

Corsica-Stickney School District 21-3

CONTINUOUS SCHOOL IMPROVEMENT PLAN



Updated Summer of 2026

I. Development of 1) Belief Statements; 2) Mission; 3) Vision

1. Belief Statements:

- The students' welfare is our major concern in developing the intellectual, social, physical, and vocational potential of each student.
- All students are basically good and have a desire to learn, therefore, the district will provide them with experiences to learn as a continual program.
- Each student will learn desirable mental attitudes and truths concerning life, rather than memorizing facts only.
- Supportive, understanding, cooperative attitudes within the students, teachers, parents, and the community are essential in the education of each student.
- The professional staff individualizes the instructional components when implementing the curriculum by teaching and assisting as much as possible to access the individual ability of every student.
- The teacher is a very essential component in successful educational programs.
- The Corsica-Stickney School District assists with guiding the students through areas as they develop skills and attitudes that will encourage them to utilize their leisure time in a productive, acceptable manner always.
- Pleasant facilities enhance learning.

2. Mission Statement:

- The faculty, staff, and administration of the Corsica-Stickney School District will provide a safe, caring, and productive environment for every student so they will acquire the necessary skills and knowledge to be productively active citizens of today's modern technological society.

3. Vision Statement:

- Students in the Corsica-Stickney School District will actively participate in their educational opportunities and leave our school with the skills, knowledge, discipline, and character to succeed in the next phase of their lives.

II. Comprehensive Needs Assessment:

1. Performance, Perception, and Demographic Data Sources:

a. CNA/Data Retreat Process

- 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 at our Spring Data Retreat.

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 not 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.

b. State Required Tests for Accountability

Cambium Gateway- SD ELA and Math Assessments –

- This is the new name of South Dakota's mandatory criterion referenced assessment program that is given to all students in grades 3-8. This test assesses student achievement in the areas of English Language Arts and Math. A student's score on each subtest places him or her in one of four achievement categories: Advanced, Proficient, Basic, and Below Basic. The state of South Dakota has set an Annual Measurable Objective (AMO) for both content areas, defined as the percent of students who must score proficient or higher.

SD Assessments in ELA, Math and Science:

- South Dakota public school students participate in annual summative testing in English Language Arts, Mathematics, and Science. The results of these tests are included in the state accountability system. South Dakota also requires annual assessment of Science.
- The South Dakota Science tests measures students' mastery of the South Dakota State Academic Standards in Science adopted in May 2024 at grades 5, 8, and 11. This test will cover the grade spans of 3-5, 6-8, and high school. Questions will come equally as possible from Life, Physical, and Earth Sciences at all 3 tested levels. This assessment will be completely online. Student's score on each subtest places him or her in one of four achievement categories: Advanced, Proficient, Basic, and Below Basic.
- The state of South Dakota has set an Annual Measurable Objective (AMO) for all content areas, defined as the percent of students who must score proficient or higher.
- Students in Grades 3-8 will take the SD ELA and SD Math tests. Students in Grades 5 and 8 will take the SD Science Assessments each year.

ACT Testing:

- The ACT is the commonly used college entrance exam given to college-bound students in our area. The following information gives the average ACT scores for the students tested from the Corsica School District.
- Beginning in 2026, All 11th Grade students attending a Public school in South Dakota will be required to take the SD-ACT. It will measure proficiency in English, Math, Reading, Science, and Writing.

SDMYLIFE:

- The ability profiler test allows the opportunity for 10th grade students to examine their interests and abilities, and explore potential careers as suggested by the program based on the results of the tests and survey taken.

c. Perception Data, School Climate Surveys

School Perception/School Climate Surveys

- Perception Data is accumulated through annual surveys of patrons, parent/teacher conferences, school/community improvement council as well as the school board. This data is used as constructive criticism to assist in the formative assessment of the Corsica School District and to make it responsive to the community's educational needs.
- Surveys were sent out to all elementary parents, students, non-certified staff, and all certified staff during the 2025-2026 school year. This was conducted in conjunction with our Elementary Comprehensive Needs Assessment process.
- The results of these surveys were shared with staff and administration.
- Overall positive comments were given by all participants. Concerns raised on the surveys were considered when constructing new goals for the 2026-2027 school year.

d. Analysis of Demographic Data

1.Enrollment and Enrollment Projections

- In the 2025-2026 school year, the Corsica-Stickney School District has an enrollment of the following students in the three attendance centers.

Corsica-Stickney High School- 82

Corsica-Stickney Jr. High School - 50

Corsica-Stickney Elementary School – 128

Corsica-Stickney – Pre-School – 21

2. Population:

- The student population of the Corsica-Stickney School District is predominantly white/Caucasian. The ethnic background of the community of Corsica is primarily Dutch and is still many times referred to as a Dutch Community. The community of Stickney is primarily comprised of Dutch and German.

- **Elementary**

- White:** 95%

- Native American:** 0.76%

- African American:** 1.52%

- Hispanic:** 2.27%

- **Jr. High**

- White:** 90%

- Native American:** 6%

- African American:** 2%

- Native Hawaiian:** 2%

- **High School**

- White:** 89%

- Native American:** 2.5%

- African American:** 3.75%

- Asian:** 1.25%

- Native Hawaiian:** 2.25%

- The Corsica-Stickney School District student population has been experiencing an increase in enrollment throughout the past few years because of a major shift in the farming community. We are considered a small school by the fact that we have 293 students in grades Pre K-12 as of 2025-2026.
 - **Elementary**
 - Male-** 80
 - Female-** 73
 - Total-** 153
 - **Jr. High**
 - Male-** 25
 - Female-** 34
 - Total-** 59
 - **High School**
 - Male-** 46
 - Female-** 34
 - Total-** 81
- **Enrollment Projections:**
 - **26-27 - 250 Total Enrollment**
27-28 – 255 Total Enrollment
 - **We look at pre-school vs graduation and try to keep track of family movements.**
- We are a consolidated district. The Corsica School and Stickney School consolidated in 2015. We provide an exceptional educational opportunity for our students and whenever comparisons are made regarding dropout rates, standardized test scores, attendance rates, and student to staff ratio, graduation rates, and ACT scores. Our school district consistently ranks near the top.

