

Corsica-Stickney School-Wide Community Improvement Plan & Council



2025-2026
Current Revision (Oct., 2025)

Corsica-Stickney School District School-Wide Improvement Plan Components

Program Development – Pages 8-25

A plan must be completed for each building in school improvement, for those Title I schools planning to implement a school wide program, and for districts in improvement. The district or school improvement plan and the school wide plan must be developed with the input of parents, community, and staff. Documentation of planning and implementation activities must be included. The role of the LEA in the planning and support of the plan must be documented. District/school mission and vision statements and philosophy should be incorporated into the plan. Profile information and a description of the local indicators used to evaluate the program are included. The plan must cover a two-year time period, be evaluated annually, and revised as needed. The historical background of the plan should be noted and updated annually.

Comprehensive Needs Assessment – pages 26-29

An up-to-date, comprehensive needs assessment of the entire school must be completed. The results obtained from the needs assessment must be included, noting both strengths and weaknesses. Conclusions drawn from these results must be described. Documentation of this process and analysis of the results needs to be kept on file.

Goals, Objectives, and Strategies – pages 30-38

The plan is structured to include measurable academic goals and objectives designed to address identified needs, using scientifically based research strategies. An evaluation process to measure the effectiveness of these goals must be included.

Instruction by Highly Qualified Staff – 20

Instruction must be delivered by certified staff in the areas they are assigned to teach. Paraprofessionals working in a Title I program must meet the ESSA requirements. Strategies developed to attract certified staff must be included in a school wide plan.

Professional Development – Page 38-39

Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well. Title I schools and districts in improvement must set aside 10% of their Title I Part A allocation for professional development. The school improvement plan must incorporate teacher mentoring activities or programs.

Parent Involvement and Education- Pages 39-43

Parents must be involved in the development of the plan and ongoing evaluation of the program. The plan must indicate the strategies it will use to increase parental involvement. The Parent Involvement Policy and 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 in the school improvement plan.

Transition – Page 43-45

A transition plan must be in place to provide assistance for the transition of preschool students into Kindergarten. This includes coordination with local and community child education and care agencies. May also include other transition plans developed by the school such as special education, building, and post-secondary transition plans.

Monitoring and Support – Pages 45

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.

Fiscal Requirement – Pages 46

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.

