

SIOUX FALLS SCHOOL BOARD
November 5, 2025 3:00 PM



Nan Kelly
President

Instructional Planning Center
201 East 38th Street, Sioux Falls

Dr. James Nold
Superintendent

This agenda may also be viewed on the District's website: www.sf.k12.sd.us

AGENDA

1. Call to Order
2. Public Input on Work Session Agenda Items
3. Developmental Bilingual Education (DBE) Model - Hayward Elementary School
4. Update on Capital Outlay Process/Timeline
5. Board Member Committee Updates
6. Adjournment

Bilingualism & Biliteracy
High Academic Achievement
Sociocultural Competence

HS Spanish Immersion: Long term goal of providing two courses in the target language per year to immersion students. Also includes access to college credit and the State Seal of Biliteracy.

MS Spanish Immersion: Continued development of Spanish Language across SS, Science, and SLA. SLA begins to shift to a language-driven model, as opposed to a content-driven in preparation for HS and College level coursework. **Time in each language:** 50:50. (EMS/GMMS/BRMS)

Instructional Model: One Way Immersion
(Foreign Language Immersion)

Location: Sonia Sotomayor Elementary

Population: Students' L1 English

Time in Each Language

90:10 K-2

80:20 3-5

Literacy Model

Partner Language First

Instructional Model: Two Way Immersion

Location: Rosa Parks & Hayward Elementary

Population: Students' L1 English or L1 Spanish

Time in Each Language

50:50 K-5

Literacy Model

Both Languages for Everyone

**Biliteracy for Spanish
Heritage Speakers**

Locations: Rosa Parks,
Hayward, Edison MS, Ben Reifel
MS, George McGovern MS,
Lincoln, Jefferson, Roosevelt and
Washington HS

Population: Students' L1 Spanish

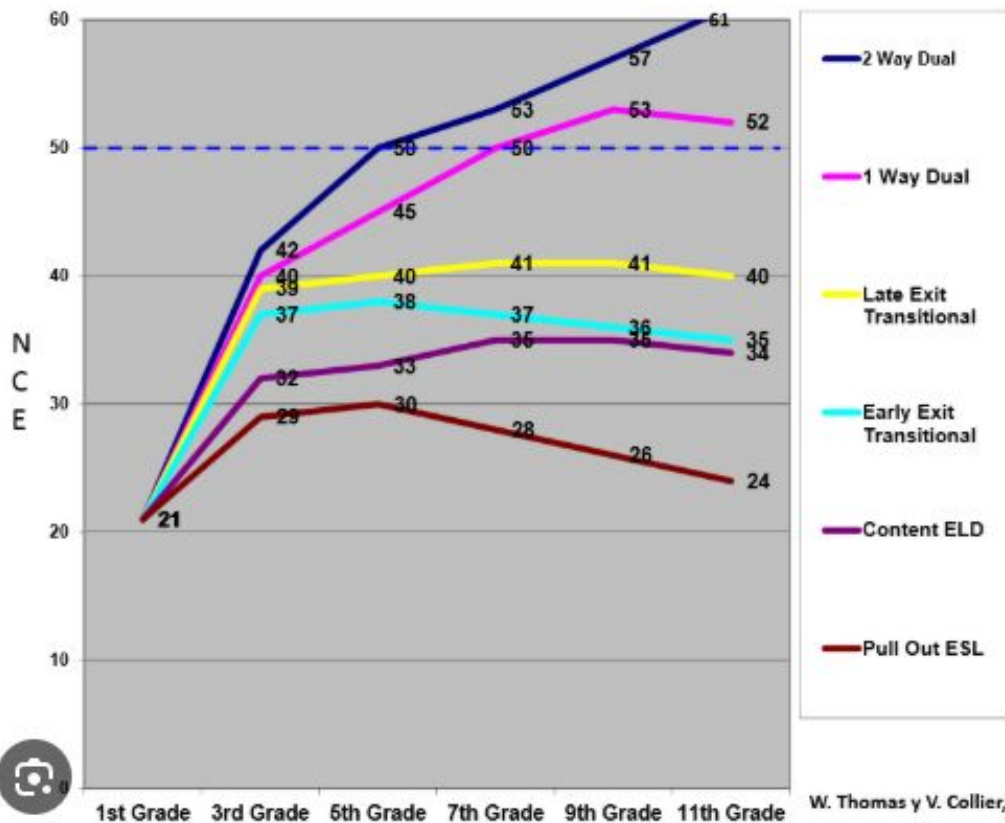
Instructional Model:

Onramps with support
developed for students new to
Sioux Falls (or new to buildings)
to access appropriate immersion
courses. Student centered,
based on spaces/courses
available and student need.

