

Corsica-Stickney School-Wide Community Improvement Plan & Council



2015-17
Current Revision (Nov. 2014)

Corsica-Stickney School District School-Wide Improvement Plan Components

Program Development – Pages 8-22

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 22-25

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 26-31

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 – 17

Instruction must be delivered by highly qualified staff. Paraprofessionals working in a Title I program must meet the NCLB requirements. Strategies developed to attract highly qualified staff must be included in a school wide plan.

Professional Development – Page 32-33

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 33-37

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 37-39

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 37-39

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 40-41

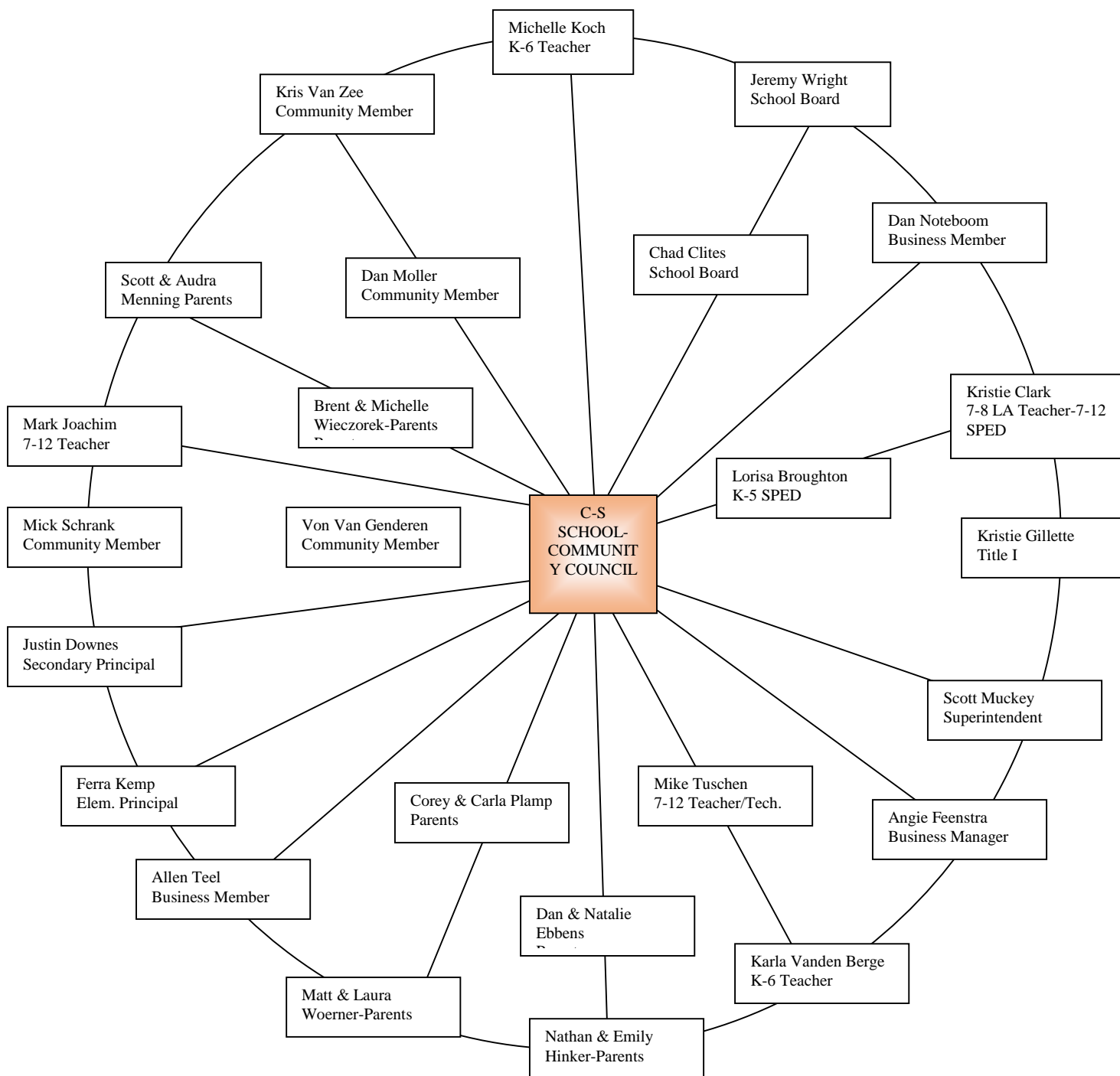
All resources available to the district or school must be considered in structuring the plan. Time, personnel, and funding resources must be documented. Coordination and integration of programs should be described. Funds used to support the plan must be listed and their use described.

