541 students attending school at Piedmont Valley Elementary. Last year at this time we had an enrollment of 531. It is nice to see the continued steady growth of student population at Piedmont Valley Elementary. As our community continues to grow in the valley it will be important to continue to consider options to have our school grow with the community.

**PVE Christmas Music Program:**

On Tuesday, Dec. 6<sup>th</sup> Piedmont Valley Elementary hosted the annual Christmas Music Program. For the first time in many years..... The event was held in the evening at Stagebarn Middle School. The program focused on the 3<sup>rd</sup> & 4<sup>th</sup> grades as well as a group of 4<sup>th</sup> grade students who conducted a play for the enjoyment of the audience. The program was held in front of a packed audience and it was a tremendous success!



**Students of the Month:**

During the month of December students are selected for Student of the Month based on Compassion.

**Second**

Adalea Young  
Wyatt Holman.  
Lily Hodina  
Jaoby Koletzky  
Hailey Thorson.  
Trace Kelso.  
Hudson Shull  
Kruz Middleton  
Payson Piebanga.

**Third**

Frank Halter  
Maxwell Kruger  
Allyriane Wyse  
Ella Houdek  
Kennedy Delaney  
Jace Pitsor  
Annaleigh Brown  
Elayna Bargman

**Fourth**

John Patton  
Elsie Roth  
Gavin DeLong  
Elin Winters  
Tayven Kelson  
Angel O'Dell

Principal of Rural Schools

Sarah Scherer  
Office: 605-985-5532.  
Cell: 605-484-0449  
[Sarah.scherer@k12.sd.us](mailto:Sarah.scherer@k12.sd.us)

# Rural Schools

Central Meade County School, Elm Springs,  
Atall, Opal, and Hereford.



To: Mr. Wormstadt  
From: Sarah Scherer  
Re: January, 2023 Board Report

### Enrollment Numbers: At the current time

Atall: 9, Opal: 14 Hereford: 11, Elm Springs: 6, Central Meade County School: 57  
**Total Students in Rural: 97**

**Student of the Month:** Teachers will choose a student of the month throughout the year based on the Character Traits for that month. **December- Gratitude and Team Spirit** Being thankful for what we have and the kindness shown to us. Valuing special people and things in our lives.

**CMCS: Beckham Simons -3<sup>rd</sup> Grade      CMCS: Ryer Rhoden – 4<sup>th</sup> Grade**

Rural Schools Honor Roll Students				
CMCS	Atall	Opal	Hereford	Elm Springs
<b>Principal Merit (4.0 Average)</b>				
8 <sup>th</sup> Marlin Baker	8 <sup>th</sup> Tance Spring			
	7 <sup>th</sup> Joni Spring			
<b>A Honor Roll (3.6-3.9)</b>				
7 <sup>th</sup> Coy Andrews	8 <sup>th</sup> Everett Urbaniak	7 <sup>th</sup> Bridge Frei		
6 <sup>th</sup> Kason Barry	6 <sup>th</sup> Ruger Spring	8 <sup>th</sup> Aspen Senn		
6 <sup>th</sup> Ian Cammack		8 <sup>th</sup> Colby Skogen		
6 <sup>th</sup> Cooper Cobb				
<b>B Honor Roll ( 3.0-3.5)</b>				
7 <sup>th</sup> Shanni Cammack			6 <sup>th</sup> Lawrence Gunderson	6 <sup>th</sup> Hadley Matt
6 <sup>th</sup> Arabelle Dennis				6 <sup>th</sup> Justin Trask
6 <sup>th</sup> Brandy Howie				7 <sup>th</sup> Taken Anders

### Rescheduled Christmas Program prepared by Amy Richards are as follows:

- Jan 4th-6pm- Atall Christmas Program @ school basement
- Jan 5th - 4pm- CMCS Christmas Program @ Central Meade County Community Center
- Jan 6th- 2pm- Opal@ Opal Hall





Meade School District 46-1  
**STURGIS BROWN HIGH SCHOOL**

Pete Wilson, Principal  
Mike Schultz, Activities Director

Joe Williams, Asst. Principal  
Coleen Keffeler, Asst. Principal

12930 E. Hwy. 34  
Sturgis, SD 57785-6400  
(605) 347-2686  
Toll-Free 888-568-3514  
Fax (605) 347-0225

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**“To Build Knowledge and Skills for Success Today and Tomorrow”**

School Board Meeting

January 9, 2023

**What’s happening:**

We are wrapping up the first semester, which will conclude on Friday, January 20. The 1st semester was moved back one week so that the semesters would be more equal in the number of days. The National Guard will host their “I Hate Winter Days” in the afternoon on the last day of semester tests to celebrate the end of the first semester. They provide pizza and have activities for students who want to stick around after taking their final examination.

