

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, 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. This plan will be uploaded into the Grants Management System annually.

LEA: Corsica-Stickney

LEA Representative: Mr. Scott Muckey

Date: June 5, 2026

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:

The Corsica Stickney School District has embraced the South Dakota State Standards and has made sure the curriculum in Math, Reading, Science, and Social Studies covers those standards. New standards for ELA were adopted in 2025, Math standards were adopted in 2026, Science standards were adopted in 2024, and Social Studies were adopted in 2023. We have reviewed them and have aligned or are aligning our curriculum to meet those updated 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 individual classrooms. We evaluate strengths and weaknesses of our curriculum and make necessary adjustments.

We will have updated our curriculum maps by the start of the 2026-2027 school year. This will help to identify any gap in areas which we need to address. We completed a Comprehensive Needs Assessment during the 2025-2026 school year.

In the area of Talent and Development we identified the need to have all staff trained in Science of Reading, especially in grades K-2. Teachers in Pre -K, 3-5, SPED, Title I and our principal have already taken the Science of Reading courses. Teachers in grades K-2 will be taking the course this upcoming school year.

In the area of Curriculum and Instruction, we are purchasing a new ELA curriculum that follows the Science of Reading format. An emphasis will be placed on the explicit teaching of writing at all grade levels. Phoneme Segmentation is an area of weakness and will be a focus in 2026-2027. An intervention time will be established for all grade levels. During this intervention time students will get focused intervention in areas they need. Areas of need will be determined through observation, formative assessments, class work, and the use of screeners.

Teachers will explicitly teach phonics especially in grades K-2. Teachers will be more explicit in their teaching practices in the classroom in all subject areas but especially in the areas of ELA and Math.

Teachers will continue to use PLANBOOK and will continue to put learning targets/outcomes on lesson plans. Teachers will also continue to communicate learning targets/outcomes at the beginning of their lessons as well as at the end of their lessons.

Teachers will use more manipulatives, modeling, and hands-on teaching practices in Math. Number sense will be a priority in the lower grades. The new Math standards will be used in all grade levels. Attention will be given to teaching math explicitly using scientific based strategies.

We have great paraprofessionals in our district but realize that we have required them to attend professional development training or meetings like we should have. In the past we have left the training optional and now we will require them to attend the training alongside our certified staff. All paraprofessionals will attend the CORE Training offered prior to the beginning of the school year in Platte. The principal will meet with them prior to the beginning of the year to give them guidance and training on expectations and procedures. The principal will also complete a formal observation of the paraprofessionals during the school year. The principal will also check in with them from time to time to see how things are going. This will help with the positive school climate that we are trying to create and maintain in our school.

In the area of Family, Culture, and Climate we have identified that we need to provide parents with more opportunities to get involved in school. We do have many parental involvement activities in place already but feel a few more may be needed. We are going to ask them to become involved in our READ Across America Day activities, Homecoming Week activities, our Christmas Game Day, Track and Field Day, as well as being guest readers throughout the year. Parents indicated in surveys that they would like to become more involved than they already are throughout the year. We welcome their involvement and will be putting committees together at the beginning of the 2026-2027 school year.

In the area of Effective leadership, our principal is not only our principal but is our K-5 music teacher, 5th grade band, and Jr. high chorus teacher. She is pulled in many different directions. An area was indicated on the surveys and interviews that the need for her to be more available for observations and support. We will be reducing the K-5 music days each week by one day. She will then be available on Fridays for classroom walkthroughs, observations, and support to the entire staff in our elementary building.

The principal will also work time into the schedule for teachers in grades K-5 to have a weekly planning period during lunch break on Wednesdays. Teachers will be together to plan and talk about teaching strategies and curriculum. This will provide time for staff to collaborate and work as a team. This will lead to a better school climate and culture.

The teachers in K-5 will develop a universal way to provide communication to parents. This will be established at the beginning of the 2026-2027 school year. This way all grades will communicate with parents in the same way leading to better communication and parental expectations. Parents will know what to expect because all teachers/staff will communicate in the same manner.

