

LOCAL EDUCATION AGENCY PLANS.

Section 1112(b)(1 through 13) PLAN PROVISIONS. –

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall complete the following information and submit the plan to the South Dakota Department of Education as part of the application for federal funding. Each component of each question must be addressed, if applicable, in order for the plan to be considered complete.

The Local Educational Agency (LEA) assures the South Dakota Department of Education that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

LEA – Corsica-Stickney Elementary
LEA Representative: Mr. Scott Muckey
Date: June 13, 2022

Please complete each of the following components. If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—
 - A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer: A) The Corsica Stickney School District has embraced the South Dakota State Standards formerly known as the Common Core State Standards, and has made sure the curriculum in Math and Reading covers those standards. New standards for ELA and Math were released in 2018 and we have reviewed them and aligned our curriculum to meet those updated standards. We have also reviewed the South Dakota Social Studies Content Standards, and the South Dakota Science Standards. As a staff, we collaborate on overall student performance and progress, and discuss areas that need improvement. We also use this time to analyze data and set goals for our elementary, further breaking that down to classrooms. We evaluate strengths and weaknesses of our curriculum and make necessary adjustments. We completed curriculum mapping as a district in the 2019-2020 school year which helped to identify any areas in which we needed to address. A District Professional Development Plan is being developed and the first step was implemented this past school year. We hoped that it will provide teachers and paraprofessionals PD collaboration time to align the standards and curriculum as well focus on Learning Outcomes in ELA and Math in order to increase student achievement. Teachers were given the unpacked standards for their grade level to analyze when creating lesson plans throughout the year. All the teachers adopted using the Plan Book lesson plan format. They all included learning outcomes for their lessons on their lesson plans. They all wrote the learning outcomes on their board or hung them up for students to see and refer to each day. Each teacher began each lesson communicating to students the outcome for the lesson and then referred to the outcome again at the end of the lesson to get an understanding of student understanding.

B) Throughout the year, teachers take overall classroom performance, DIBELS scores in Reading, Interim testing in the areas of Reading and Math, previous Smarter Balanced Scores, as well as the writing assessments given during the year, to help identify students who may be at risk for academic failure.

C) The students who are lower, and are not part of our special education program are the first to receive extra support through our Title I program. Teachers in all grade levels share lesson plans and concerns with the Title I instructors, from there, those deficiencies are targeted and worked on in a smaller setting, or in the classroom. All students receive Title I services at some point throughout the school year. The Title I instructors use their own teaching strategies to help students better grasp concepts that are difficult, and the instructors we currently have are both highly qualified,

2. Describe how the LEA will identify and address, as required under State plans as described in Section [1111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

Currently, all of our Title I teachers, and all but one regular education teachers are highly qualified. Our Third Grade teacher is in her second year of teaching. As far as the Corsica-Stickney School District is considered, we currently do not deal with this inconsistency among our students.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#). (School Improvement requirements for CSI and TSI identified schools.)

Answer: The Corsica-Stickney School District has developed a School and Community Improvement Council that is comprised of school board members, community members, business people, teachers, and school administrators. The council meets twice a year. At the spring meeting, the council goes over the current LEA Plan and seeks suggestions as well as discusses any improvements that could be in the plan for the upcoming school year as far as bettering our student achievement. We also presented findings of our Comprehensive Needs Assessment process. We shared our action plan for the year and how we plan to implement it. In the fall, the council also meets to discuss test results for the district and go over how the Title I program will be serving the students in our district. We plan on explaining the results of our year one action plan and things we plan on changing for the 2022-2023 school year. We revisit the LEA Plan that we put together in the Spring with input from this committee to see if it still meets our needs for the upcoming school year. As a staff all members meet after school gets out in the Spring. At this point in time, we go over all of the new testing data to see how our students performed against the State-determined long term goals. During this meeting, the teachers and administrators compile the data into a report to present to the School and Community Improvement Council. New school goals are written to help improve areas that our students didn't perform as high in. This information is also used to help our Title I program research interventions that can be used during their Title I times to help students improve in their lower academic areas.

4. Describe the poverty criteria that will be used to select school attendance areas under [Section 1113](#).

Answer: In order to calculate the poverty rate in the Corsica-Stickney School District, we use the percentage of families we have receiving free or reduced lunch in our district. This is our determining factor on what percentage of our students are considered to be poverty. The Corsica-Stickney school district consists of only one Elementary, one Middle School and one High School, so there is no option when it comes to which facility our students will attend.

