

Corsica-Stickney
2026-2027

Title I School wide (SW) Plan

Corsica-Stickney

District:

Corsica-Stickney Elementary

School:

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 5, 2026

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 Corsica-Stickney School 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 current Comprehensive Needs Assessment during the 2025-2026 school year. We worked through this process with the help of our administration and staff. We chose to do this comprehensive Needs Assessment on our own using the notes and our prior experience with doing this process once before.

We chose to have Ms. Kristine Gillette, Title I Director, and Mrs. Ferra Kemp, Elementary Principal, as the leaders of our CNA team. Our CNA team consisted of teachers, paraprofessionals, elementary parents, school improvement council members, and administration. 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, all students in grades K-5, and all the parents of students in grades K-5.

We gathered additional data including assessment data, STARS data, curriculum maps, and safety procedures.

Next, we had the teachers' complete observations of each other. They visited each other's classrooms and observed lessons in reading and math. They collected data during their visit and submitted it to Ms. Gillette. Ms. Gillette compiled a binder of data regarding our survey results, teacher/principal observations, interview results or takeaways, professional development plans, operational data, discipline plans, classroom walkthroughs, assessment data, curriculum maps, and safety procedures. The CNA team looked at all this data to identify needs that are apparent, because 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 made a list of needs and presented it to all our stakeholders at the staff, board, and school improvement meetings. We held discussions on the needs and came up with a set of goals for the upcoming year based upon our needs.

Year One Implementation Plan: 2026-2027

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. Explicit modeling, using think alouds and teaching with I do, We do, You do format will be used in all grade levels.

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. The Comprehensive Needs Assessment was completed May 22, 2026.

Summarize the results and conclusions:

Narrative:

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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 are completing curriculum maps in all subject areas prior to the start of the 2026-2027 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 number sense and problem solving on our 2026 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. Explicit modeling, think alouds, and I do, We Do, You Do lesson format will be used in all grade levels.

We will use more manipulatives and visual aids when teaching our younger students when working with numbers, implementing a Daily 5 Routine in classrooms to work on math concepts in smaller groups, and more intense instruction. Teachers will also be more diligent in using proper academic language and exposing the students to a wider range of vocabulary to help them with academic language in math. Explicit modeling, think alouds, and using the I Do, We Do, You Do instructional approach will be used in all grade levels.

We purchased the Emerge ELA curriculum from Mc Graw Hill, which also aligns with the South Dakota Content Standards and specifically to the Science of Reading. This curriculum has a strong built-in Phonics program that aligns to the components of the Science of Reading. It also has an explicit writing component. These are two areas we saw a need for improvement in based on State Assessment data as well as formative assessments given at the district level.

Teachers will be required to use Best Practices, explicit teaching, explicit modeling, think alouds, as well as I Do, We Do, You Do, instructional approach, will be used when teaching the phonics curriculum in grades K-3. 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 2026-2027 school year to seek improvement.

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 math concepts that are difficult or challenge the students who have met the math standard but need to enhance their understanding. All teachers, paraprofessionals, and interventionists are certified in the areas they are assigned to teach.

We are going to continue to focus on the Fundamentals of Language (grammar) and writing in the 2026-2027 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. Research will be incorporated into all grade levels. All K-5 teachers will provide specific grammar instruction using explicit instruction strategies.

Each student utilizes the same current curriculum materials provided by the school. If it is found that any student within our K-5 school needs 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.

The Title I Interventionists utilize UFLI curriculum for supplemental and enrichment purposes in ELA and the current Math curriculum supplemental resources to provide intervention in Math.

All the above reform strategies will be available and used for all students in all subgroups in our school wide program.

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 progress monitored 1-2 times per month using DIBELS Progress Monitoring materials. Groups will be reevaluated each month and will change based upon progress monitoring data, formative assessments, and teacher observation.

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 give a quarter writing assessment. Each quarter the students are given a writing prompt that is focused on their grade level writing standards. At least one of the prompts will require students to use 2 different sources in their writing and to cite evidence from each source.

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. We will focus on the target areas of conventions, organization and purpose, and evidence and elaboration. Those students who are 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 before each lesson and at the culmination of each lesson with the students daily for students to understand and take personal responsibility for their learning.

Teachers will be looking to ask and implement higher level thinking skill 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. Monthly guest readers will be utilized to promote the joy of reading at all grade levels.

Time will be built into the schedule for all teachers to have a weekly planning time together. This will be a time for teachers to collaborate and to plan lessons/strategies to implement in their classrooms. They will address problems and work together on solutions.

K-2 teachers will be taking the Science of Reading Courses during the 2026-2027 school year. All other teachers in the elementary have already taken the courses and are currently implementing the Science of Reading strategies in their classrooms.

All of these reform strategies will be evaluated based upon students' progress on benchmark assessments, formative assessments, SD State assessments given throughout the year. Teacher observation of students in the classroom and students' classroom work will also be considered in the evaluation process. Teachers will progress monitor their students 1-2 times per month. Quarterly writing assessments will be given to all grade levels. These assessments will be evaluated and changes in intervention groups will be made based upon the results. Teachers will hold discussions on the effectiveness of the reform strategies during their weekly collaboration time.

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 are 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. All students in K-5 will be given quarter writing assessments. Student samples will also be taken every quarter of the school year and evaluated with a rubric for overall student progress. All students in grades K-5 will be keeping a writing binder. Writing samples/assessments placed in the binder will be final drafts and will be scored using a rubric that will also be included in the binder.

It will be required that the quarter writing assessments and completed rubrics be included in the binder. 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 in grades 2-5 will write at least one essay comparing 2 sources and citing information taken from 2 or more sources.