We are rescheduling many activities postponed in December because of the weather. The Choir Concert is scheduled for Monday, January 9, at 7:00 PM at the Community Center. Many basketball games and wrestling duals have also been rescheduled. We are communicating this information through the school’s website. The junior National Career Readiness Certificate (NCRC) test was rescheduled to February 28. This is a career readiness test the state uses as an indicator for student career readiness. Students also receive certificates based upon their scores.

An Electives Fair is scheduled for Wednesday, February 8. This is an opportunity for students to look at our electives before registering for their 2023-24 classes. The 15th Annual Career Fair is scheduled for Wednesday, February 15. We will have 100+ businesses, colleges, trade schools, and occupations for students to look at and ask questions of professionals in attendance. We invite some area schools also to take part in this opportunity.

The Drama Department started preparing for their One Act plays. They will have their local performances on January 27 & 28 and compete in the state competition on February 2-4 in Sioux Falls.

As we prepare for the 2nd semester, students who have dual enrollment classes start those classes on January 9. The dual enrollment classes from the 1st-semester end before Christmas break. The Dual Enrollment class aligns with the college calendar. This is a yearly challenge that our students have to tackle at the end of the 1st semester.

Chef Joseph Koons and the ProStart/Culinary Arts program are the recipients of a \$2500.00 equipment grant from the SD Retailer’s Association.

# STURGIS ELEMENTARY

1121 Ball Park Road  
Sturgis, SD 57785  
Phone: 605-347-2386  
Fax: 605-347-3769



**Chantal Ligtenberg** - Principal  
E-mail - [Chantal.Ligtenberg@k12.sd.us](mailto:Chantal.Ligtenberg@k12.sd.us)  
**Katy Jutting** - Assistant Principal  
E-mail - [Katy.Jutting@k12.sd.us](mailto:Katy.Jutting@k12.sd.us)

To: Mr. Wayne Wormstadt  
From: Chantal Ligtenberg  
Re: January 2023 Board Report

**Fourth Grade Spelling Bee Winners:** The top 3 winners were Emerie Lefler, Sully Messner, and Isaac Weyer. The three representatives from Sturgis Elementary will be competing at the next level which is the regional spelling bee contest.

**1003 Grant Money:** Our school has been approved by the SDDOE to receive federal grant money. Our school had the opportunity for this money due to being identified as a school that needs to improve our attendance with a couple of our ethnicity demographics. Some of this money will be utilized to send some teachers to the “Get Your Teach On” professional development in June. Teachers in attendance will then bring back ideas and concepts to the full group. The goal is the continuation of building and enhancing our culture and environment to make our school a place where students want to be present.

**Scholars of the Month:** *(Students selected based on “Character Count” traits the student is exhibiting)*

**Kindergarten:**

Teagen Williams  
Rowan Blommel  
Scott LaParr  
Karter O’Grady  
Franklin Osborn  
Ella Schulte

**First Grade:**

Cooper Wilson  
Alistair Hines  
Summer Reausaw  
Seth Kruse  
Rett Gutknecht

**Second Grade:**

Sophie Richter  
Brynleigh Tviedt  
Thaddeus Hoff  
Sophie Thompson  
Shaye Johnson  
Wesley Larson

**Third Grade**

Cason Perez  
Isabella Pawlowski  
Tillee Smeenk  
Kaden Bistodeau  
Raylee Overweg

**Fourth Grade:**

Landon Walker  
Karston O’Grady  
Saoirse Dinkins  
Madalyn Toolen  
Kinley Petrocco



To: Mr. Wormstadt  
From: David Olson  
Subject: January Board Report  
Date: 1/4/23

#### Band Concert

SMS students will be performing their first band concert of the year in the Stagebarn gym on February 6<sup>th</sup> at 6:00 PM.