Average Daily Membership: The following is the 2025-2026 Corsica-Stickney School District's student attendance.

- **High School-** 96.09%
- **Jr. High –** 96.93%
- **Elementary-** 96.09%
- **Preschool-** 100%

3. Free Reduced Lunch

- Corsica-Stickney had **29.84%** of students who qualified for free and reduced lunch. **38** students who qualified for free meals and **39** students who qualified for reduced meals in 2025-2026.

III. School Profile

A. Overview of our District

1. Communities:

- The Corsica-Stickney School District is located 8 miles south of Interstate 90 on Highway 281. It is in Douglas and Aurora Counties and consists of about 400 square miles. The community of Stickney has a population of 284 and the community of Corsica has a population of about 563. The community of Corsica has approximately 68 businesses in their business district and Stickney has approximately 40 in their business district.
- The Corsica-Stickney communities pride themselves on maintaining an active and growing business community that is both product and service based. The agricultural sector continues to develop opportunities for valued added products.

- The communities of Corsica and Stickney provide most professional services including healthcare and a nearly complete retail supply of products/services. Visitors are usually very impressed by what is available for consumers in the small towns of approximately 860 people.
- The Corsica Community Development Corporation and the Stickney Community Development Corporation are entities that continually strive to improve the business climate as well as the quality of life for everyone living within the communities of Corsica and Stickney.
- The community's businesses, service groups, and individuals have also been very generous to the school district by donating computer equipment, running track surfaces, music and athletic equipment as well as physical improvements to the school in general. The Corsica-Stickney community is very proud of their business districts and their schools.

2. Schools:

- The Corsica-Stickney Schools are a major focal point of the community. The facilities are utilized to a maximum degree, and activity can be observed day and night throughout the school term. The schools and the communities rely on each other for survival and depend upon each other for support to maintain the richness that each provides.
- The Corsica-Stickney School and community work together. Businesses use school facilities for various promotions and staff trainings that allow training to be close to the job. The school has hosted regional economic development meetings.

- The school has both wireless and wired classrooms. All students' grades 1-12 have been issued a laptop to use. Only Jr. High and High School students are allowed to take home their computers. Kindergarten use I-Pads.
- All students are allowed to take devices home during distant learning over Zoom during inclement weather. College courses for advanced high school students are also available through various distance delivery systems.
- The Corsica-Stickney School District has two attendance centers with a Pre-K-5 facility located in Stickney. This facility was originally built in 1931. The addition of a gym, kitchen, and more classrooms was added in the 1960's and 1970's. A new K-5 building and commons areas were completed in the summer of 2024. This new addition tied in the existing gym, kitchen, and the metal building that houses the Title I, SPED, band, music, and computer classrooms. There are approximately 153 students who attend classes at the Elementary Campus.
- Corsica-Stickney Elementary was recognized as a **Title I Distinguished School** by the South Dakota Department of Education in 2016. Both Corsica and Stickney have also been recognized as a **Blue Ribbon School** by the US Department of Education in 2005 and 2010. Corsica-Stickney Elementary was given the honor in 2019 as a **Blue Ribbon School** by the US Department of Education.
- The elementary has an all-day every day kindergarten program. The elementary also runs a preschool program at both campuses. The preschool program runs for five half days at each campus. During the last month of school, the preschool will be brought together in Stickney for four full days as they transition to Kindergarten.
- The elementary is comprised of self-contained classrooms. In the 2020-2021 school year we went to one-to-one classroom computers in grades 1st through 6th. The Kindergarten uses I-pads.

- The Jr. High – High School is in Corsica. The 9-12 high school was built in 1979 with a gymnasium, music room, shop/home economics areas, and a large stage area for the fine arts activities. In 2002 an addition was added to the high school that includes four classrooms for the 5-8 classes and includes a new kitchen and commons area. A recent new addition was added in 2023. This new addition has additional classrooms, an auxiliary gym, a school community weight room, a commons area with concession stand and restrooms. Today this campus houses grades 6-12 with approximately 140 students.
- We just completed a new Pre-K-5 grade facility in Stickney. The K-5 portion was completed in 2023, and the main offices and commons areas were completed in the summer of 2024.
- We also completed a building project that expanded our facility in Corsica. It includes an auxiliary gym and classrooms. It is connected to the preexisting 6-12 building. It was completed in 2023. Upon completion the 6th grade moved to Corsica Campus and became part of the Jr. High.
- The Jr. High/High School building has a complete wireless environment with all 6-12 students having an assigned Tablet PC. Corsica School was one of the initial schools to embrace the one-to-one initiative (Classroom Connections) promoted by the State of South Dakota. We continue this one-to-one initiative today in 1st-12th grades. Kindergarten students use I-pads.
- We have a wide variety of high school courses that include all required courses and numerous electives. Our course offerings meet or exceed all accreditation requirements as established by the South Dakota Department of Education.

- *Corsica-Stickney School District applied for a waiver from the South Dakota Department of Education to allow 8th graders to take Algebra I for a transcript credit in high school. The waiver is valid through the end of the next cycle. Below is a description of the process in which Corsica-Stickney enrolls 8th grade students in Algebra I and the rationale for this program.
- Corsica-Stickney Junior High/High School administration and math teachers communicate to all 7th grade students' parent(s)/guardian(s) through a letter. The letter is sent prior to parent-teacher conferences in the spring which will allow parent(s)/guardian(s) to discuss math options for their student along with discussing the math options with our two math teachers at parent-teacher conferences. Once parent(s)/guardian(s) return the letter to the school, math teachers are notified with the results.
- Corsica-Stickney Junior High/High School applied for this waiver because we wanted to give our students an opportunity to receive five years of transcript math classes at Corsica-Stickney High School. 8th grade students that take algebra I need to pass a test at the end of the course to receive high school credit in the class. Once a student passes the Algebra I test as an 8th grader, they have the opportunity to receive five credits of math in high school. Our high school math classes include the following: Algebra I, Geometry, Algebra II, Statistics/Trigonometry, Career Math (Business, Agricultural, Mechanical, Carpentry, or Healthcare Professional Math) Pre-Calculus to be successful in their Post-secondary endeavors.
- The district has a DDN classroom that is used daily for Chemistry. Certified Chemistry teachers monitor the students on site while students receive instruction via Dakota Digital Network from Northern State University.
- Students are involved in a variety of extracurricular activities that include basketball, football, volleyball, track, instrumental and vocal music, plays, oral interpretation, etc.
- Class size is small, which provides students with individualized attention throughout the school day.

