

Corsica-Stickney
2025-2026
Title I School wide (SW) Plan

District:

Corsica-Stickney

School:

Corsica-Stickney Elementary

Building Principal:

Mrs. Ferra Kemp

Select One:

☐ Initial Plan for new SW Program

☒ Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Tami Kaaz

Date Completed:

June 25, 2025

Budget Implications

Describe how federal funds will support the School wide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

The Corsica-Stickney School District uses Title I funds to partially compensate our two Title I Interventionists. The district uses General Fund monies to cover the remaining portion of the salaries for the two interventionists. The District feels strongly on the importance of providing support to increase student performance and to ensure we are providing a solid educational program here at Corsica-Stickney.

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

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 once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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.

Describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative:

The Corsica-Stickney School District completed the **Initial** Comprehensive Needs Assessment during the 2020-2021 school year. We worked through this process with the help of Mary Lou Mc Girr and Michelle Glodt during Zoom regional workshops held periodically throughout the year. We chose the option of having some assistance from our facilitators in completing the 4 steps of the CNA process. First, we chose our team from Corsica-Stickney that would be responsible for the CNA process. We are a small school and we chose to have Ms. Kristine Gillette, Title I Director, and Mrs. Ferra Kemp, Elementary Principal as the two members of our CNA team. We worked with the help and guidance of our facilitator, Mrs. Mary Lou Mc Girr to complete the CNA process. We communicated our progress to our teachers, superintendent, school board, and stakeholders at staff, board, and community involvement meetings throughout the year.

The first step was to collect data pertaining to the four components of the CNA process (Effective Leadership, Curriculum and Instruction, Talent Development, and Family, Culture, and Climate). One of the first things we did was to survey all students in grades K-6, all teachers (certified) and support staff (non-certified) in our elementary school, and all of the parents of students in grades K-6. We had Mary Lou Mc Girr come to our school and do classroom walkthroughs, principal interview, and conduct our teacher focus group. Mrs. Kemp compiled a binder of data regarding teacher lesson plans, her teacher observations, our survey results, interview results or takeaways, professional development plans, operational data, discipline plans, classroom walkthroughs, focus group findings, curriculum maps, and safety procedures. The CNA team looked at all of this data to identify needs that are apparent, as a result of the data we have collected during this process. The next step was to prioritize our needs and identify what areas we want to take action to make improvements.

We identified the need to have a professional development plan as one of our needs. We then went through a process to find the root cause of this need and found that we as a district have not developed a solid plan for professional development for our teachers and paraprofessionals. We have always let the teachers choose the areas of professional development they want to personally pursue instead of offering structured relevant professional development to the entire staff in our district. Another need that we discovered that we need to identify and communicate our lesson outcomes to our students on a daily basis. The root cause of this was determined to be just a lack of communicating the lesson outcomes to our students. Teachers know what the outcomes of the lessons they teach but have not taken the extra step to communicate with the students and paraprofessionals what the outcome of the lesson will be. This was also noted when looking at lesson plans that the outcome is missing from the plans. The next need that we discovered through this process was training of our paraprofessionals. We have great paraprofessionals in our district but realize that we have not included them in professional development trainings or meetings we should have. The root cause of this was just an oversight in the importance of including them in all meetings and trainings we provide to our certified staff. This will help with the positive school climate that we are trying to create and maintain in our school.

Year One Implementation-2021-2022- We identified two areas in which to take action. The first was to develop a District Professional Development plan/schedule that includes teacher collaboration time as well as focused relevant professional development in the areas of curriculum and instruction. This action was the responsibility of the Principal with the input of the CNA team as well as teacher input. This professional development included training for paraprofessionals as well as including the paraprofessionals in all professional development sessions throughout the year as well. The second action was to continue to use Plan Book template by all teachers that included learning outcomes and components of the Danielson model that are used in teacher evaluation process. We dove deeper in to lesson planning to be sure we included outcomes and that we aligned our lessons both horizontally and vertically in the curriculum of our school. This action pertained to the components of curriculum and instruction and talent development. We also extended this to family, and culture and climate when we shared lesson outcomes with parents during parent teacher conferences held twice a year.