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – School-wide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer: The Corsica-Stickney School District is a School-wide Program that serves grade K-6. We also have a preschool for 4 year olds in both Corsica and Stickney. We conduct a Pre-school/ Kindergarten round-up in the Spring where the teachers of both grades, the Department of Health, Title I instructors, and Head Start personnel all attend. We have a transition night for 3 year olds twice a year. We bring in the 3 yr. olds for a fun night of literacy. This is a chance for them to meet their upcoming preschool teacher as well as get a taste of what school is like. We conduct one in the Fall and one in the Spring. We also do 4 transition days for the Pre-school children who will enter Kindergarten. They come to Stickney for 4 Full Days near the end of the year. During this time, they get a chance to go into the Kindergarten classroom during the actual school day to meet the teacher, do an activity, and tour the new school they will be attending. This transition is also done with the help of our Head Start Program. In grades K-6 our Title I instructors receive a copy of all lesson plans that teachers do each week. These are used to build enrichment activities for students during math and reading. Each grade receives Title I services during these classes, and is used for help in the classroom, or small group work to help build skills. In sixth grade, our Title I program also coordinates a transition day with our Middle School. The sixth grade students are bussed to the middle school, go over the structure of the day, a tour of the school is given, classes are discussed, and the day ends with the students eating lunch at the middle school cafeteria. Prior to the beginning of the next school year the Jr. High Principal schedules each student for an individual tour and questions and answer period. In the Spring, we also hold a Title I family night where we plan literacy or math centered activities for our students while the Title I instructors hold a meeting with the parents to go over our Title I program, address any comments or concerns, and take any suggestions anyone may have to consider for the following school year. In the Fall of the year, we conduct an open house. Here the students and their families are welcomed into the school. They see their classrooms, register with the school, and our Title I instructors are at the registration table to explain the services each child is entitled to.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer: The Corsica-Stickney School District currently does not serve any students that are homeless, however, in the case that a student would enter our district indicate that he/she may be living in a temporary situation or, if an enrolled student becomes homeless, provide the student with the Know Your Rights Brochure that is provided by the SDDOE. Our district has an appointed McKinney-Vento Liaison, who would be notified of the student's situation. At this point, the liaison would visit with the student and/or family and make a determination while completing an intake document. If the student is homeless, this would be documented on Infinite Campus. Even though a student has indicated a homeless status or a status of temporary housing, he/she will still receive any of the school services such as busing, pre-school, school lunch, Title I services, special education, summer school, etc. that is offered here at our school. If the services the student needs are not provided through the district and funded through general fund, Title I funds, or special education funds, the school would make referrals for that student.

7. Describe the strategy that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement. *Note: the strategies described here should reflect what is in the district level Parent and Family engagement Plan.*

Answer: In order for the Corsica-Stickney School District to effectively implement our Parent and Family Engagement Policy, we have implemented several things. First of all, we have developed a Community and School Improvement Committee that meets twice a year. At this meeting, we go over several aspects of our School-Wide Title I program including the Parent and Family Engagement portion. We hold an Open House each Fall before school starts, where parents and families of students are welcomed into the school and classrooms. At this event, our Title I instructors sit in the registration area to give parents an overview of what our Title I program is and answer any questions they may have. Our district also sends out a monthly newsletter to all parents and patrons of the two communities that make up our district. This newsletter includes many of the happenings within the school, a monthly activities calendar, and other reminders or school notices, much of this information is also posted on our school website. Our Parent and Family Engagement Policy is posted on the school website, found in our student handbook, and is also reviewed at the different meetings we hold throughout the year, as well as at our teacher in service in the Fall. In the Spring of every school year we also do a Family Fun Night where we do activities with students and meet with the parents to explain what Title I has been doing for their students throughout the year and what it means to our students and their parents in the Corsica Stickney School District. We have a Family Movie Night each year where families come together at school to enjoy a movie and snacks. This is coordinated through our FACS program. Parents have opportunities to come to School Board meetings to attend and make their voices heard. Parents attend athletic events, plays, concerts, award's night, Senior Project Night, Band Boosters, PTO, and various meetings throughout the school year where parent involvement is sought.