- The current student ratio is **11.8 to 1 in 2025-2026**
- **23.3 FTE** teachers and **293** students.in **2025-2026**
- The district also employs **6** paraprofessionals to guarantee that students with special needs receive the individualized help they need.
- The Corsica-Stickney School District is part of the Core Cooperative. Core Cooperative provides speech/language services, occupational therapy, physical therapy, psychological services, guidance and other services to its member districts. The Core Cooperative also provides a portion of staff development opportunities.
- The school district is one of the largest employers in the Corsica and Stickney communities and takes a great deal of pride in the school. We have a very low turnover rate in staff, and if experience is an indicator for student success, we should certainly observe success in our student population.
- A large majority of school district employees reside within the district, and many were former graduates of the school district.

3. History and Development of Council:

- Our Improvement plan is developed in conjunction with our School/Community Improvement Council as well as with assistance from our CORE Educational Cooperative for Region 3 located in Platte, South Dakota. It has been in existence for 8 years. The development of this information was done jointly in various phases. The Corsica-Stickney School Community Council has been in existence since December 14, 2015.

The function of the council since its inception:

- Increase the involvement of parents, teachers, administrators, and local business and civic leaders in the operation of the local schools.
- Provide more responsibility and flexibility in the governance of school at the state and local level and encourage innovative and responsible management practices considering the social, economic and educational needs in the community. These are still ongoing goals today.
- We have tried to include a wide range of actively involved people on our council.

IV. Selection of Goals

- Our local data retreat this year was held in June of 2025. All Staff from the Elementary, Jr. High, and High School, along with the administration worked on identifying standards that seem to give students difficulty, utilizing assessment data to track students' performance and identify bubble students. We used this data to write goals for the next school year. We looked at ways to improve curriculum, teaching, and student performance.
- Corsica-Stickney School has successfully met most of our goals and performed near or above the state averages on State Assessments since school accountability began. Corsica-Stickney School continues to monitor and improve its curriculum through collaborative efforts of staff, community, and test results.

1. District Goals:

- Continue to improve curriculum through use of test data of several sources involving data retreats
- Provide a safe learning environment that allows for individual differences.
- Continue to be a technology leader for student learning.
- Provide a useful and up-to-date curriculum to students that is rigorous. Align the curriculum to the SD State Standards and assess student progress.
- Align all core subject areas to the newest set of SD State Standards. New ELA standards came out in 2025. Math standards came out in 2018. New Science standards were adopted in 2024. New Social Studies standards were adopted in 2023.
- Continuing to meet the Student Learning Objectives set for South Dakota Schools in the Teacher Effectiveness Model
- Use the school/community improvement council as a liaison to address improvements/criticisms.
- Continuing to be a hub of activity academically/socially for the community and assist all ages in their quality of living.
- All students will be instructed by Staff in areas they are certified to teach.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Corsica-Stickney School District has had no incidents involving weapons or drugs, as reported in the Safe & Drug Free Schools report. The district continues to work to address social circumstances that continue to present

challenges. Some of the programs utilized are assemblies, DARE, as well as looking for appropriate presentations that meet student needs that seem effective and pertinent.

2. Elementary Goals:

- 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.
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3. Jr. High/High School ELA Goals:

- **6 and 7 Grade Goal**

- Students will analyze information within and across texts to integrate ideas and deepen comprehension.

- **7 and 8 Grade Goal**

- Students will apply the complete writing process—planning, drafting, revising, editing, and publishing—to produce both informative and narrative writing in a variety of lengths.

- **8 and 11 Grade Goal**

- Students will strengthen their ability to use explicit evidence and implicit information from texts to support inferences and conclusions.

- **6-11 Grade Goal**

- Students will identify, distinguish, and apply various figures of speech in their own writing.

- **Cross Curricular Goal**

- Students will read informational texts and accurately use domain-specific vocabulary in context. Examples include instructional manuals, scientific articles, and historical primary sources, with an emphasis on identifying and discussing key details using appropriate academic vocabulary.

4. Jr. High/High School Math Goals:

6th Grade Goals

- Students will develop proficiency in identifying common factors and multiples of multi-digit numbers.

7th Grade Goals

- Students will apply the properties of operations to write and generate equivalent expressions.
- Students will explore probability by conducting investigations, analyzing outcomes, and developing, using, and evaluating probability models

8th Grade Goals

- Students will evaluate and simplify expressions containing radicals and integer exponents.
- Students will understand and apply the Pythagorean Theorem to solve mathematical and real-world problems.
- Students will calculate and apply the formulas for the volume of cylinders, cones, and spheres.

9-12 Grade Goals

- Students will understand and apply the properties of exponents, including rational exponents, to simplify and solve mathematical expressions.

7-12 Grade Goals

- Students will develop fluency in working with radicals, integer exponents, and rational exponents to solve mathematical problems.

6 – 12 Grade Goals

- Students will strengthen their understanding of common factors and multiples of multi-digit numbers to support rational number operations, factoring, and simplifying radical expressions.
- Students will apply mathematical formulas to solve geometry problems involving the Pythagorean Theorem, surface area, and volume.