The CNA team kept all stakeholders apprised of the implementation and progress of our action plan at weekly staff meetings, monthly board meetings and during the semiannual School Improvement Council meetings held throughout each school year.

Summarize the results and conclusions:

Narrative: Year 2 Implementation-2022-2023

We discovered after analyzing all the data from year 1 implementation that we were strong in a lot of the areas addressed in the CNA process. The Corsica-Stickney CNA team wrote an Action Plan for year 2 that addressed the most important needs identified during the CNA year 1 evaluation. The next Step we created our District Action Plan for year 2. We identified two areas in which to take action. The first was to develop a District Professional Development plan/schedule that includes teacher collaboration time as well as focused relevant professional development in the areas of curriculum and instruction and talent development. This action was the responsibility of the Principal with the input of the CNA team as well as teacher input. We looked at getting this plan/schedule in place by the end of the 2022-2023 school year. This professional development included training for paraprofessionals as well as including the paraprofessionals in all professional development sessions throughout the year as well.

The second action was to continue using Plan Book as our lesson plan format by all teachers that included learning outcomes and components of the Danielson model that are used in teacher evaluation process. We dove deeper in to lesson planning to be sure we included outcomes and that we aligned our lessons both horizontally and vertically in the curriculum of our school. This action pertained to the components of curriculum and instruction and talent development. We extended this to family, culture, and climate when we shared lesson outcomes with parents during parent teacher conferences held twice a year. Administration and teachers continued using Plan Book during the 2022-2023 school year.

The CNA team kept all stakeholders apprised of the implementation and progress of our action plan at weekly staff meetings, monthly board meetings, and during the semiannual School Improvement Council meetings held throughout the 2022-2023 school year. This addressed the component of Family, culture and climate. We wanted open communication with all stakeholders in our District when it came to the education of the students within our District.

We analyzed lesson plans, surveys and data from Principal walk through. We made great progress on our action plan goals in year two of implementation. All teachers used Plan Book for their lesson plans. The lesson plans included learning outcomes for the lessons they taught. All teachers wrote on their boards or had posted the learning outcomes for the ELA and Math lessons they taught each day. Most teachers began each lesson introducing the learning outcome and then at the end referred back to the outcome to monitor student understanding.

The teachers received the unpacked standards for their grade level and one grade below and above their grade level to analyze and discuss gaps and overlaps of skills. This helped them when designing lessons on their lesson plans.

Even though more PD offered including PD for our paraprofessionals, a plan officially wasn't written for Professional development. Ongoing discussions between teachers and administrators is laying the groundwork for a plan in the near future. We focused on this goal more in our year 2 action plan. We hoped to get a tentative plan in place by the end of the school year 2022-2023.

Year 3 Implementation 2023-2024

The CNA team met at the end of the 2022-2023 year and looked at our Action plan and to see what goals we met and what we still needed to work on moving forward. We looked at our data from assessments and testing results, and saw improvements in many areas. Our Action plan for year 3 was to continue using Plan Book for our lesson plans. We continued beginning each lesson by discussing the learning outcome and then referring back to it at the end of the lesson to monitor student understanding. We continued to use the resources purchased for Daily Oral language review and grammar reinforcements. We continued our Math meetings at the beginning of our math lessons each day. We continued including our paraprofessionals in our staff meetings and professional development opportunities offered throughout the school year. We worked on developing a professional development plan for our District. Teachers were made aware of all the different opportunities or professional development offered by the SDDOE and state universities throughout the year. Some teachers took part in book studies offered through these entities. A formal plan moving forward continue to be developed with input of teachers, paraprofessionals, and administration. Finally, we continued to develop partnerships and family engagement opportunities with the families in our District. We implemented book/author studies, READ ALOUDS, and various other activities to engage students, families, and school in the joy of reading. We hoped this not only promoted the joy of reading but also brought school and families together in many ways supporting each other while having fun and learning.