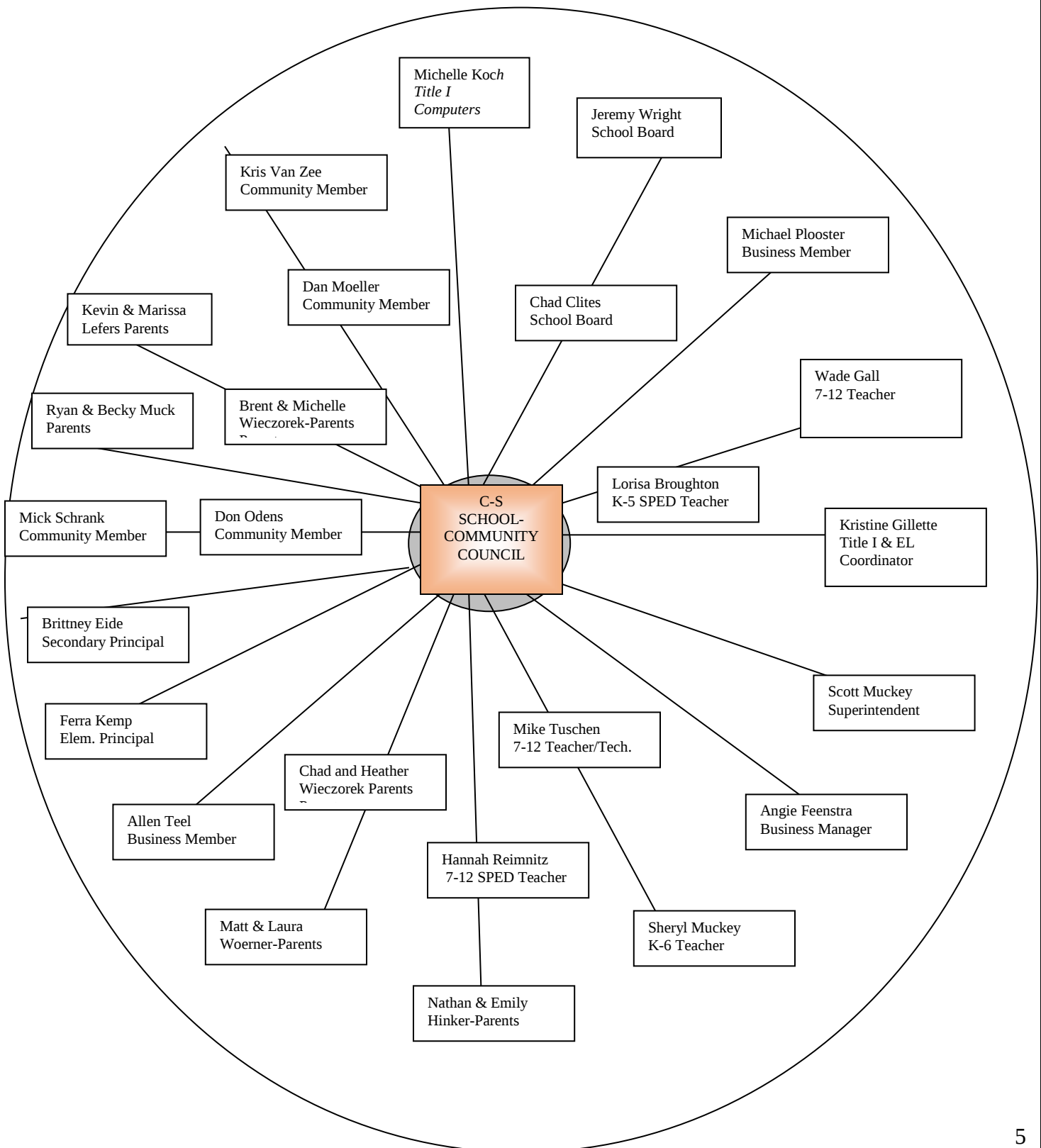
Ongoing Program Development – Page 47

The school improvement plan is considered a plan in progress with periodic evaluation needed to assess progress towards meeting goals. The plan must be developed within three months of identification for school improvement or within a one year time period for school wide programs. The plan must be peer reviewed through a process designed by the LEA. The LEA must approve the plan within 45 days after receiving the plan. The school must implement the plan immediately upon approval by the district. At a minimum, the plan must be evaluated annually and revised as needed.

Policies/Practices – Pages 48-56

1. School Compact, 2. District Parent Involvement, 3. School Level Parent Involvement, 4. Parent Right to Know Policy, 5. Parent Right to Know Letter, 6. Complaint Policy for Federal Programs.

CORSICA-STICKNEY
SCHOOL/COMMUNITY
IMPROVEMENT COUNCIL
2025-2026



Corsica Stickney
School Improvement Council
Minutes
December 9, 2024

The Corsica-Stickney School/Community Improvement Council met at the Corsica-Stickney Jr. /Sr. High School Music Room on December 9, 2024 at 6:30 p.m. Members present: Scott Muckey, Kristine Gillette, Angie Feenstra, Ferra Kemp, Chad Clites, Wade Gall, Chad Wiczorek, Michael Plooster, Nathan Hinker, Jeremy Wright, and Don Odens.

Mr. Muckey welcomed the group and gave a brief overview of the mission of the council. He reiterated that the group is not a decision making group, however, is important for input in matters pertaining to our school.

Ms. Gillette discussed that we are a Title I School Wide K-5 here at Corsica-Stickney. This means we provide Interventions in Reading and Math to any and all students in grades K-5. We have about 124 students in grades K-5. This year Mrs. Koch is working with K-2 and Ms. Gillette works with students in 1st, and 3-5. We both either go into the classrooms and work with individual or groups of students or pull out individual or groups to work with in the areas of Reading and Math. We have implemented an Intervention time into each day to help students in the areas of Reading and Math in grades K-2. Each day from 1:30-2:00 students go to their assigned group. There we work on phonemic awareness, phonics, fluency, and decoding. Then after 15 minutes, we work on Math skills such as counting, basic addition/subtraction facts, shapes, and number sense. We also do interventions with grades 3-5 each MWF from 2:00-2:15. Students go to their assigned group and we work on phonics decoding, fluency, vocabulary, and comprehension. So far, the students are enjoying the time and the teachers indicate that progress is being made.