V. Assessment to Measure Student Progress on the Stated Goals

- **Elementary:**
 - Elementary students will be given Beginning/Middle/end of the year DIBELS Benchmark Assessments.
 - Elementary students will be DIBEL Progress Monitored twice per month to gauge progress
 - Elementary Students will be given the Easy CBM Benchmark Assessment in Math at the Beginning/Middle /and End of the year to monitor progress.
 - Elementary students will be given quarterly Writing Assessments using prompts and a rubric to monitor students writing progress throughout the year.
 - Elementary Students in Grades 3-5 will take the SD ELA, SD Math, and SD Science Assessment (5th only) in the Spring of 2027 to assess progress.

Jr. High /High School

- Jr. High and High School student progress will be assessed on classroom tests and work.
- Students in Grades 6-8 will take the Spring SD ELA, SD Math, and SD Science (8th Grade only) to assess progress.
- Students in Grade 11 will take the ACT test in the Spring of 2027 to assess progress.

VI. Interventions/Strategies

Elementary Interventions

- 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 UFLI placement test to pinpoint areas of greatest need of intervention in grades K-3.
- Grades 3-5 will be given the UFLI Placement test 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.

VII. Staff Development

- All staff members are encouraged to seek personalized professional development to further their education.
- All elementary Staff will be trained in the Science of Reading at the end of the 2026-2027 school year.
- We have 2 EL certified teachers on staff that have completed the EL endorsement.
- All staff including paraprofessionals will attend district and regional in-service opportunities during the 2026-2027 school year.
- Many of our staff attended the State Literacy Conference the summer of 2026.

VIII. Documentation

A. Instruction by Certified Staff

PARENTS' RIGHT-TO KNOW

In accordance with the Elementary and Secondary Education Act, Section 1111 (h) (6) PARENTS' RIGHT-TO KNOW, our Title I school is required to notify each parent of your right to request and receive information in a timely manner regarding the professional qualifications of your child's classroom teachers. This information regarding the professional qualification of your child's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught.
- If the teacher is teaching under emergency or temporary status in which South Dakota qualification and licensing criteria are waived.
- The teachers baccalaureate degree major, graduation certification, and field of discipline.
- Whether the student is provided serviced by paraprofessionals, and if so, their qualifications.

If at any time your child has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school.

PARENTS' RIGHT-TO KNOW

Dear Parent and Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111 (h) (6) PARENTS' RIGHT-TO KNOW, our Title I school is required to notify each parent of your right to request and receive information in a timely manner regarding the professional qualifications of your child's classroom teachers. This information regarding the professional qualification of your child's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught.
- If the teacher is teaching under emergency or temporary status in which South Dakota qualification and licensing criteria are waived.
- The teachers baccalaureate degree major, graduation certification, and field of discipline.
- Whether the student is provided serviced by paraprofessionals, and if so, their qualifications.

I am pleased to inform you that each teacher and paraprofessional possess the necessary qualifications.

If at any time your child has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have any questions or concerns, please feel free to contact Mr. Muckey at 946-5475.

Sincerely,

Scott Muckey
Superintendent
Corsica-Stickney School District #21-3

B. Parent Involvement In Education

CORSICA-STICKNEY SCHOOL DISTRICT PARENT ENGAGEMENT POLICY

1. The Corsica-Stickney School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - Invite parents to the yearly Corsica Parent Involvement Policy meeting to plan, review and improve the school parental involvement policy
 - Invite parents to give their input to school administration if they cannot attend the meeting.
 - Share the District Parent Involvement Policy on the school website as well as inform parents by the school newsletter that the district and school policies are found on the school website and are located in the administrative offices

2. The Corsica-Stickney School District will take the following actions to involve parents in the process of school review and improvement:
 - Explain what School Improvement means and how the district and the schools located in the district compare academically to South Dakota
 - Identify the reasons for School Improvement
 - Provide an explanation on how the parents can become involved in addressing the academic issues that cause the school to be identified for improvement
 - Provide information about programs provided under Title I
 - Describe and explain the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
 - Involve parents in deciding how the District 1% Title I set aside funds for parent Involvement will be used

3. The Corsica-Stickney School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Collaboration with parents to establish and develop programs and practices that enhance parent involvement and reflect the special needs of students and families
 - Parents will be encouraged to be actively involved in their child's education at school
 - Parents will be encouraged to volunteer and observe in the child's classroom as an important responsibility for high academic achievement and help build good school/parent relationships
 - Schools will be given the resources to develop informational/educational parent involvement meetings
4. The Corsica-Stickney School District will coordinate and integrate parental involvement strategies in Part A under the following other programs:
 - Head start
 - Public preschools
 - South Dakota Parent and Information Center

The Corsica District will provide staff and financial support for the activities which are agreed on as funding is available.

5. The Corsica-Stickney School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools.

The evaluation will include identifying ways to increase participation of parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

Parent meeting will be convened to evaluate the policy

- Parents will be notified of the time and place
- Parents who cannot attend will have the opportunity to give their input to the administration
- Support of the Board of Education for development, implementation and regular evaluation
- Parental comments will be welcomed if they are dissatisfied with the school's Title I program at the district level

6. Corsica-Stickney Elementary will work to strengthen the role of schools, parent's, and community as a partnership for strong, effective involvement, in order to build on and improve student academic achievement, through the following activities specifically described below:

A. The Corsica-Stickney school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child's progress
- how to work with educators

Activities will include but are not all inclusive to workshops, conferences, and classes.