Year 4 Implementation 2024-2025

The CNA team met at the end of the 2023-2024 year to look at our Action plan and saw what goals we met and what we still needed to work on moving forward. We looked at our Data from assessments and testing results and saw improvements in many areas. Our Action plan for year 4 was to continue using Plan Book for our lesson plans. We continued beginning each lesson by discussing the learning outcome and then referring back to it at the end of the lesson to monitor student understanding. We continued to use the resources purchased for Daily Oral language review and grammar reinforcements. We continued our Math meetings at the beginning of our math lessons each day. We continued including our paraprofessionals in our staff meetings and professional development opportunities offered throughout the school year. We researched and decided that we would continue to use Go Math. We ordered the newest version of this curriculum and continued to use it in the upcoming school year.

We discussed with the administration on what exactly the plan will look like and what kind of professional development was provided. Teachers were made aware of all the different opportunities or professional development offered by the SDDOE and state universities throughout the year. Some teachers and our Principal have taken the Science of Reading professional development opportunities provided by the SD DOE. We encouraged all staff to take the Science of Reading courses this upcoming school year in order to be trained in the Best Practices of teaching in the area of phonemic awareness, phonics, vocabulary, fluency, and comprehension. A formal plan moving forward continued to be developed with input of teachers, paraprofessionals, and administration.

Finally, we continued to develop partnerships and family engagement opportunities with the families in our District. We will continue book/author studies, READ ALOUDS, and various other activities to engage students, families, and school in the joy of reading. We hoped this not only promoted the joy of reading but also brought school and families together in many ways supporting each other while having fun and learning.

Year 5 Implementation 2025-2026

The CNA team met at the end of the 2024-2025 year to look at our Action plan and to see what goals we met and what we still needed to work on moving forward. We analyzed our data from assessments and testing results, and saw improvements in many areas. Our Action plan for year 5 will be to continue using Plan Book for our lesson plans. We will continue beginning each lesson by discussing the learning outcome and then referring back to it at the end of the lesson to monitor student understanding. We will continue to use the resources purchased for Daily Oral language review and grammar reinforcements. We will also continue our Math meetings at the beginning of our math lessons each day. We will focus on number sense, academic vocabulary and basic skills. We will continue including our paraprofessionals in our staff meetings and professional development opportunities offered throughout the school year. We researched and decided that we would continue to use Go Math. This coming school year we will be looking at updating our ELA curriculum. We will research and get samples of various curriculums in order to make the best choice to find one that best aligns to the five pillars of Science of Reading.

This will ensure our instruction will raise and or maintain our progress on the State Assessments moving forward.

Teachers will be made aware of all the different opportunities or professional development offered by the SDDOE and state universities throughout the year. Some teachers and our Principal have taken the Science of

Reading professional development opportunities provided by the SD DOE. We are encouraging all remaining staff to take the Science of Reading courses this upcoming school year in order to receive training in the Best Practices of teaching in the area of phonemic awareness, phonics, vocabulary, fluency, and comprehension. A formal plan moving forward will continue development with input of teachers, paraprofessionals, and administration.

Finally, we will continue to develop partnerships and family engagement opportunities with the families in our District. We will continue book/author studies, READ ALOUDS, and various other activities to engage students, families, and school in the joy of reading. We hope this not only promotes the joy of reading but also brings school and families together in many ways supporting each other while having fun and learning.