8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs **including plans for the transition of participants** in such programs to local elementary school programs

Answer: The Corsica Stickney School District has a Preschool program which runs five half days a week. We operate a Preschool in both Corsica and Stickney communities. In the Spring of the year, the school holds a Preschool and Kindergarten Round up event at the elementary. The Preschool and Kindergarten teachers all have a station for parents to stop by, the county health nurse goes over all vaccination information the parents will need, the Title I instructors go over the Title I program and hand out a "readiness checklist" for parents to fill out for their child and return in the fall. Head start also attends this event. At the end of the year, the preschool children are invited to come to school as an entire group for a 4-day transition to Kindergarten. This gives them an opportunity to be altogether as a group and experience what a full day of school is like. They get a chance to go into the Kindergarten classroom for activities, a tour of the school, and to meet the teacher, this is done in conjunction with the Head Start tour.

9. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, **in schools operating a targeted assistance school program** under [Section 1115](#), will identify the eligible children most in need of services under this part. If the school does not have any targeted assistance programs, please indicate that below,

Answer: The Corsica Stickney School District is a K-6 School-Wide Title I school. In our situation, all students are eligible for Title I services. Throughout the school year, our teachers, Title I staff, and all paraprofessionals serve all students. We will be implementing DIBELS Benchmark testing for students in K-6 this upcoming year to help identify students with the most needs. The DIBELS data will be used to drive instruction and differentiate instruction for all students. We will Progress Monitor those students who are determined to be below standard 1-2 times per month to monitor progress. We will also be utilizing the Interim Smarter Balanced testing in grades 3-6 to monitor student growth throughout the year. However, if at any time during the school year a student has academic struggles or seems to have a low performance on classroom assessments, these students would receive help from the Title I department either in the classroom or in a small group pull out situation.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
- (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer: The Corsica-Stickney District houses the Middle School and High School in the same facility. While in Middle School, the schedule runs the same as the high school schedule which helps in transition in that way. Our middle school students are also integrated with the high school students in many extra-curricular activities such as band, basketball, track, and volleyball for those students who may be involved. Also, the district does allow for middle school students to take a high school level math class in 8th grade for high school credit, if they choose to do so. To help transition our high school students from high school to post-secondary we have taken several measures to help our student's transition more easily. First of all, we offer dual credit courses to our high school juniors and seniors, we have open campus for our seniors which helps them adjust to having those types of schedules post high school. Through the coordination of our school counselor, we have college representatives, military representatives, a career coach from a local Technical Institute that come and present to our juniors and seniors. This allows them to line up college and technical school visits, and arrange job shadowing or internships. Our counselor also utilizes the SDMyLife program throughout middle school and high school, and also conducts the ASVAB test with our juniors.

11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

Answer: The Corsica-Stickney School District approaches discipline on an individual basis, and works hard to reduce the overuse of discipline practices that remove students from the classroom. Although our instances of the removal of students from a classroom is rare, in the case that it should happen, we would go through a number of steps to help positively approach the problem and work to resolve the underlying issue. We have implemented the use of the Jaguar Way at the elementary. This is implemented school wide in the classrooms, hallways, lunchroom and bathrooms. Students are aware of what is expected for behavior and all staff uses the same procedures to maintain appropriate behavior. Some of the other things we look at trying are individualized curriculum for students who are receiving guidance services through our counselor, MTSS within our Math curriculum, utilizing community members as mentors to help with struggling students, starting a 504 plan if appropriate to help lay out the guidelines of what needs to be done for a student.

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer: The Corsica Stickney School District has worked to establish and maintain a CTE program that incorporates experiential learning that allows students to gain real work experiences based on their interests. We offer several CTE opportunities through our FACS Department, Business Department, and Industrial Tech department. We also have available to our district courses through the DIAL consortium, and also have dual credit opportunities through Technical schools and Universities. Seniors have job shadowing experiences or internships during their senior year.

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer: The Corsica Stickney School District informally identifies students who are gifted and talented based on school performance and parental input. To these students, there are technology opportunities through DIAL and Dual Credit courses. The district is exploring opportunities in Robotics for the upcoming school year. Students also have access to the SD Public Library, and teachers do have access to materials that go above and beyond the curriculum being delivered to the whole class. We use the MTSS to assist these students to promote their individual skill interests. None of the aforementioned measures the district goes through to help the gifted and talented students in the district are funded through the Title I funds our district receives.