Ms. Gillette attended the Title I Director's Workshop in Pierre in November. This was a 2 day meeting put on by the Department of Education Title I Department. All Title I programs in the state are evaluated by the State each year and given a rating of 1 to 4. (1) having the least violations and (4) having the most violations. Corsica-Stickney received a score of (2) again this year. Ms. Gillette asked the State. This is a great score but Ms. Gillette is still frustrated it is not a (1) Ms. Gillette concludes that it is because we have not had an on-site visit by the state for a number of years. Mr. Muckey said, maybe we should invite them to come do an onsite visit. Some on-site visits are being conducted by State Title I personnel and some Districts simply have a document review.

Ms. Gillette talked about how the State Department of Education has streamlined the Title I system this year and the uploading of documents went a lot smoother than last year. All related Title I documents must be uploaded to Title I Crate by Oct. 1st. They are then reviewed by Title I personnel and either approved or sent back to us for revision. All of our documents have been approved. The State Department of Education is pushing a new initiative of Literacy First. They have a new Literacy Framework for schools to adopt and embrace. There are also PD opportunities to train all teachers, administration, and paraprofessionals across the state in the principles of this new framework. This framework is tied to the Science of Reading Framework. This initiative is for all teachers Pre-K-12th grades. So far nearly all of our teachers, SPED, Title I staff, and elementary Principal have taken or are taking the Science of Reading Courses being offered. Ms. Gillette talked about how the Dept. of Education is moving away from the AIM platform and pushing it to the SD University system to offer the courses geared more toward our SD Standards. The courses will still be online and free. The State Department of Education is also going to be sending out information about a Grant opportunity for schools to get money for implementation of Science of Reading.

We held our Fall Preschool Transition Night in November. We have about 15 potential Preschool students who will begin preschool in the Fall of 2025. We invite them to come once in the Fall and once in the Spring for a Literacy Night. We read a story, do a craft, sing some songs and play a game. We will hold another night in the Spring (April). This is when we will get them registered for the Fall of 2025. If anyone here knows of any preschool children out in our community that may not be on our lists please let the school know. It is hard to know who is out there. Thanks!

We are on year 4 of implementation of our Comprehensive Needs Assessment Action Plan. One requirement of Title I is that every school complete an extensive Needs Assessment of their District. We completed the initial assessment in 2020-2021. Last year we stuck to our Action plan and this year we are continuing the plan. We are still including Learning Targets on all Lesson plans. Teachers are making the Learning Targets known to students at the beginning of each lesson. We are working on improving our Language Arts proficiency especially in the areas of grammar and writing. Professional Development for our staff is another area that we are looking to improve and provide more opportunities to our teachers and staff. We are working hard to improve on all Target areas of the SD ELA Assessment. We did have good scores last year but there is room for improvement in specific areas.

Our Title III (EL) program currently has 1 student who are actively enrolled. Ms. Gillette currently works with the EL student each day/week before school providing focused and structured Academic Language instruction. Mrs. Hannah Reimnitz is assisting with the Jr. High EL student again this year as well. She also works with the EL student once a week on academic language. He is also using the Lexia English program to improve his grammar skills in English. Ms. Gillette completed coursework online last year to be trained to provide EL Professional Development and Coaching to teachers and staff in the District. Hopefully, she will be able to provide coaching and PD to the teachers in the content classrooms who have EL students in their classes in the near future. Our EL student will be taking the ACCESS test beginning in late Jan.-Feb. This test measures his English proficiency in the areas of Reading Writing, Speaking and Listening. Ms. Gillette will be administering the tests one on one to the student during the testing window. The tests take 3-4 days to complete depending on the time each day set aside for testing. We typically do a domain a day.

Mr. Muckey talked to the group about issues concerning schools that are being floated around for the upcoming legislative season. One concerning sales tax and another concerning the Student Savings account that is a voucher program for private schools. Both of these measures will need to be closely monitored in the upcoming legislative season, as they will both affect us here in Corsica-Stickney.

Mr. Muckey mentioned that the school is looking at fixing the roof over the Jr. High portion of the building in Corsica. This portion is original to the school and is in need to being repaired/replaced. He also mentioned that Mr. Tuschen made use of some archery equipment that the school purchased years ago this Fall in P.E. class. The students got the opportunity to learn about archery and use the equipment.

A question was asked if the State of South Dakota had ever settled the lawsuit involving MidCentral Coop. Mr. Muckey said no that it is still in the court system and hopes with new administration it will be settled in the near future.

Mr. Muckey thanked all in attendance and the meeting was adjourned at 7:16 p.m. The next meeting will be in the Spring at the Corsica-Stickney High School campus. No date for this meeting has been set at this time.