We will utilize the Emerge curriculum from McGraw Hill this year. We researched many curriculums and found Emerge to be the best aligned to the Science of Reading. In addition, we implemented at all grade levels the return to studying Fables and folktales to improve our proficiency in identifying themes and central ideas. Overall, we noticed that the category of READING is one of the lowest we have. After looking at our DIBELS data in K-2 data as well, we noticed that Phoneme segmentation, word reading, and oral reading were our weaker areas, and in the DIBELS for 3-5th grade the Oral Reading Accuracy was also a weakness overall. This could contribute to our lower reading scores on the SD State ELA Assessment.

We will focus on the Fundamentals of Language (grammar) once again. We will once again utilize a supplemental book daily to review, teach, and supplement the Language curriculum. We saw improvement in these areas on the South Dakota State ELA Assessment this Spring (2026). 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 for students in grades 3-5 to maintain 87% proficiency in each of the 4 categories on the SD State ELA Assessment and as a class be 70% proficient. This will encompass Reading, Research/Inquiry, Writing, and Listening. When calculating the percentage we will consider “at/near standard” to be proficient. When looking at the overall percentage of the class, those scoring 3’s and 4’s will be considered proficient.

Our school wide goal is for students in grades 3-5 to maintain an 87% proficiency in each of the 3 categories on the SD Math Assessment, focusing on the target areas that showed up in each grade for the 3rd consecutive year, and continuing to keep in place the extra practice on basic math skills, and have each class be 70% proficient. This will encompass Communicating Reasoning, Concepts and Procedures, and Problem Solving/Modeling/Data. When calculating the percentage we will consider “at/near standard” to be proficient. When looking at the overall percentage of the class, those scoring 3’s and 4’s will be considered proficient.

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. After analyzing the results of the beginning of the year 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.) All students will be DIBELS progress monitored 1-2 times per month. Students will also be given the benchmark assessment at the middle and end of year. Groups will change monthly based upon results of progress monitoring, formative assessment, and teacher observation.

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.

In subject areas such as Science and Social Studies, many of the same standards that are taught within 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. Teachers are also constructing their Science lessons based upon the Science standards that were adopted in 2024. Teachers will be looking at the new Math standards that were adopted in March of 2026. They will begin to align their lessons to the new standards in 2026-2027 school year.

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. Modeling and hands-on activities will be used as teaching strategies. Explicit instruction will be used daily. An I do , We Do, You Do instructional approach will be used at all grade levels.

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 students who attend summer school. It is on a volunteer basis, meaning it is not required.

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 daily. 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.

All teachers will be trained in the Science of reading by the end of the 2026-2027 school year. The principal will require that all paraprofessionals attend the district professional development opportunities provided throughout the year. She will meet with them individually at the beginning of the year to provide guidance and instruction in the areas they will be assigned. She will conduct formal and informal observations of them throughout the 2026-2027 school year.

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 2026-2027 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 have updated the curriculum maps to reflect our current curriculums and SD State Standards prior to the 2026-2027 school year. The maps guide instruction in grades K-5. We will 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 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 daily by classroom teachers and once a week in Guidance class with the Guidance Counselor.

We completed a new CNA during the 2025-2026 school year. We have a new CNA action plan for the 2026-2027 school year. We will evaluate our initial plan at the end of the 2026-2027 school year and make changes where needed 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 daily 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 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 2027.

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 must be addressed 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 aid these students.

We utilize our school Counselor who can meet with students in groups, individually, or help find outside resources for students who may need them. The counselor can work with the families to better help the student. Our Elementary School Counselor has a guidance class once a week in each grade level. She focuses on life skills, goal setting, self-esteem, bullying, internet safety, and a variety of other topics throughout the course of the year. She counsels students on individual basis in her room when a need arises.

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. There are also opportunities for job observations within the community or local communities for our students' exploring careers and career decisions.

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 issues recruiting teachers for our District. We have been able to find teachers when the need arises except for the areas of Music/Band/Industrial Arts. 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. The remaining classroom teachers in K-2 will be taking the courses during the 2026-2027 school year.

All our paraprofessionals will be required to attend the same professional development training days as our certified attend during the 2026-2027 school year. Our paraprofessionals also will 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.

The Corsica-Stickney school district does several things to ensure the smooth transition of preschool students into the elementary school. We hold a Fall and a Spring Preschool transition Night. This is for 3-year-olds who will turn 4 by August first of the year they will start preschool. They come to school with their parents for an hour or so and we read a book, do a craft, sing some songs, and talk about what preschool is all about.

We hold 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.

In May we bring all the preschool together to Stickney and they attend 4 full days. They get a chance to be at school as if they were in kindergarten. They attend preschool class, go to recess, eat school lunch and attend music and P.E. This helps them get used to attending full day every-day school. They get used to the schedule and the building.

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.

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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 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 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 current CNA process during the 2025-2026 school year and identified some actions that we will be implemented during the 2026-2027 school year.

We will evaluate the effectiveness of our current CNA goals implemented during the 2026-2027 school year at the end of the year during our data retreat. We will look at State assessment data, district benchmark data in Reading and Math, formative assessments given throughout the year, teacher observations, lesson plans, and behavior data.

Teachers will have a planned weekly collaboration time where they will discuss curriculum, plan, discuss behavior issues, and work together. This time will lead to more cohesion between curriculum and instruction across grade levels which will lead to increased student proficiency. Working together will also lead to building a positive learning/working environment which will lead to teacher retention/ job satisfaction.

We feel all of these reform strategies will increase our student proficiency and if not we will revise and put changes in place at our Spring 2027 data retreat to fix any areas of weakness as well as highlight our areas of success.