Supporting materials, equipment and refreshments will also be supplied by the school district for parent activities.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Assisting parents to capitalize on the vital role they hold in their child's education
- Providing parents with literacy programs that bond families around reading and using the public library
- Provide information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher
- Train parents in the use of Internet to enable them to access their children's homework, communicate with teachers and review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement
- Assist parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home
- Involving parents, with appropriate training, in instructional and support roles at the school
- Providing access to and coordination of community and support services for children and families

C. The Corsica-Stickney school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Making parents full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- Promotion of clear two-way communication between the school and the family as to school programs and children's progress
- Advisement of parents to learn of their children's progress on a regular basis
- Developing opportunities for parents to meet with classroom teachers and Title I staff

D. The Corsica-Stickney school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

- Parent activities will be planned with all the agencies involved whenever feasible
- Other agencies will be informed when the Corsica School District has a parent activity so information can be shared with other parents

D. The Corsica-Stickney school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Will interpret information, to the extent practicable, in the parents' language
- Use interpreters whenever possible at meetings so that parents are assured of a equal participation level in the educational discussions between the schools and parents

PART IV. ADOPTION

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Corsica-Stickney School District on July 15, 2026 and will be in effect for the period of 1 year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1st of each school year.

Mr. Scott Muckey
7/15/26

Corsica-Stickney Elementary School Level Parent Involvement Policy

1. Corsica-Stickney Elementary School will take the following actions to involve parents in the joint development of its school wide parental involvement plan:
 - Invite parents to the yearly Corsica-Stickney Elementary Parent Involvement Policy meeting to plan, review and improve the school parental involvement policy
 - Invite parents to give their input to school administration if they cannot attend the meeting
 - Title I funding, if sufficient, may be used to facilitate parent attendance at meetings. This may include transportation and childcare costs as well as other expenses that will allow for more parent participation at the school level

2. Corsica-Stickney Elementary School will take the following actions to involve parents in the process of school review and improvement:
 - Explain what School Improvement means and how the district and the schools located in the district compare academically to South Dakota
 - Provide an explanation on how the parents can become involved in addressing academic issues that cause the school to be in school improvement
 - Provide information about programs provided under Title I
 - Describe and explain the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
 - Provide each parent with an individual report of their child's performance on the Dakota STEP
(in a timely manner once, the school receives the information)
 - Provide parents with a timely notice when the child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified
 - Give parent input to the LEA if there are parents not satisfied with the school wide plan

4. Corsica-Stickney Elementary will work to strengthen the role of schools', parent's, and community as a partnership for strong, effective involvement, in order to build on and improve student academic achievement, through the following activities specifically described below:

The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child's progress
- how to work with educators

Activities will include but are not all inclusive to workshops, conferences, and classes. Supporting materials, equipment and refreshments will also be supplied by the school district for parent activities. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

4. Corsica-Stickney Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriately, to foster parental involvement, by:
- Assisting parents to capitalize on the vital role they hold in their child's education
 - Providing parents with literacy programs that bond families around reading and using the public library
 - Provide information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher
 - Train parents in the use of Internet to enable them to access their children's homework, communicate with teachers and review information posted about schools in improvement, supplemental educational services,

public school choice and other opportunities to promote student achievement

- Assist parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home
- Involving parents, with appropriate training, in instructional and support roles at the school
- Providing access to and coordination of community and support services for children and families

6. Corsica-Stickney Elementary will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

7.

- Making parents full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- Promotion of clear two-way communication between the school and the family as to school programs and children's progress
- Advisement of parents to learn of their children's progress on a regular basis
- Developing opportunities for parents to meet with classroom teachers and Title I staff

6. Corsica-Stickney Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent activities will be planned with all the agencies involved whenever feasible
- Other agencies will be informed when Corsica Elementary has a parent activity so information can be shared with other parents

7. Corsica-Stickney Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Will interpret information, to the extent practicable, in the parents' language
- Use interpreters whenever possible as meetings so that parents are ensured of a equal participation level in the educational discussions between the schools and parents

C Transition (K-12 transitioning process)

- The Corsica-Stickney Elementary has a written transition plan that assists student coming to Preschool and Kindergarten.
- We hold two Preschool transition Family fun nights each year. One in the Fall and one in the Spring, where incoming preschool students and parents. They come and we discuss the Title I program, meet the staff, read a book, do a craft, and sing songs. This gives the students a taste of school and helps with the transition to preschool.
- The current preschool comes together for four days at the end of the school year for full day preschool. These students get to be all together as a class, meet the teachers in the building, and experience what a full day looks like as they get ready to transition to Kindergarten in the Fall.
- We work very closely with the Head Start program in the transition process. With parental consent, there is a procedure in place to transfer Head Start records to Corsica-Stickney Elementary. If a student is not enrolled in preschool or is enrolled in Head Start, we set up a specific day for the child to be in the kindergarten classroom.
- Parents were involved in the design of the transition plan as well as Head Start staff. It includes program development, coordination, transition plan, transfer of records with Head Start, communication, professional development, parent involvement, monitoring/evaluation.

Corsica Middle School

- This year the 5th grade from Corsica-Stickney will have a transition day to the Jr. High. The 5th Grade traveled to Corsica for a tour and explanation of expectations for the upcoming school year. They also ate lunch with the Jr. High students that day to get a feel for what it will be like next year. This will be an annual event for the 5th Grade class. The 5th graders are brought in one at a time prior to the beginning of school to have a personal tour and time with the Jr. High/High School Principal.

High School:

- Our transfer to post-secondary and the workforce is done well by our counselor. ASVAB tests, ACT tests, PLAN tests, ACT workshops, and Post-secondary/vocational visits are all coordinated for students by the counselor. In the area of special education, the special education teacher does an excellent job of transitioning students.

E. Monitoring and Support of School Improvement

- Teachers in all buildings meet weekly to discuss issues and students with difficulties so as to address items timely.
- TAT(Teacher Assistance Team) meeting are also held if the student need is beyond what can be handled with collaboration from colleagues.
- Parents are notified by the regular classroom teacher whenever their child is experiencing difficulty in the classroom. As children are brought to the teacher assistance teams, parents help is elicited not only on ideas on how to handle difficulty but are sometimes asked to work with the child or asked to allow the student to stay longer than the regular school day so the needs can be met.

E. Fiscal Requirement

High School & Middle School:

- Teachers have been provided with quality professional development, in-service time has been and will be provided for staff to work on curriculum, assessment, and instructional strategies to improve student achievement.
- Substitute costs will be covered through district funds.
- Any school curriculum materials, or supplemental materials needed, will be purchased as needed or as budgeting and funding allows.