The CNA team will keep 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 2026-2027 school year.

B) Throughout the year, teachers take overall classroom performance, DIBELS scores in Reading, South Dakota Interim testing in the areas of Reading and Math, South Dakota ELA, Math, and Science Assessment scores, as well as the writing assessments will be given once per quarter during the year to help identify students who may be at risk for academic failure.

This school year we will continue to benchmark test our students with DIBELS. We will identify those students with greatest need and further test them with either the Heggerty Phonemic Awareness and/or the Core Phonics screener. This will help us pinpoint the specific areas of intervention those students need. All students will then be placed into groups based upon their area of need. (Phonemic awareness, fluency, decoding, vocabulary, and comprehension) All students in grade spans of K-2 and 3-5 will be placed into groups and they will Walk to Learn for 20-30 minutes per day. This time will be scheduled each day.

We will continue to develop partnerships and family engagement opportunities with the families in our District. We will continue having book/author studies, READ ALOUDS, guest readers, 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.

We will be establishing parent involvement committees to help with, monthly guest readers, Read Across America Day activities, American Education Week, Christmas Fun Day, and the end of the year Field Day. This will give parents more opportunities to get involved in our school.

C)

Teachers in all grade levels share lesson plans and concerns with the Title I interventionists. The deficiencies are identified, and worked on in a smaller pull-out setting, or in the classroom. This would be an additional intervention time not necessarily during the daily scheduled ELA/Math intervention time. Intervention teachers would use scientifically based strategies during this time to increase student proficiencies.

A time is set aside each day at each grade level as ELA intervention time. The Title I Interventionists and staff will be using UFLI curriculum during ELA intervention times. Students will be given Benchmark DIBELS Assessments at the beginning, Middle, and End of the year. Students will also be given a screener to pinpoint areas they may need further intervention. 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. Groups will be fluid and change as data is collected based upon need indicated on the progress monitoring data, teacher observations and formative assessments.

All students in grades K-5 will have daily math intervention time in the regular classroom or with an intervention teacher each day. Students will be placed in groups based upon areas of need. Students will be given the textbook beginning, middle, and end of year test, well as the Easy CBM Math beginning, middle, and end of year benchmark test. Based upon these results, classroom observations, and formative assessments students will be placed in groups for intervention.

During this intervention time, students may leave the classroom to work on specific skills to increase/enhance math proficiency with a Title I Interventionist or a paraprofessional, while others stay in the classroom and work on supplemental activities with the teacher or a paraprofessional. All students during this intervention time are working on supplemental activities, in the classroom with the teacher, in a pull-out location with a Title I either interventionist or a paraprofessional.

The Title I interventionists, paraprofessionals, and classroom teachers use their own teaching strategies to help students better grasp concepts that are difficult or challenge the students who have met the standard but need to enhance their understanding. All teachers, paraprofessionals, and interventionists are certified in the areas they are assigned to teach.

The goal would be to use all the different intervention times to increase student proficiency of the State Standards in all subject areas.

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 our Title I Interventionists, teachers, and paraprofessionals have certification in the areas they teach. As far as the Corsica-Stickney School District is concerned, we currently do not deal with this inconsistency among our students.

We are a small district and have only one classroom per grade level. Teachers certified in the areas they teach at all grade levels teach all students no matter what their income status or minority status.

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:

When Corsica Stickney Elementary is identified as a CSI or a TSI school, the Corsica-Stickney School District developed a School and Community Improvement Council that is comprised of school board members, community members, businesspeople, 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 discussing any improvements that could be in the plan for the upcoming school year as far as improving our student achievement. We also present findings of our Comprehensive Needs Assessment process. Our action plan for the upcoming year and how we plan to implement it is presented to the group.

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 during the school year. We look at our current CNA Action Plan/Goals for the 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.

We analyze our new testing data to see how our students performed against the State-determined long-term goals. 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 did not perform above benchmark. This information is used to help our Title I program research interventions that can be used during our Title Intervention times to help students improve in their lower academic areas. We revisit our CNA Action plan and make changes/new goals.