3 instructional models, same goal

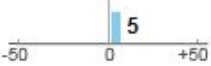


English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

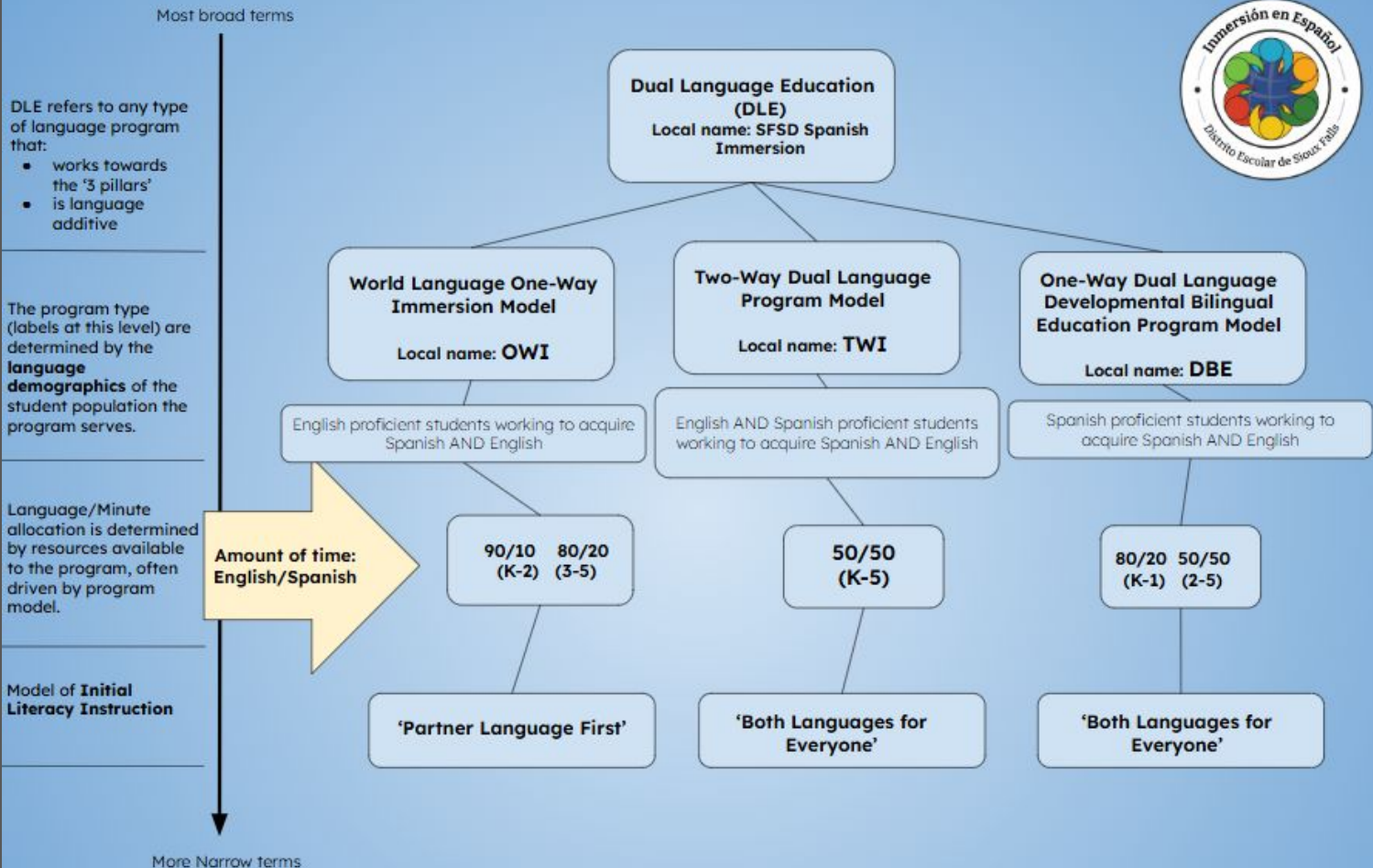
Reading achievement outcomes—Statistically significant positive effect found for the domain