Elementary Level:

- We use Title I monies to support personnel for our school wide staff, but monies will be used from the LEA to support any needs that may occur that cannot be covered by Title I.
- District monies are available to the district for all things—this includes utilities, upkeep of the building, supplies, books, and personnel to carry out functions that monies from Title I will not support.

IX. Waivers from Administrative Rule (if applicable)

- Corsica-Stickney School District applied for a waiver from the South Dakota Department of Education to allow 8th graders to take Algebra I for a transcript credit in high school. The waiver is valid through the end of the next cycle. Below is a description of the process in which Corsica-Stickney enrolls 8th grade students in Algebra I and the rationale for this program.
- Corsica-Stickney Junior High/High School administration and math teachers communicate to all 7th grade students' parent(s)/guardian(s) through a letter. The letter is sent prior to parent-teacher conferences in the spring which will allow parent(s)/guardian(s) to discuss math options for their student along with discussing the math options with our two math teachers at parent-teacher conferences. Once parent(s)/guardian(s) return the letter to the school, math teachers are notified with the results.
- Corsica-Stickney Junior High/High School applied for this waiver because we wanted to give our students an opportunity to receive five years of transcript math classes at Corsica-Stickney High School. 8th grade students that take algebra I need to pass a test at the end of the course to receive high school credit in the class. Once a student passes the Algebra I test as an 8th grader, they have the opportunity to receive five credits of math in high school. Our high school math classes include the following: Algebra I, Geometry, Algebra II, Statistics/Trigonometry, Career Math (Business, Agricultural, Mechanical, Carpentry, or Healthcare Professional Math) Pre-Calculus to be successful in their Post-secondary endeavors.

****DISTRICTS OPERATING TITLE I SCHOOLWIDE PROGRAMS. The following additional components are required and should be developed as part of the school improvement plan.***

A. INSTRUCTION BY STATE CERTIFIED STAFF

Instruction must be delivered by state certified staff as determined by the South Dakota Department of Education Office of Certification. Paraprofessionals in a Title I program must meet federal requirements. Strategies developed to attract state-certified staff must be included in the plan.

B. PARENT INVOLVEMENT IN EDUCATION

Parents must be involved in the development of the plan and ongoing evaluation of the program. The Parent Involvement Policy and the School/Parent compact must be included. Family activities and conferences must be planned, as well as opportunities for training. Parents must be provided assistance in interpreting test results. Methods of parent notification must be listed.

C. TRANSITION

A transition plan must be in place to provide assistance for the transition of preschool students into kindergarten. This includes coordination with the local and community child education and care agencies. The plan should also include transition strategies for special education students, movement from grade level to grade level and school to school as well as post-secondary transition plans.

D. MONITORING AND SUPPORT OF SCHOOL IMPROVEMENT

A plan must be in place for helping students experiencing difficulty. Teachers must be included in decisions on the use of assessments to determine individual student progress. These results must be shared with parents. Effective and timely assistance must be given to students.

E. FISCAL REQUIREMENT

All resources available to the district or school must be considered in structuring the plan. Time, personnel, and funding resources must be documented. Coordination and integration of programs should be described. Funds used to support the plan must be listed and their use described.

A. INSTRUCTION BY STATE CERTIFIED STAFF

Instruction must be delivered by state certified staff as determined by the South Dakota Department of Education Office of Certification. Paraprofessionals in a Title I program must meet federal requirements. Strategies developed to attract state-certified staff must be included in the plan.

PARENTS' RIGHT-TO KNOW

Dear Parent and Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111 (h) (6) PARENTS' RIGHT-TO KNOW, our Title I school is required to notify each parent of your right to request and receive information in a timely manner regarding the professional qualifications of your child's classroom teachers. This information regarding the professional qualification of your child's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught.
- If the teacher is teaching under emergency or temporary status in which South Dakota qualification and licensing criteria are waived.
- The teachers baccalaureate degree major, graduation certification, and field of discipline.
- Whether the student is provided serviced by paraprofessionals, and if so, their qualifications.

I am pleased to inform you that each teacher and paraprofessional possess the necessary qualifications.

If at any time your child has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have any questions or concerns, please feel free to contact Mr. Muckey at 946-5475.

Sincerely,

Scott Muckey
Superintendent
Corsica-Stickney School District #21-3

Paraprofessionals in a Title I Program must meet requirements:

All of our paraprofessionals have met the state requirements:

- A high school diploma, and
- Meets one of the following requirements:
 - ♣ Associate's degree; OR
 - ♣ 48 hours of college credit; OR
 - ♣ Pass the Para Pathways Praxis Assessment

Strategies to Attract State Certified Staff:

We seek highly qualified candidates as available, and we assist candidates to become highly qualified whether that be in house or through colleges.

Our business manager documents and codes the monies spent for the program in accordance with state finance coding using the accounting software furnished by the Dept. of Education

B. PARENT INVOLVEMENT IN EDUCATION

Corsica-Stickney School ~ Student / Parent / Teacher Compact

PARENT/GUARDIAN AGREEMENT:

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Send my child to school with proper nourishment and rest
- Send my child to school with the proper supplies, prepared to learn
- Support the school discipline policy
- Establish a time for homework and review child's work regularly to make sure it is done
- Talk regularly with my child's teacher and volunteer in my child's classroom
- Participate, as appropriate, in decisions relating to my child's education
- Stay informed about my child's education by responding appropriately to written and phone messages
- Read with my child at least once a week and let my child see me read

STUDENT AGREEMENT:

It is important that I work to the best of my ability. Therefore, I will try to do my best to do the following:

- Attend school regularly and observe regular school hours
- Come to school each day with supplies, ready to work
- Complete and return schoolwork assignments
- Follow school and classroom rules
- Take pride in my community, my school, and myself
- Give parents all notices and information received that is to be delivered to parents

TEACHER/SCHOOL AGREEMENT:

It is important that students achieve. Therefore, I shall strive to do the following:

- Believe each student can learn
- Provide high-quality curriculum and instruction in a supportive learning environment that will meet the state's student academic achievement standards by meeting the individual needs of each student
- Parents will be provided with at least four reports yearly on the progress of their child's academic success
Frequent communication will occur between teacher and parent if the child is struggling academically
- Provide necessary assistance to parents so they can help students with assignments
- Treat all students, parents, and co-workers with respect
- Demonstrate a positive attitude
- Make available opportunities for parents to volunteer at school throughout the year
- Hold Parent/Teacher Conferences two times yearly with at least one conference discussing how the compact relates to student achievement

PRINCIPAL AGREEMENT:

It is important for all to work together for students to achieve their full potential. Therefore, I shall strive to do the following:

- Provide an inviting school environment that allows for positive communication among administration, the school staff, the parent, and the student
- Encourage teachers to provide challenging and relevant classroom instruction
- Provide updated curriculum materials
- Enforce school discipline policy

Kylee Hongslo

Carolyn Weber

Cassity Maas

Michelle Koch

Sheryl Muckey

Katie Strand

Allyson Anthony

Ferra Kemp

Bailey Spaans

Jason Broughton

LaDawn Nelson

Becky Tolsma

Lorisa Broughton

Christine Strid

Hannah Reimnitz

Jaden Barse

Scott Muckey

Kelly Selland

Kristine Gillette

Mandy Lewis

Brittney Eide

Wade Gall

Jenna Menning

Kile Lindow

Ron Swier

Callie Barse

Nathan Blom

Linzi DeBoer

Kay Herrboldt

Signature of the Handbook shows agreement with this compact by both students and parents

7-13-26 Board Approved

2026-2027 CORSICA-STICKNEY SCHOOL DISTRICT PARENT ENGAGEMENT POLICY

1. The Corsica-Stickney School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - Invite parents to the yearly Corsica Parent Involvement Policy meeting to plan, review and improve the school parental involvement policy
 - Invite parents to give their input to school administration if they cannot attend the meeting.
 - Share the District Parent Involvement Policy on the school website as well as inform parents by the school newsletter that the district and school policies are found on the school website and are in the administrative offices
2. The Corsica-Stickney School District will take the following actions to involve parents in the process of school review and improvement:
 - Explain what School Improvement means and how the district and the schools located in the district compare academically to South Dakota
 - Identify the reasons for School Improvement
 - Provide an explanation on how the parents can become involved in addressing the academic issues that cause the school to be identified for improvement
 - Provide information about programs provided under Title I
 - Describe and explain the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
 - Involve parents in deciding how the District 1% Title I set aside funds for parent Involvement will be used
3. The Corsica-Stickney School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Collaboration with parents to establish and develop programs and practices that enhance parent involvement and reflect the special needs of students and families
 - Parents will be encouraged to be actively involved in their child's education at school
 - Parents will be encouraged to volunteer and observe in the child's classroom as an important responsibility for high academic achievement and help build good school/parent relationships
 - Schools will be given the resources to develop informational/educational parent involvement meetings
4. The Corsica-Stickney School District will coordinate and integrate parental involvement strategies in Part A under the following other programs:
 - Head start
 - Public preschools
 - South Dakota Parent and Information Center

The Corsica District will provide staff and financial support for the activities which are agreed on as funding is available.

5. The Corsica-Stickney School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying ways to increase participation of parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.

- Parent meeting will be convened to evaluate the policy
- Parents will be notified of the time and place
- Parents who cannot attend will have the opportunity to give their input to the administration
- Support of the Board of Education for development, implementation and regular evaluation
- Parental comments will be welcomed if they are dissatisfied with the school's Title I program at the district level

6. Corsica-Stickney Elementary will work to strengthen the role of schools, parent's, and community as a partnership for strong, effective involvement, in order to build on and improve student academic achievement, through the following activities specifically described below:

A. The Corsica-Stickney school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child's progress
- how to work with educators

Activities will include but are not all inclusive to workshops, conferences, and classes.

Supporting materials, equipment and refreshments will also be supplied by the school district for parent activities. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Assisting parents to capitalize on the vital role they hold in their child's education
- Provide parents with literacy programs that bond families around reading and using the public library
- Provide information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher
- Train parents in the use of Internet to enable them to access their children's homework, communicate with teachers and review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement
- Assist parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home
- Involving parents, with appropriate training, in instructional and support roles at the school
- Providing access to and coordination of community and support services for children and families

- C. The Corsica-Stickney school district will, with the assistance of its schools and parents, educate its teachers and pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Making parents full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 - Promotion of clear two-way communication between the school and the family as to school programs and children's progress
 - Advisement of parents to learn of their children's progress on a regular basis
 - Developing opportunities for parents to meet with classroom teachers and Title I staff
- D. The Corsica-Stickney school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:
- Parent activities will be planned with all the agencies involved whenever feasible
 - Other agencies will be informed when the Corsica School District has a parent activity so information can be shared with other parents
- E. The Corsica-Stickney school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Will interpret information, to the extent practicable, in the parents' language
 - Use interpreters whenever possible at meetings so that parents are assured of a equal participation level in the educational discussions between the schools and parents

PART IV. ADOPTION

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Corsica-Stickney School District on July 13, 2026 and will be in effect for the period of 1 year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1st of each school year.