If our district is identified as a CSI or TSI district, we would work with input from this council to increase performance and make needed modifications to curriculum and instruction to improve programs.

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

Answer:

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 fall into the poverty category.

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 grades K-5. We also have a preschool for 4-year-olds in both Corsica and Stickney. We conduct a Preschool/ Kindergarten round up in the Spring where the teachers of both grades, the Department of Health, Title I Interventionists, 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 current preschool children who will enter Kindergarten the next Fall. 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. They attend Specials classes, eat school lunch and go to recess with the K and 1st grade students. This transition is made possible with the help of our Head Start Program.

In grades K-5 our Title I interventionists receive a copy of all lesson plans that teachers prepare each week. These are used to build enrichment activities for students during math and reading. Each grade has a set aside Title I ELA intervention time.

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 have daily math intervention time in the regular classroom or with an intervention teacher each day. Students will be placed in groups based upon areas of need. Students will be given the textbook beginning, middle, and end of year test, well as the Easy CBM Math beginning, middle, and end of year benchmark test. Based upon these results, classroom observations, and formative assessments students will be placed in groups for intervention. During this intervention time, students may leave the classroom to work on specific skills to increase/enhance math proficiency with a Title I Interventionist or a paraprofessional, while others stay in the classroom and work on supplemental activities with the teacher or a paraprofessional.

All students during this intervention time are working on supplemental activities, in the classroom with the teacher, in a pull-out location with a Title I either interventionist or a paraprofessional. The Title I interventionists, paraprofessionals, and classroom teachers use their own teaching strategies to help students better grasp concepts that are difficult or challenge the students who have met the standard but need to enhance their understanding. All teachers, paraprofessionals, and interventionists are certified in the areas they are assigned to teach.

Our Title I program also coordinates a transition day with our Middle School. Our fifth graders are bused to Corsica in May to meet with the Jr. High Principal and to tour the Jr. High facility. Prior to the beginning of the next school year, the Jr. High Principal schedules each student for an individual tour and question 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 Interventionists 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 interventionists 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 students' situation. At this point, the liaison would visit with the student and/or family and decide 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/all of the school services such as busing, preschool, school lunch, Title I services, special education, summer school, etc. that are offered here at our school.

If the services the student needs are not provided through the district, and funded through the general fund, Title I funds, or special education funds, the school would make referrals for that student.

7. Describe the strategies 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, we have developed a Community and School Improvement Committee that meets twice a year. At this meeting, we will 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 interventionists 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 posted on our school website.

Our Parent and Family Engagement Policy are 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 plan math or reading literacy activities for the students. We meet with the parents to explain what Title I have been doing for their students throughout the year; we share with them our current School wide /LEA plans and seek input on changes for the upcoming year.

We have a Family Movie Night each year where families come together to 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.

We will be establishing parent involvement committees to help with, monthly guest readers, Read Across America Day activities, American Education Week, Christmas Fun Day, and the end of the year Field Day. This will give parents more opportunities to get involved in our school.

8. Describe how the LEA will support, coordinate, and integrate services 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 interventionists 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, attend Specials classes, eat in the lunchroom, and go to recess with the kindergarten/first graders, and meet the teacher this is done in conjunction with the Head Start tour.

We follow our MOU Coordination plan that we have in place between our district, preschool, and our Head Start facilities.

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 district does not have any targeted assistance programs, please indicate that below.

Answer:

The Corsica Stickney School District is a K-5 School-Wide Title I school. In our situation, all students are eligible for Title I services. Throughout the school year, our teachers, Title I Interventionists, and all paraprofessionals serve all students.

We will continue conducting DIBELS Benchmark testing for students in K-5 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. DIBELS benchmark data and identify those in most need of intervention. We will then give those students the Heggerty Phonemic Awareness and or the CORE Phonics screener to pinpoint the areas they need intervention.