Component 2: §1114(b) (7)(A)(i):

Provide a description of school wide 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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the School wide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Narrative: The Corsica Stickney School District has worked hard to align its curriculum to the South Dakota Content Standards in which the State of South Dakota has adopted in Math and Reading. All grades completed curriculum maps in all subject areas prior to the start of the 2020-2021 school year. All teachers will be updating their curriculum maps during the 2025-2026 school year. In grades K-5, we currently use the Houghton Mifflin Harcourt "Go Math" which is aligned to the South Dakota Content Standards. We noticed a weakness in the area of number sense and problem solving on our 2025 SD Math Assessment and will implement math daily five time to focus on areas of number sense development, problem solving, academic math language development, and using more math manipulatives in lessons.

We purchased the Wonders Reading series from McGraw Hill 2020, which also aligns with the South Dakota Content Standards. This year we will be researching ELA curriculums in order to update our Wonders. We will be looking for one that best aligns to the five pillars of the Science of Reading. We will be looking for ELA/Phonics curriculum that aligns to the new 2025 ELA content standards.

Because we have noticed short falls in areas of reading, we adopted the Saxon Phonics program grades K-3 in order to help reach some of our academic goals in reading set by the K-5 elementary staff. Teachers will be encouraged to use Best Practices, explicit teaching, when teaching the phonics curriculum in grades K-3. We have found that since adopting these new series, our academic achievement has improved in the areas we have focused on. A few areas that need further development are phoneme segmentation, word reading and oral reading fluency. We will enhance focus on these specific areas during the 2025-2026 school year to seek improvement. We will use intervention time to specifically focus on the 5 components of reading to improve reading skills overall in all grade levels. The Corsica-Stickney District serves all students in all sub-groups.

We are going to continue to focus on the Fundamentals of Language (grammar), and writing in the 2025-2026 school year. We saw improvement in increasing student proficiency in this area of ELA this past year on the SD State ELA Assessment. We assess our students quarterly in writing. We continue to seek opportunities to incorporate writing in all areas of our curriculum. We provide students with opportunities to write in each of the genres of writing as well as comparing two sources and citing information from multiply sources in grades 2-5. All teachers in grammar instruction in all grade levels will provide explicit instruction.

Each student utilizes the same current curriculum materials provided by the school. If it is found that, any student within our K-5 school is in need of further academic accommodation. He/she then will be helped by one of our Title I Interventionists who are certified in the area they are assigned to teach, and use enrichment activities and supplemental resources found within our reading or math curriculum to provide further instruction in order for the students to become proficient.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

Built into each of these curriculums, (Reading, Phonics, and Math) are Unit tests, beginning and end of the year tests, progress monitoring, and checkpoints to help monitor each student's progress in each of these three subject areas. We will also be implementing DIBELS Benchmark testing in all grades K-5 (3) times a year. After analyzing the results of the benchmark tests, students identified at risk will be given either the Heggerty Phonemic Awareness Screener or the CORE Phonics Screener to pinpoint areas of greatest need of intervention in grades K-3. Grades 3-5 will be given the EASY CBM assessment to further pinpoint areas of greatest need. Students will be placed in groups based upon area of need (ex. Phonemic awareness, decoding, fluency, vocabulary, comprehension, etc.) Teachers, Title I Interventionists, Principal, and Paraprofessionals will be assigned a group and students will "Walk to Learn" for 20-30 minutes per day. During this focused time students will be explicitly taught/or given reinforcement in an area of weakness determined by Benchmark testing and/or screeners. We will group students into the various groups in K-2 and 3-5 grade spans. Each grade will focus on the specific component of science of reading that each student needs improvement. All elementary staff including paraprofessionals will be utilized during "Walk to Learn" intervention time. Paraprofessionals will work under the guidance of a certified teacher. All students in grades K-5 will be progressed monitored 1-2 times per month. Groups will be reevaluated each month and will change based upon progress monitoring data if applicable.

We give a quarter writing assessment. Each quarter the students are given a writing prompt that is focused on their grade level writing standards. These assessments are scored with a rubric and kept in a binder that gets passed on to the next grade at the end of the school year. Those students not making progress will be given further help within our Title I program in the areas of fluency, writing, and comprehension. We hope these writing assessments strengthen the students writing skills and help with writing proficiency on the South Dakota State Assessments in the Spring.