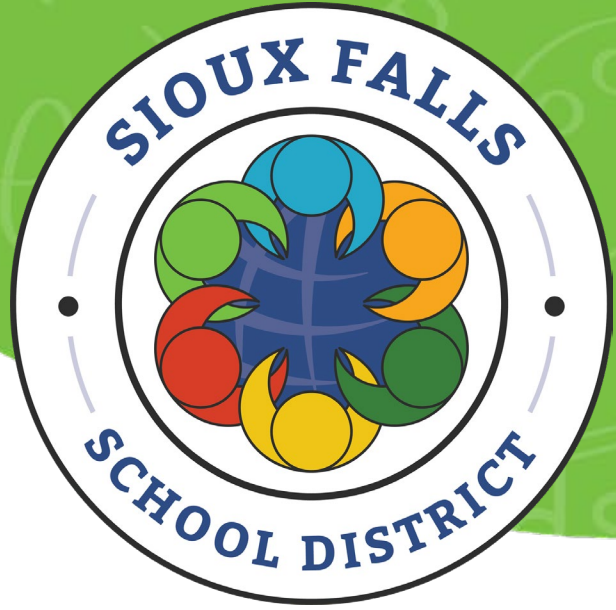
Outcome measure 	Comparison 	Period 	Sample 	Intervention mean 	Comparison mean 	Significant? 	Improvement Index 	Evidence tier 
Oregon Assessment of Knowledge and Skills (OAKS)	Dual-language immersion programs vs. Business as usual	0 Days	Grade: 8 ITT; 258 students	N/A	N/A	Yes		
Oregon Assessment of Knowledge and Skills (OAKS)	Dual-language immersion programs vs. Business as usual	0 Days	Grade: 5 ITT; 844 students	N/A	N/A	Yes		

Every Student Succeeds Act (ESSA)

- Elementary and Secondary Schools Act (ESSA) –
- Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.
 - **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.







Capital Improvement Plan (CIP) Update

Board Work Session
November 5, 2025

Purpose of Report

To provide an update on the Capital Improvement Planning (CIP) project timeline

Priority Areas

Student Achievement
Well-Being
Community Engagement
Effective Use of Resources



Agenda

1. Overview of CIP Timeline 2025-2030
2. Overview of CIP Process
3. Questions



CIP 2027 Timeline

December 2025	A comprehensive project list is created to be utilized by the CIP Steering Committee
January 2026	CIP Steering Committee Formed
February June 2026	CIP Steering Committee Meetings
August 2026	CIP Steering Committee makes recommendations to the School Board
Fall 2026	Listening Sessions are held and avenues for public feedback are created



Factors Considered in Creating CIP 2027 Plan

- Potential growth needs for the District over the next 10 years
- Facility efficiency projects that would need funding to achieve
- Equipment/technology projects that require additional funding



CIP 2027 Process:

- District Leadership work with building administration to evaluate current facility standards and identify needs.
- Review all non-funded projects identified during the 2018 Bond process.
- Based on evaluations of each building, a comprehensive project list will be created.



CIP 2027 Process:

- District Leadership will:
 - Review all District and building project listings
 - Develop a comprehensive CIP 2027 project list
 - Develop preliminary plans and cost estimates
 - The final CIP 2027 project list will be presented to the CIP Steering Committee for review.



CIP 2027 Process:

- The CIP Steering Committee will do the following:
 - Review the comprehensive project list
 - Identify projects to be supported by a future bond
 - Make a recommendation to the School Board



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CIP 2027 Timeline

February 2027	School Board votes on final CIP proposal & establishes a date for the bond vote
Spring 2027	CIP Bond Vote
Summer & Fall 2027	Architectural Plans developed for Whittier
Spring 2028	Whittier Construction Begins
Fall 2030	New Whittier Opens



Questions