Corsica -Stickney Community School

Setting the Standard

School Improvement Plan

2025-2026

120 South Napoleon Ave.

Corsica, SD 57328

<https://corsica-stickney.k12.sd.us/>

Corsica-Stickney School District

Assurance Statements

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.

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.

Belief Statement:

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 in order 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 at all times.

Pleasant facilities definitely enhance learning.

Section 1: Unique Local Insights

The Corsica-Stickney School District is located 8 miles south of Interstate 90 on Highway 281. It is located in Douglas and Aurora Counties and consists of about 400 square miles. The community of Stickney has a population of 313 and the community of Corsica has a population of about 556. The community of Corsica has approximately 68 businesses in their business district and Stickney has approximately 40 in their business district.

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 were added in the 1960's and 1970's. A new K-5 building and commons areas was 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 is run 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 located 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 rest rooms.

Today this campus houses grades 6-12 with approximately 132 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 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 on a daily basis 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 extra-curricular 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 12 to 2 with 22.61 FTE teachers and 279 students. The district also employs six 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.

Section 2: Student Characteristics

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.

The Corsica-Stickney School District student population has been experiencing an increasing 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 287 students in grades Pre K-12.

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.

Existing School Data – Student Information

Demographic Information: 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 – 132

Corsica-Stickney – Pre-School - 21

Corsica-Stickney has 25.70% of students who qualify for free and reduced lunch.

Average Daily Membership: The following is the 2024–2025 Corsica-Stickney School Districts student attendance.

Corsica-Stickney School District

High School-95.65%

Jr. High – 95.58%

Elementary-96.07%

Preschool-98.76%

Graduation/Drop-out Rates: In the 2024-2025 school year, the Corsica-Stickney School District had a 100% graduation rate, with students graduating. In the 2024-2025 school year, the Corsica-Stickney School District had 0 students drop out, which has been a consistent trend for Corsica-Stickney High School.

Special Education: Approximately 30 students in the Corsica-Stickney School District received special education services during the 2024-2025 school year.

TESTING:

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. Beginning in 2026, ALL 11th Grade students attending a Public school in South Dakota will take the ACT test. The test will consist of English, Math, Science, Reading, and Writing.

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.

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.

Teachers have also written an SLO (Student Learning Objective) for a Core Subject Area of their choice. This is part of the Charlotte Danielson Teacher Effectiveness Model

ACT PLAN: Sophomore students use this to estimate their ACT score and see where their area of interests are located.

ACT: 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.

Section 3: Instructional Data

We currently have 100% of staff in our district teaching in an area they are certified to teach. About 19 % of the teaching staff possesses a Masters or Masters Equivalent degree. Our instructional staff is currently made up of 22.61 FTE's.

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.

To view specific statistical data about the above categories please use the link below:

<https://doe.sd.gov/ofm/statdigest.aspx>

Section 4: Financial Data

The state of South Dakota has a state funding formula that is based on a per pupil allocation. The State of South is currently experiencing declining enrollments which is causing severe financial hardships on many schools. Please refer to the Profile of School Districts for accurate information regarding Financial Data.

Financial data for the Corsica-Stickney School District is compiled in the chart below.

All data is from the 2024-2025 school year.

Financial Data

General Fund	\$996,953,18
Capital Outlay Fund	\$592,521.72
Special Education Fund	\$1,844,454.99

Tax Levy - 2024 Payable 2025

Agriculture	\$1.197
Owner Occupied	\$2.679
Other N-Ag/Utilities	\$5.544
Special Education	\$0.45
Bond Redemption	\$0.00
Opt-Out-amount General	\$350,000
Capital outlay	\$300,000
Capital Outlay	\$1.613

Student Cost per

ADM –2024-2025	\$12,700
Teacher Base Salary	\$45,000
Average Teacher Salary	\$51,625.67
Substitute Teacher Pay	
Certified	\$130.00/day
Non-certified	\$110.00/day

School Profile Section 5: Community Data

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 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 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.

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 in light of 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.

**State On-site accreditation review—Fall of 2020
Staff Data Retreat—May 2025**

Comprehensive Needs Assessment

The Corsica-Stickney School District took part in the year-long Comprehensive Needs Assessment process during the 2020-2021 school year. This was done to meet the SD DOE Title I requirement that all school districts have a Comprehensive Needs Assessment on file by the start of the 2021-2022 school year. The plan will be evaluated each year 1-5. A Comprehensive Needs Assessment must be completed every 5 years. We are currently in year 5 of our Action Plan based on the Comprehensive Needs Assessment that was completed in 2020-2021. We will be starting a new comprehensive needs assessment beginning in 2025-2026 school year.