Students in grades 2-5 will also be taking the South Dakota Interim tests periodically (at least once throughout the year to assess progress on specific skills in Reading and Math. Students who are identified as struggling or well below will be given further individualized help in the identified areas within our Title I program.

The teachers will continue to use the Plan Book lesson plan template to focus on the learning targets for each lesson in Reading and Math. Teachers will be communicating the learning targets with the students on a daily basis in order for students to understand and take personal responsibility for their learning.

Teachers will be looking to ask and implement higher level thinking skills opportunities to analyze across texts in ELA. We will continue to weave spiral review into their math lessons to build understanding and proficiency. We will also take PD time to look at the unpacked standards between grade level clusters in the areas of Reading and Math. Key details, inferencing, and drawing conclusions will be stressed during all subjects in the elementary. Research will be incorporated into all grade levels. Reading is something that needs to be practiced. Staff will be working on ways to promote reading for enjoyment which will hopefully increase reading proficiency overall.

Our school district is continuing to develop a professional development plan moving forward for our teachers and paraprofessionals. This will be a strategic plan that focuses on strategies to increase student performance. All teachers and paraprofessionals will be encouraged to take the Science of Reading courses offered by the SD DOE.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of school wide reform strategies being implemented 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.

NOTE: If federal funds will be used to provide food for family engagement activities the school **MUST** include why it is necessary and reasonable to do this in the School wide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

As part of our reform strategies to help strengthen the academic program at the Corsica-Stickney School, we have added more writing into all grade levels and subject areas. Student samples taken every quarter of the school year, and evaluated for overall student progress. All students in grades K-5 will be keeping a writing binder. Teachers and students will select samples of writing to include in this binder throughout the year. This binder will move with the student from grade to grade to chart progress over time. We developed a grading rubric used in all grade levels to make evaluation less subjective and more valid. Students will have opportunities to write in all genres of writing: (narrative, informative/explanatory, persuasive, and descriptive). Students will write at least one essay comparing 2 sources and citing information taken from 2 or more sources.

We utilize the Wonders Reading curriculum from McGraw Hill and find that it meets the standards and has helped to increase our test scores. We will be looking at upgrading our ELA curriculum during the 2025-2026 school year. We will be looking at various curriculums that support the Science of Reading pillars. In addition, we implemented at all grade levels the return to studying Fables and folktales to improve our proficiency in the area of identifying theme and central ideas. We will also be focusing on realistic fiction and its features. These were identified as an area of weakness in all grade levels based on data from our South Dakota State Assessment Testing.

We focused on the Fundamentals of Language (grammar), and writing this past school year 2023-2024. We utilize a supplemental book on a daily basis to review, teach and supplement the Language curriculum. We saw improvement in these areas on the South Dakota State ELA Assessment this Spring (2024). Teachers also used these ideas to build upon and enrich students' curriculum who seemed to perform at a more advanced level.

Our School-wide goal is to score 87% or higher in all TARGET areas in ELA and Math on the SD Assessments in the Spring of 2026. Individually we have a goal of all students in grades 3-5 scoring 70% or higher on the SD Assessments in the Spring of 2026.

We will be implementing Interim State Assessment testing in reading and math at least once a month. We will use these assessments to drive instruction and differentiate learning. We will also implement DIBLES Benchmark testing three times a year with progress monitoring of students identified at risk one time per month.

In subject areas such as Science and Social Studies, many of the same standards that are taught within the Math and Reading are then used within those subject areas as well. Our K-5 teachers have implemented lessons and curriculum that meets the new Social Studies Standards approved by the SD DOE in 2025.