#### Interim Testing

Students at Stagebarn will be participating in the interim test for the SD State assessment on February 6<sup>th</sup> and 7<sup>th</sup>. This will be an opportunity for us to see if the interim test provides valuable data to help teachers prepare students for the state test in the spring.

#### Food Baskets

For the second year, the SMS Student was able to purchase supplies to provide students in need food baskets for Winter break. The baskets consisted of simple food staples (cereal, mac and cheese, bread, milk, etc.) in which students could make meals throughout the break. 10 baskets were distributed the day before Winter Break.

#### Theater Donation

The Cirque Dream Story production generously donated tickets for their show at the Monument this year so that SMS could donate the tickets to families. This show took place on December 9<sup>th</sup> and provided free tickets to families that wanted to attend the show. We are grateful for the opportunity to provide families in our school the chance to see a show during the holiday season!

#### Community Donation

Grace United Methodist Church in Piedmont recently donated a large sum so Stagebarn. This generous donation is going to be used to stock the 'student needs' closet at SMS. This donation will help us provide warm winter clothes, shoes, and any school supplies to students that may not have them otherwise. Thank you Grace United for your support of students and families in the Meade School District!

#### Activities

Girls basketball and wrestling have wrapped up for the year, and boys basketball, drama, and first Lego league are starting up as we return to school. We love seeing our students participate in a variety of activities that help connect them to the school and other students!





To: School Board Members  
From: Chrissy Peterson  
Re: January 2023 Board Report

## Happy New Year!

The Special Services office has been extremely busy gathering needed information for the mandated "Child Count." The state requires all types of information on students who have disabilities. As of December 1, the total number of students that are in special education and on active Individual Education Plans has increased from last year. For each student on an IEP as of December 1, money is allocated per their disability. The less severe disabilities generate \$6,532 per student and the severest of disabling categories generate \$34,293 per student.

As we prepare for the SD Math, Science English/Language Arts state assessment, it is still required that all students be tested regardless of their ability. Students with significant cognitive disabilities that have an IQ below 70 are tested with an alternative assessment called the Multi-State Alternate Assessment based on Core Content Connectors. Special Education teachers have been trained to administer this assessment. 19 students from Meade School District will be assessed in the spring of 2023 using this alternate measure.

New Sturgis Rally Charities Foundation Sturgis made its yearly donations to organizations of the Sturgis area. Our nursing staff received \$5,000 for the dental mobile unit! This will pay for two weeks of the dental bus which has amazing, far-reaching effects and benefits for our students.

I have an opportunity to go to Pierre on January 31 and February 1<sup>st</sup>. I will attend the Delegate Assembly, the Outstanding Administrators Banquet, as well as go the Capitol since this time is during the legislative session.

Special Services is off to a GREAT start to the new year!



**S**turgis  
**W**illiams  
**M**iddle  
**S**chool

Meade School District 46-1

1425 Cedar Street  
Sturgis, SD 57785  
(605) 347-5232

Chad Hedderman, Principal

Katy Jutting, Assistant Principal

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*"WE ARE AN EDUCATIONAL COMMUNITY DEDICATED TO EMBRACING LEARNING, INSPIRING INDIVIDUALITY, AND EMPOWERING STUDENTS."*

To: Mr. Wormstadt  
From: Chad Hedderman  
Subject: January Board Report  
Date: 1/3/2023

The last month seemed to be a blur with the busyness of the holiday season mixed with the crazy weather and numerous snow days. I have been an educator in Meade School District for almost 20 years and can't remember a 4-day snow blizzard with no school. Even with all the crazy weather our students and staff continued to work hard and keep expectations high. We are moving the end of our 2<sup>nd</sup> quarter to match the change from the high school to January 20<sup>th</sup>. Our 8<sup>th</sup> grade students welcomed this change giving them more time to study for the mid-term tests they will be taking this year in their core classes.

NWEA Testing:

Students will be testing for NWEA in science, math and reading toward the end of the month. Staff will use PLC time and data from this test to create intervention classes for the students during 'enrichment' time for the 3<sup>rd</sup> quarter.