A survey was sent home to all patrons in the Corsica-Stickney School district in September 2019. 55% of the surveys were returned and the data showed a positive response to all questions on survey.

In order to set district goals and determine staffing needs, the Corsica-Stickney school district participates in annual data retreats. This 2024-2025 school year, we held our data retreat in June. We analyzed the data from our current year. We reviewed the goals we had set at the beginning of the year and made a plan moving forward. Overall, our

students performed above the state average in all grade levels in both Reading and Math.

All instructional staff members are in the process of updating their curriculum maps during the 2020-2026 school year. These maps will be posted on our school website when they are completed. They will be updated on an ongoing basis.

We will be using DIBELS testing in grades K-5 in the 2025-2026 academic year. We will be using DIBELS Reading Benchmark Assessment in the beginning, middle and end of the year. We will also use a Phonemic Awareness screener to further test the students who score the lowest on the DIBELS Benchmark Assessment to pinpoint areas of weakness. Teachers will use progress monitoring of the students who are in the lowest areas at least once a month, ideally twice a month, throughout the school year. We will also be administering the DIBELS Math assessment at the beginning, middle and end of the year. Teachers also give their students the beginning, middle, end of the year assessments that go with their GO Math curriculum to monitor progress and growth. Teachers will be writing their SLO's that will align with the goals we as a staff have developed.

The Corsica-Stickney school district has traditionally met their goals in Reading and Math. Several factors contribute to meeting the goals. First, having experienced staff in place, second using a progress monitoring assessment to monitor students' progress and using that data to identify students who need extra help in the areas of Math and Reading, and in turn serving those students through our Title I program. Having all of these things in place have aided in meeting our yearly goals in Math and Reading.

There are a few strengths that contribute to our student performance. Corsica-Stickney has a low student teacher ratio, which allows us to get to know our students and differentiate instruction to better meet each student's needs.

Through our Title I program we are able to work with small groups of students to target skills they need to work on. Our teaching staff is primarily made up of many experienced teachers some have been in the classroom 30+ years.

In the area of needs, Corsica-Stickney has previously scored lower in the English Language Arts area. Recently there has been a dip in our reading scores in certain grades. Data indicates that our students need more support and instruction in the areas of

Phonemic awareness, decoding , fluency, reading comprehension, vocabulary, and writing. We have updated English Language Arts curriculum in the elementary and Math curriculum to address areas of weakness. We purchased a Language Arts Supplement Curriculum to help fill in the gaps in this area. We will continue with our morning Math meetings where teachers focus on counting, and fact practice that will help boost our scores in the area of Math. This meeting is used to review concepts learned and to strengthen our foundational Math skills. We implemented a new phonics curriculum in grades K-3 to help those struggling students improve in their areas of weakness.

Most of our Pre-K-5 grade teachers have taken the Science of Reading courses offered through the SD Department of Education. The remaining teachers will take the courses during the 2025-2026 school year. We have also implemented an intervention time during the school day that all students are given instruction in areas in ELA and math that they need remediation. The intervention time is scheduled for 20 minutes per day. All teachers, aides, and principal will aide in the implementation of this instruction time.

Corsica-Stickney is a school-wide Title I school. We currently are school-wide in our elementary.

The Title I funds we receive are used towards the salaries of our Title I staff. The funds are not enough to fully cover the salaries and therefore our District supplements the Title I program from the District's General fund.

To ensure that Corsica-Stickney progress takes into account potential groups such as homeless students, students in Foster Care, Migrant Students or EL students, we partner with resources within our communities.

We joined the Title III Consortium to have access to services and professional development for EL students. We have two teachers who are certified to teach EL students through the State of South Dakota. If new students who need schooling enter our communities we have a Lau Plan in place. Once these students are identified and enrolled, the Corsica-Stickney School will then address any individual student needs to insure he/she is getting an appropriate education.

All students new to the district fill out a Home Language Survey upon registration. This helps us identify any students who would be considered to be potentially in need of the EL program.

We have developed an EL program and currently have two students who met the criteria to be in this program. We also have one student who has exited

the program by meeting State levels or proficiency. They will be placed on monitoring status for the next 3 years.

We followed the protocols set forth by the State Title III Department. We joined the Title III Consortium in order to get assistance and guidance. We currently have 2 teachers who are certified to teach the ELL program. This meets the criteria set by the State Department of Education.