We are going to continue to build into our Math classes at all grade levels a daily math calendar or math talk time or review of skills such as, skip counting, rounding, odds/evens, number of the day, counting on, counting backwards, and money. This will further help with number sense that will carry through all grades. We will also incorporate Touch Math into our daily lessons in grades K-3. We will adopt a daily math center time to focus on weaknesses in number sense, problem solving, and basic skills. Teachers will incorporate manipulatives into their instruction. Explicit instruction and an increased focus on academic math vocabulary will be used in instruction

Although we do not have an extended school day for our students, we do offer summer school during the summer break to help reduce the loss of retention between the end of one school year and the beginning of another. Summer school lasts 2 weeks and identified students come for one hour per day during their scheduled time slot. All students may attend. Their teachers or parents recommend most students that attend summer school.

All teachers will continue to use Plan Book, a lesson plan template. The lesson plan will include learning outcomes for the lessons in Reading and Math. Teachers will identify the targets/outcomes of the lesson and communicate them to the students on a daily basis. This will give students an understanding of the purpose of the lesson and a goal for them to take an active interest and involvement in their learning. Teachers will be providing lessons and opportunities to use higher order thinking skills to analyze across texts. This will include analyzing characters, settings, plot, and point of view.

We are continuing to develop and strengthen a district professional development plan that will be strategic in providing teachers and staff training in strategies on increasing student performance in the areas of reading and math. Some teachers and our elementary principal have taken the Science of Reading courses offered by the SD DOE. We will encourage all remaining teachers and paraprofessionals who have not taken the Science of Reading courses to take part in the Science of Reading courses offered during the 2025-2026 school year as well.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations: Built into each of these curriculums, (Reading, Phonics, and Math) there are unit tests, beginning and end of the year tests, progress monitoring, and checkpoints to help monitor each student's progress in each of these three subject areas. We will once again be implementing South Dakota

Interim Testing during the 2025-2026 school year, aligned to the South Dakota State standards and will be used to guide instruction and set student differentiation. If a student, who scores high on these assessments needs more enrichment to push him/her further, these curriculum enhancements are put into place. If a student scores low in areas on these assessments, changes in instruction and remediation will be implemented to raise scores. Teachers are updating the curriculum maps to reflect our current curriculums and SD State Standards throughout the 2025-2026 school year. The maps guide instruction in grades K-5. We analyze the maps each year to look for gaps and to identify any areas we are weak in pertaining to curriculum and how closely it aligns to the South Dakota State Standards.

The implementation of programs on bullying and cyberbullying bullying will continue to improve our school environment and atmosphere. The implementation of social emotional strategies and brain based learning strategies will improve the overall performance of the students on a daily basis.

The CNA Process Action Plan is in place for year 5. We will begin the Comprehensive Needs Assessment process this year in order to have a continuous plan in place moving forward.

We will continue to use Plan Book for our lesson plans, will be sure to include learning outcomes, teachers will communicate and display these outcomes on a daily basis to their students. They will use the outcomes to check for understanding before and after each lesson. We will be providing more opportunities and lessons on higher order thinking skills to have students analyze across texts in order to increase comprehension and proficiency.

We feel by implementing these strategies we will see an increase in student achievement and we will annually evaluate this achievement during our end of the year data retreat in the Spring of 2026.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of school wide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs of 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 school wide 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.
- If programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school wide program need to be described in the narrative.

Narrative:

The Corsica- Stickney School District recognizes that all students come with individual needs that have to be addressed in order to help them better meet the challenging state academic standards. When children have behavioral issues, low achievement, or other things that may inhibit their achievement, but do not qualify for services under IDEA, our School Wide Title I helps to aide these students. We utilize our school Counselor who can meet with students in groups, individually, help find outside resources to students who may need them, and help work with the families to better help the student.

In our High school, we offer dual credit classes for students who are interested, Career and Technical Education classes, and a variety of individualized math courses to help better accommodate postsecondary plans.

Currently we do not have an adopted School Wide tiered model that we follow to help with our behavioral issues, but are currently researching and reviewing a few models that would potentially be put into place. We have not had discipline issues where the students have been removed from the classroom, but acknowledge the fact that this could change at any time. The teachers work closely with the Principal when any discipline issues arise.