Activities:

We wrapped up the first session of winter activities with girls' basketball and wrestling prior to the start of Christmas break. We were lucky to only cancel one contest from girls' basketball due to the weather. Coaches from both sports were very pleased with the effort and attitude of the young athletes and look forward to them working in the off-season to become better next year. Roxy Murphy has organized a 'Skills and Drills' open gym for 6<sup>th</sup> and 7<sup>th</sup> grade girls' basketball players every Monday after school through the month of February. Boys' basketball will start on January 5<sup>th</sup> with the 7<sup>th</sup> grade practicing at the Armory and the 8<sup>th</sup> grade practicing at SWMS.

Student of the Month

5<sup>th</sup> Grade  
JoLei Avery and Oliver Voight

6<sup>th</sup> Grade  
Mya Hanson and Mason Hagen

7<sup>th</sup> Grade  
Abby Smith and Aiden Snyder

8<sup>th</sup> Grade  
Xaaryn Thomas and Reid Osberg

# Whitewood Elementary

To Build Knowledge and Skills for Today and Tomorrow



### Wranglers of the Month:

K: Jenaya Cichosz

1: Tillie Sabers

2: Summer Rath

3: Hazel Rusk

4: Clayton Nudd

5: Mason Ladner

## News and Updates

### December and January - Schedule and Overview

Jo Powell, a retired teacher and local author, spoke to students about her unique work: a combination of history and coloring pages, a blend she terms color history. Each student received a copy of one of her pieces, works ranging from the Vore Buffalo Jump, the D.C. Booth Historic Fish Hatchery, to original graphic novels.



**Brittan Porterfield**

[brittan.porterfield@k12.sd.us](mailto:brittan.porterfield@k12.sd.us) (605) 269-2264

1

### STAFF IN-SERVICE

January 16th

ESEA Conference: Jan 31-Feb. 4

2

### UPCOMING EVENTS

K-2 Basketball Camp - Jan. 9, 23, and 30

3

### BOOK STUDY

Staff will complete their book study of *Live Your Excellence* by the end of January.

Sponsored by the Colorado P.G.A., *Golf in Schools* introduces students to the game of golf through a series of four lessons by a licensed professional. John Jambor will conduct lessons with our fourth and fifth graders at Whitewood Elementary, coordinating times and dates with Mr. Schlichtemeier’s physical education schedule. Thank you to both for their dedication to providing this unique opportunity to our students.



## Christmas Program and Giving

### Events and Appreciation

Gary Nelson directed Whitewood Elementary’s on December 19th at 5:30 PM. Ginger Smith coordinated with Mr. Nelson to include her PreK classes in the program. Mr. Battles’ department helped deliver 200 extra chairs for the event, which always packs our small gym. Thank you to everyone for the help with this event.

Student council conducted holiday-themed dress up days and raised money for Special Olympics.

**“We have the power to make a kid walk out of class feeling better than they did before they walked in.” - Quote from Book Study**

Abbie Waitman, our school’s social worker, worked with several local entities to provide families with Christmas needs: food, presents, etc. Thank you to her for her amazing work. Rainee Lisko, our school’s administrative assistant, was also instrumental in coordinating these services. Several classes created holiday cards for patients at the Sturgis hospital.

### STAFF TRAINING

At the January inservice, Whitewood Elementary staff—teachers and hourly staff – will attend training on ACE’s, Adverse Childhood Experience. Staff will undergo this training as part of our implementation of the Handle with Care program. This training helps staff members implement trauma-informed care when a child witnesses a traumatic event. Teachers will gain an in-depth knowledge of ACEs research, learn about the impact of trauma on child development, and increase their understanding of working with challenging behaviors.

Understanding ACEs:

Building Self-Healing Communities

ACES and Resiliency

**Understand how ACEs impact you and society:**

- Adverse Childhood Experiences (ACEs) are the most powerful determinant of the public’s health.
- ACEs are common – in fact, they are widespread – but they don’t have to define your future or potential.
- Education and prevention are essential to creating a healthier society for generations to come.
- Regardless of your own ACEs score, other people’s trauma affects you. *Help stop the cycle.*

High  
ACE  
Scores

Increased  
Risks

Inter-  
Generational  
Cycle

About the Trainers:

Each trainer is a certified ACE Interface Master Trainer and South Dakota ACE Fellow. Master Trainers have received education from Dr. Rob Anda and Laura Porter, nationally renowned leaders in the ACE Study and implementation of ACE Study concepts.