Goals, Objectives & Strategies:

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, utilized 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.

Goals/Objectives/Strategies: District

- **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.**

- **Continue 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.**
- **Continue 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.**

Junior High & High School ELA Goals:

2025-2026

- **6th and 7th Goal**

Students will analyze within or across texts to integrate the information that is presented to them throughout.

- **7th and 8th Goal**

Students will utilize the full writing process to draft, revise, edit, and publish full texts within informative and narrative compositions for both longer and shorter writings.

- **8th and 11th Goal**

Students will use explicit details and implicit information from the text to support the inference or conclusion provided

- **6th-11th Goal**

Students will define and differentiate between different figures of speech and will be able to utilize the figures of speech in their own writing

- **Cross Curricular Goal**

Students will read and use domain-specific vocabulary in correct context from informational texts. For example: read an instructional manual, scientific article, or historical primary source, requiring students to locate and discuss the key details with domain specific vocabulary

Junior High & High School Math Goals:

2025-2026

6th Grade Goals

- **Students will be able to create and reason about one variable equations and inequalities**
- **Students will be able to apply and extend previous understanding of numbers to the system of rational numbers**
- **Students will be able to find common factors and multiples of multi digit numbers**

7th Grade Goals

- **Students will be able to use properties of operations to generate equivalent expressions**
- **Students will be able to solve real-life and mathematical problems involving angle measure, area, surface area and volume**
- **Students will be able to investigate chances, processes, and develop, use, and evaluate probability**

8th Grade Goals

- **Students will be able to evaluate and simplify expressions with radicals and integer exponents**
- **Students will be able to understand and apply the Pythagorean Theorem**
- **Students will be able to understand and apply the volume of cylinders, cones, and spheres.**

9-12 Grade Goals

- **Students will be able to interpret, create, and solve equations and inequalities algebraically and graphically, as a process of reasoning**
- **Students will be able to perform arithmetic operations on polynomials**
- **Students will be able to apply and understand properties of exponents related to rational exponents**

7th-12th Grade Goals

- **Students will be able to work with radical and integer exponents**

6th – 12th Grade Goals

- **Students will be able to create equations in one variable, and generate equivalent equations using operations and properties**
- **Students will become more familiar with common factors and multiples between multi-digit numbers to help with rational**

operations, factoring, and simplifying radicals.

- **Students will be able to use formulas to aid in geometry concepts like the Pythagorean theorem, surface area and volume.**

Elementary

- **87% of the students in grades 3-5 will be at or near standard for all three categories on the SD State Assessments**
- **All students in grades 3-5 will score 70% or above on ELA, Math and Science SD State Assessments**
- **Students will be tested beginning, middle and end of the year using DIBELS testing.**
- **Students will show improvement from the beginning of the year Math assessment to the end of the year Math assessment.**
- **Students in grades K-3 will continue explicit instruction in phonics**
- **Students will continue to work on handwriting in all grades**

- **Students will be given supplemental English /Grammar instruction on a daily basis.**
- **Students will begin Math each day with a math meeting that will focus on counting and a review of basic skills appropriate for their grade level.**
- **Students will be able to retell what the Reading and Math target of the lesson and evaluate if they met that target at the end of the lesson**
- **Teachers will communicate learning targets at the beginning of each lesson and revisit it at the end of each lesson in ELA, Math, and Science.**
- **Math racers, extra math, and a minute math will be used daily to increase basic facts in Math at each grade level/**
- **Number Sense- counting, finding patterns, using visuals/manipulatives will be used daily in lessons.**
- **Teachers will use academic math language at all grade levels ensuring students understand this language and can take it with them from grade to grade building as they progress from grade to grade.**

Corsica-Stickney Staff

- **Staff will prioritize areas of concern and emphasize specific skills.**
- **Corsica-Stickney test scores will be at or above the South Dakota state percentages based on the SD State Assessments**
- **Corsica-Stickney High School will have 100 percent graduation rate**
- **Elementary Teachers in grades 1-5 will use the new Language Arts Supplement Book daily for instruction.**
- **Elementary Teachers will continue to use Plan Book for lesson plans that include learning targets for Reading and Math.**
- **Elementary Teachers will communicate the daily learning targets at the beginning of their lessons and refer to them again at the end to determine understanding.**
- **All Pre-K thru 5th grade teachers will READ ALOUD daily to the students.**

The Corsica-Stickney School District at all levels uses data retreats to develop a formative assessment of the district and individual school.