We have recently dealt with a couple issues recruiting teachers to our District. We have been able to find teachers when the need arises except for the areas of Music/Band. These areas are specialized and with the current teacher shortage that our state is experiencing we like most districts have had trouble filling these positions. We have used in house certified teachers/administrators to fill these positions until a teacher can be hired for the vacant position(s).

Most of our teachers and our school elementary principal have taken the Science of Reading courses provided by the SD DOE this past school year. We are encouraging the remaining classroom teachers and paraprofessionals to take the courses during the 2025-2026 school year. We have identified a need for a District professional development plan/schedule. We are continuing to work at creating and implementing a plan/schedule. This will include continuing the trainings for our paraprofessionals as well as continuing the teacher collaboration time. Our paraprofessionals attend a yearly training provided by the CORE personnel in Platte, SD. Our staff members participate in professional development opportunities on their own during the summer.

Preschool transitioning into the regular elementary school our district does several things to ensure the smooth transition for these students. First, we have a Round Up in the spring where all parents register with the school, meet the teacher, view the curriculum, meet the Title I staff, and meet with the County Health Nurse to check immunization records. During preschool, we do have the preschool students attend the kindergarten room for one morning or afternoon to meet the teacher, do some activities, and tour the school. This is in conjunction with our head start program. Preschool students attend for four full days at the end of the year. This helps them get used to attending full day every day school. They get used to the schedule and the building.

We also hold a Fall and a Spring incoming Preschool Family Fun Night for children who will be starting preschool the next Fall. We invite the students and their parents to come once in the Fall and again in the Spring to school. We inform the parents about our preschool program and Title I. We read a book, do a related craft, sing songs and play games with the students This helps with the transition to preschool and getting the students and parents excited about school.

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

Benchmark/Evaluations: :

We look at several factors to ensure that these strategies are effective such as the academic success of our students who are seeing our counselor, and whether or not this has affected their behavior and academic performance in the classroom. We also look at the fact that we have had limited issues with behavior, teacher recruitment/retention, and feel that what we have in place is currently working.

We do look at our preschool and kindergarten data using our beginning and end of the year checklist for preschool and our DIBELS, Reading, Math and Phonics data in Kindergarten to monitor progress. We will evaluate the effectiveness of our reform strategies during our annual data retreat. We will look at the programs we have in place and analyze our assessment data to find our strengths and weaknesses. We will then set goals for the next academic year and create new reform strategies when the need arises.

We went through the Initial CNA process four years ago and identified some actions that we will continue to work on during the 2025-2026 school year, the fifth year of implementation, in order to increase student achievement. One action is to continue to work on developing a professional development plan/schedule for our teachers and paraprofessionals. The second is to continue to use Plan Book, a lesson plan template, which will include lesson outcomes that are aligned to the standards. We need to communicate these outcomes to our students in order for them to understand in importance and purpose of what they are learning. We will continue using resources, we purchased to supplement our grammar/writing instruction. We will focus on explicit instruction in the area of phonics in grades K-3. We saw progress in grammar and writing during the analysis of our data from the last school year. We will focus on making sure we are incorporating the 5 pillars of Science of Reading into our daily lessons in ELA.

We will continue to have a math meeting each day focusing on counting, calendar, and number sense. We will add a spiral review of concepts in grades 3-5 to strengthen the math understanding and proficiency. We will implement a daily math time to focus on number sense, basic math skills, problem solving, and academic math language. We will provide more opportunities to use higher order thinking skills when analyzing across texts with characters, setting, plot, and point of view in order to increase comprehension proficiency. We will use our intervention time to focus on the 5 pillars of science of reading and place students in a group based on the data obtained through DIBELS and other screeners. Students will focus on the areas of weakness in order to improve overall oral reading fluency. We will monitor and evaluate these actions throughout the year (2025-2026) through teacher evaluations, walkthroughs, surveys, and assessment data.