All students will be placed into groups based upon their area of need. (Phonemic awareness, fluency, decoding, vocabulary, and comprehension) All students in grade spans of K-2 and 3-5 will be placed into groups and they will Walk to Learn for 20-30 minutes per day. This block of time will be scheduled into the day. We will conduct DIBELS Progress Monitoring of each student in grades K-2 1-2 times per month. The Walk to Learn groups will be monitored and adjusted to meet the students' needs.

All students in grades K-5 will have daily math intervention time in the regular classroom or with an intervention teacher each day. Students will be placed in groups based upon areas of need. Students will be given the textbook beginning, middle, and end of year test, well as the Easy CBM Math beginning, middle, and end of year benchmark test. Based upon these results, classroom observations, and formative assessments students will be placed in groups for intervention.

During this intervention time, students may leave the classroom to work on specific skills to increase/enhance math proficiency with a Title I Interventionist or a paraprofessional, while others stay in the classroom and work on supplemental activities with the teacher or a paraprofessional. All students during this intervention time are working on supplemental activities, in the classroom with the teacher, in a pull-out location with a Title I either interventionist or a paraprofessional.

The Title I interventionists, paraprofessionals, and classroom teachers use their own teaching strategies to help students better grasp concepts that are difficult or challenge the students who have met the standard but need to enhance their understanding. All teachers, paraprofessionals, and interventionists are certified in the areas they are assigned to teach.

We will continue to develop partnerships and family engagement opportunities with the families in our District. We will continue having 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. We will be establishing parent involvement committees to help with, monthly guest readers, Read Across America Day activities, American Education Week, Christmas Fun Day, and the end of the year Field Day. This will give parents more opportunities to get involved in our school.

We will also be utilizing the South Dakota Interim testing in grades 2-5 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 interventionists either in the classroom or in a small group pull out situation during the set aside intervention time each day at each grade level.

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 6-8 and High School 9-12 in the same facility. While in Middle School, the schedule runs nearly the same as the high school schedule helps in transition in that way. Our middle school students integrate with the high school students in many extra-curricular activities such as band, basketball, track, and volleyball for those students who may be involved.

The district does allow 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 students' transition more easily.

First, we offer dual credit courses to our high school juniors and seniors; we have open campus for our seniors that 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, and 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 conducts the ASVAB test with our juniors. Our school counselor/test coordinator also oversees the preparation and administration of the ACT test which is now given to all Juniors. This test is used for Dual credit courses as well as college admissions.

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 are rare, in the case that it should happen, we would go through several 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 expectations for behavior, and all staff use 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.

Students are referred to Special Education who exhibit behavior problems that are associated with learning difficulties. If these students meet the criteria for entrance into the Special Education program, the students receive services within this program for their behavior needs.

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 with 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 courses available to our district through the DIAL consortium and 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, Students also have access to the SD Public Library, and teachers do have access to materials that go beyond the curriculum 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.

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ESEA References for Components of a LEA Plan

Component #2 **Section 1111 (g) Other Plan Provisions.**

[GO BACK TO COMPONENT #2](#)

- 1) Descriptions – Each State plan shall describe—
 - (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

[GO BACK TO COMPONENT #3](#)

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

- (B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
 - (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
 - (ii) includes evidence-based interventions;
 - (iii) is based on a school-level needs assessment;
 - (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - (v) is approved by the school, local educational agency, and State educational agency; and
 - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.
- (D) PUBLIC SCHOOL CHOICE.—
 - (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
 - (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
 - (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;

(ii) includes evidence-based interventions;

(iii) is approved by the local educational agency prior to implementation of such plan;

(iv) is monitored, upon submission and implementation, by the local educational agency; and

(v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) **IN GENERAL.**—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

(i) to identify eligible school attendance areas;

(ii) to determine the ranking of each area; and

(iii) to determine allocations under subsection (c).

Component #6 **(c) ALLOCATIONS.—**

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall re- serve such funds as are necessary under this part, deter- mined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 **SECTION 1116 – PARENT AND FAMILY ENGAGEMENT**

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

[GO BACK TO COMPONENT #9](#)**(c) ELIGIBLE CHILDREN.—****(1) ELIGIBLE POPULATION.—**

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

[GO BACK TO COMPONENT #11](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.