At all levels the aforementioned goals/objectives/strategies are always viewed within the scope of the state and community with constant and continual review process to create a formative environment with the summative assessment being consistent improvement or consistent high level performance to meet the established goals of the district and each individual school.

The Corsica-Stickney School profile/statistical data is available at the State Department of Education.

In addition the square mileage of the district, district enrollment, and a profile of staff (certified status, years of experience, teacher-student ratio) in our school is provided in the profile.

Special Education information:

The profile provides data on disability prevalence and placement categories of students in the special education program.

Student Behavior Information:

The profile provides graduation rate and discipline data, attendance and participation rate data.

College Admissions and Placement Performance Information:

The profile provides ACT test averages of our students in all areas and comparisons to state averages in those areas.

Post-graduation Information:

The profile provides data about placement of graduates in their future endeavors.

Achievement Information:

Available at the State Department of Education or

[Click Here to see the Corsica-Stickney Report Card](#)

[Click Here is the Link for the Corsica & Stickney School Report Cards Prior to 2018](#)

The district does not disaggregate data for Migrant of LEP subgroups as there are no students in those subgroups.

Perception Data:

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.

PROFESSIONAL DEVELOPMENT ACTIVITIES

- **August 12-13 , 2025- Staff will set aside these two days to work on Professional Development prior to the beginning of the 2025-2026 school year.**
- **All staff members are encouraged to seek personalized professional development to further their education.**
- **We will continue to look for opportunities for EL professional development during the 2025-2026 school year.**
- **We will be working on a written PD plan and hope to have one in place in the near future**

- **Most Elementary teachers, aides, and principal have taken the SD Department of Education funded Science of Reading training. The remaining staff members will be taking the courses during the 2025-2026 school year.**

PARENTAL INVOLVEMENT AND EDUCATION

Annual District Statistical Profile is available at the South Dakota Dept. of Education webpage.

<https://doe.sd.gov/ofm/statdigest.aspx>

The Corsica-Stickney School District welcomes parents/community members to become involved in the education of our future community members at all levels of education.

Volunteers, collaborative efforts between school and community is an important support system for the Corsica School District.

Parent Involvement is a goal in our consolidated grant this school year. We have a K-12 newsletter to inform parents and the community of opportunities to be involved in the school. We hold events that are parent specific, develop training activities for parents, and give opportunities for parents to be active volunteers in the school. We have two parent/teacher conferences.

When the Corsica-Stickney school district has the annual meeting all parents will be invited to the event. An invitation will be sent as well as information about the meeting will be discussed in the monthly newsletter.

Our parents have the opportunity to have teachers assist in interpreting test results at parent/teacher conferences. Our school counselor also is available for appointments to do in depth discussions of the test results. The school counselor also explains test results to teachers, parents, and students when called upon.

High School Level:

- **A school/district report card is issued and made available for public each year.**
- **Financial Aid Nights are held to assist families as they prepare for the next level of education.**
- **Information to explain test data goes home with every student. Parents are encouraged to contact the school with questions with a personal letter from the counselor.**

- **Our FCCLA/National Honor Society does several programs to give time to families where they can come together for movies, social times, etc.**
- **Infinite Campus is utilized to make grades/report cards available continually through a parent portal. Parent/Teacher conferences are held at the end of the 1st and 3rd 9-weeks with staff/parents encouraged to have conversations whenever there are any questions.**

Middle School Level:

- **A school/district report card is issued and made available for public each year.**
- **Information to explain test data goes home with every student. Parents are encouraged to contact the school with questions with a personal letter from the counselor.**
- **Infinite Campus is utilized to make grades/report cards available continually through the parent portal.**

- **Parent/Teacher conferences are held at the end of the 1st and 3rd 9-weeks with staff/parents encouraged to have conversations whenever there are any questions.**

Elementary School Level:

- **A school/district report card is issued and made available for public each year.**
- **Information to explain test data goes home with every student. Parents are encouraged to contact the school with questions with a personal letter from the counselor.**
- **Infinite Campus is utilized to make grades/report cards available continually through the parent portal. Parent/Teacher conferences are held at the end of the 1st and 3rd 9-weeks with staff/parents encouraged to have conversations whenever there are any questions.**

- **Parents are invited to plan, implement, evaluate and revise the school wide plan at the annual Title I meeting. Copies of the Parent Engagement Policy as approved by the District Board of Education will be included in informational packet delivered to each family at the beginning of the school year.**

TRANSITION PLAN:

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 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.