Mr. Scott Muckey

7/13/26

2026-2027 Corsica-Stickney Elementary School Level Parent Involvement Policy

1. Corsica-Stickney Elementary School will take the following actions to involve parents in the joint development of its school wide parental involvement plan:
 - Invite parents to the yearly Corsica-Stickney Elementary Parent Involvement Policy meeting to plan, review and improve the school parental involvement policy
 - Invite parents to give their input to school administration if they cannot attend the meeting
 - Title I funding, if sufficient, may be used to facilitate parent attendance at meetings. This may include transportation and childcare costs as well as other expenses that will allow for more parent participation at the school level
2. Corsica-Stickney Elementary School will take the following actions to involve parents in the process of school review and improvement:
 - Explain what School Improvement means and how the district and the schools located in the district compare academically to South Dakota
 - Provide an explanation on how the parents can become involved in addressing academic issues that cause the school to be in school improvement
 - Provide information about programs provided under Title I
 - Describe and explain the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
 - Provide each parent with an individual report of their child's performance on the Dakota STEP (in a timely manner once the school receives the information)
 - Provide parents with a timely notice when the child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified
 - Give parent input to the LEA if there are parents not satisfied with the school wide plan
3. Corsica-Stickney Elementary will work to strengthen the role of schools, parent's, and community as a partnership for strong, effective involvement, to build on and improve student academic achievement, through the following activities specifically described below:

The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
the State's academic content standards:

- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child's progress
- how to work with educators

Activities will include but are not all inclusive to workshops, conferences, and classes. Supporting materials, equipment and refreshments will also be supplied by the school district for parent activities. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

4. Corsica-Stickney Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Assisting parents to capitalize on the vital role they hold in their child's education
- Providing parents with literacy programs that bond families around reading and using the public library
- Provide information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher
- Train parents in the use of Internet to enable them to access their children's homework, communicate with teachers and review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement
- Assist parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home
- Involving parents, with appropriate training, in instructional and support roles at the school
- Providing access to and coordination of community and support services for children and families

5. Corsica-Stickney Elementary will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- Making parents full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- Promotion of clear two-way communication between the school and the family as to school programs and children's progress
- Advisement of parents to learn of their children's progress on a regular basis
- Developing opportunities for parents to meet with classroom teachers and Title I staff

6. Corsica-Stickney Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent activities will be planned with all the agencies involved whenever feasible
- Other agencies will be informed when Corsica Elementary has a parent activity so information can be shared with other parents

7. Corsica-Stickney Elementary will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Will interpret information, to the extent practicable, in the parents' language
- Use interpreters whenever possible as meetings so that parents are ensured of a equal participation level in the educational discussions between the schools and parents

C. Transition Plan

Corsica-Stickney Elementary:

The Corsica-Stickney Elementary has a written transition plan that assists student coming to Preschool and Kindergarten.

We hold two Preschool transition Family fun nights each year. One in the Fall and one in the Spring, where incoming preschool students and parents. They come and we discuss the Title I program, meet the staff, read a book, do a craft, and sing songs. This gives the students a taste of school and helps with the transition to preschool.

The current preschool staff comes together for four days at the end of the school year for full day preschool. These students get to be all together as a class, meet the teachers in the building, and experience what a full day looks like as they get ready to transition to Kindergarten in the Fall.

We work very closely with the Head Start program in the transition process. With parental consent, there is a procedure in place to transfer Head Start records to Corsica-Stickney Elementary. If a student is not enrolled in preschool or is enrolled in Head Start, we set up a specific day for the child to be in the kindergarten classroom.

Parents were involved in the design of the transition plan as well as Head Start staff. It includes program development, coordination, transition plan, transfer of records with Head Start, communication, professional development, parent involvement, monitoring/evaluation.

Corsica-Stickney Middle School

This year the 5th grade from Corsica-Stickney will have a transition day to the Jr. High. The 5th Grade traveled to Corsica for a tour and explanation of expectations for the upcoming school year. They also ate lunch with the Jr. High students that day to get a feel for what it will be like next year. This will be an annual event for the 5th Grade class. The 5th graders are brought in one at a time prior to the beginning of school to have a personal tour and time with the Jr. High/High School Principal.

Corsica-Stickney High School:

Our transfer to post-secondary and the workforce is done well by our counselor. ASVAB tests, ACT tests, PLAN tests, ACT workshops, and Post-secondary/vocational visits are all coordinated for students by the counselor. In the area of special education, the special education teacher does an excellent job of transitioning students. We work with our Core Educational Cooperative and the 18-21 year old program staff to transition our SPED students into life after High School.

D. Monitoring and Support of School Improvement

Teachers in all buildings meet weekly to discuss issues and students with difficulties to address items timely.

TAT(Teacher Assistance Team) meeting are also held if the student need is beyond what can be handled with collaboration from colleagues.

Parents are notified by the regular classroom teacher whenever their child is experiencing difficulty in the classroom. As children are brought to the teacher assistance teams, parents help is elicited not only on ideas on how to handle difficulty but are sometimes asked to work with the child or asked to allow the student to stay longer than the regular school day so the needs can be met.

E. Fiscal Requirement

High School & Middle School:

Teachers have been provided with quality professional development, in-service time has been and will be provided for staff to work on curriculum, assessment, and instructional strategies to improve student achievement.

Substitute costs will be covered through district funds.

Any school curriculum materials, or supplemental materials needed, will be purchased as needed or as budgeting and funding allows.

Elementary Level:

We use Title I monies to support personnel for our school wide staff, but monies will be used from the LEA to support any needs that may occur that cannot be covered by Title I.

District monies are available to the district for all things—this includes utilities, upkeep of the building, supplies, books, and personnel to carry out functions that monies from Title I will not support.

All data is from the 2025-2026 school year.

General Fund

Expenditures - \$3,281,143.98

Ending Fund Balance - \$1,154,935.80

Capital Outlay

Expenditures - \$998,418.18

Ending Fund Balance - \$860,817.97

Special Education

Expenditures - \$453,684.72

Ending Fund Balance - \$1,790,979.36

Tax Levy - 2025 Payable 2026

Agriculture \$1.125

Owner Occupied \$2.518

Other N-Ag/Utilities \$5.211

Capital Outlay \$1.50

Special Education \$0.45

Bond Redemption \$0.00

General Fund OptOut \$350,000

Capital Outlay OptOut \$300,000

Student Cost per

ADM –2025-2026	\$12,619
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Teacher Base Salary	\$45,563
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Average Teacher Salary	\$53,359.42
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Substitute Teacher Pay

Certified	\$130.00/day
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Non-certified	\$110.00/day
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