Student Monitoring & Support:

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.

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.

On-Going Development:

The improvement plan is developed and written for a one-year time period for the district and individual schools and will be submitted for school board approval and implementation. The school/community improvement council will meet at least twice annually to assess programs towards the overall goals.

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 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
Nicole Reichert
Cassity Maas
Michelle Koch
Sheryl Muckey
Katie Strand
Allyson Anthony
Ferra Kemp
Jacque Boyle

Jason Broughton
LaDawn Wolbrink
Mike Tuschen
Lorisa Broughton
Christine Strid
Hannah Reimnitz
Jaden Barse
Scott Muckey
Linzi DeBoer

Kristine Gillette
Kay Herrboldt
Brittney Eide
Wade Gall
Jenna Menning
Brian Jorgensen
Ron Swier
Callie Hohn
Mandy Lewis

Signature of the Handbook shows agreement with this compact by both students and parents
7-14-25 Board Approved

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 helps 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 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, 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 ensured 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 14, 2020 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

7/14/25

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 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, 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 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
 - 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
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

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

CORSICA-STICKNEY SCHOOL DISTRICT COMPLAINT POLICY FOR FEDERAL PROGRAMS

A PARENT, STUDENT, EMPLOYEE, OR DISTRICT STAKEHOLDER WHO HAS A COMPLAINT REGARDING THE USE OF FEDERAL NCLB FUNDS AND IS UNABLE TO SOLVE THE ISSUE, MAY ADDRESS THE COMPLAINT IN WRITING TO THE DISTRICT'S SUPERINTENDENT.

DISPUTES ADDRESSING THE ENROLLMENT, TRANSPORTATION (INCLUDING INTER-DISTRICT DISPUTES), AND OTHER BARRIERS TO THE EDUCATION OF CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS ARE ALSO ADDRESSED UNDER THIS PROCEDURE. PARENTS, GUARDIANS, AND UNACCOMPANIED YOUTH MAY INITIATE THE DISPUTE RESOLUTION PROCESS DIRECTLY TO THE SCHOOL OR AT THE DISTRICT'S HOMELESS LIAISON'S OFFICE. THE PARENT OR GUARDIAN OR UNACCOMPANIED YOUTH SHALL BE PROVIDED WITH A WRITTEN EXPLANATION OF THE SCHOOL'S DECISION INCLUDING THE RIGHTS OF THE PARENT, GUARDIAN, OR YOUTH TO APPEAL THE DECISION. STUDENTS SHOULD BE PROVIDED WITH ALL SERVICES FOR WHICH THEY ARE ELIGIBLE WHILE DISPUTES ARE RESOLVED.

- THE SUPERINTENDENT WILL INVESTIGATE, WITHIN ONE WEEK, THE CIRCUMSTANCES OF THE COMPLAINT AND RENDER A DECISION, WITHIN TWO WEEKS, AFTER RECEIPT OF THE COMPLAINT.
- THE SUPERINTENDENT WILL NOTIFY THE COMPLAINANT OF THE DECISION IN WRITING .
- THE COMPLAINANT WILL BE ALLOWED ONE WEEK TO REACT TO THE DECISION BEFORE IT BECOMES FINAL.
- THE COMPLAINANT WILL EITHER ACCEPT OR DISAGREE WITH THE DECISION AND WILL PROVIDE SUCH ACKNOWLEDGEMENT IN WRITING, ADDRESSED TO THE DISTRICT SUPERINTENDENT.
- IF THE ISSUE IS NOT RESOLVED WITH THE SUPERINTENENT, THE COMPLAINT WILL BE FORWARDED TO THE DISTRICT'S BOARD OF EDUCATION FOR FURTHER REVIEW. THE PARENT OR GUARDIAN OR UNACCOMPANIED YOUTH SHALL BE PROVIDED WITH A WRITTEN EXPLANATION OF THE DISTRICT'S DECISION INCLUDING THE RIGHTS OF THE PARENT, GUARDIAN, OR YOUTH TO APPEAL THE DECISION.
- UNRESOLVED COMPLAINTS MAY BE FORWARDED BY THE STAKEHOLDER TO THE SOUTH DAKOTA DEPARTMENT OF EDUCATION FOR REVIEW. (CONSULT SD DEPARTMENT OF EDUCATION COMPLAINT PROCEDURE)

DATE ADOPTED BY THE BOARD OF EDUCATION July 14, 2025