Ongoing Program Development – Page 41-42

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 42-51

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 Improvement Council Minutes

December 14, 2015

The Corsica-Stickney School/Community Improvement Council met at the Elementary School in Stickney on December 14, 2015 at 6:30pm. Members present were: Scott Muckey, Justin Downes, Ferra Kemp, Angie Feenstra, Kristine Gillette, Mike Tuschen, Karla Vanden Berge, Mark Joachim, Jeremy Wright, Chad Clites, Brent & Michelle Wieczorek, Dan Moller, Kris Van Zee, Dan Noteboom, Dan & Natalie Ebbens, and Carla Plamp.

Mr. Muckey welcomed the group and gave an overview of the Title I program. He let the group know that this was not a decision making group but instead a group to give insight to the school on various topics.

Mrs. Feenstra gave a brief overview of the funding for Title I and REAP. The school was originally granted \$48,263 in Title I funds and had a carryover of \$13,773 from the previous year for a total of \$62,036 available for Title I funds. REAP funds were originally \$34,783 and had a carryover of \$17,593 from the previous year for a total budget of \$52,376. Title I funds are used strictly for Title services provided to the students and REAP funds cover our Preschool, the community newsletter that gets sent out on a monthly basis and some computers.

Miss Gillette talked about the school-wide Title program which allows them to work with any student in grades K-6. This year the school added biweekly math DIBELS to the Title I testing. The Corsica-Stickney School just received word that they were being recognized as a National Title I Distinguished School. Only two schools in the state of South Dakota are given this honor. She also stated that there have been other schools contacting us on what we are doing in Math and Reading because of our high test scores in those areas.

Mr. Downes and Mrs. Kemp gave the report card results. The elementary and high school earned exemplary status and the junior high is at a progressing status. They also stated that the No Child Left Behind Act is being replaced by the Every Student Succeeds Act. The new act will allow more state control and less federal limitations.

Mr. Downes gave an update on the many courses that are available to students that we currently don't offer in house. Dual credit classes, Dial courses, and SD Virtual School classes are offered to Seniors and Juniors. Dual credit classes allow students to fulfill both college and high school credits at the same time. The classes cost \$40/credit which is significantly cheaper than taking the classes at a college. Currently we have 9 students taking 11 different courses.

Mr. Muckey asked for the groups input on how the consolidation has been going. It seems like everything has been going very well. The students and staff are adapting well. He also gave an update on the Blue Ribbon Task Force. The task force has had their last meeting and they are working on a different funding formula.

The group agreed that meeting again in the spring of 2016 would be good as a follow-up as to how the first year of consolidation went. The group was thanked for attending and the meeting was adjourned at 7:20pm.

Corsica -Stickney Community School

Setting the Standard

School Improvement Plan

2015-2017

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 284 and the community of Corsica has a population of about 592. The community of Corsica has approximately 65 businesses in their business district and Stickney has approximately 30 in their business district.

The Corsica-Stickney School District has two attendance centers with a PreK-6 facility located in Stickney. This facility was built in 1931. The addition of a gym, kitchen, and more classrooms were added in the 1960's and 1970's. The elementary School is now located here. There are 130 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.

The elementary has an all-day every day kindergarten program. The elementary also runs a half day preschool program at both campuses. The preschool is a three day program, meeting half days. A Little Stars program for three year olds is also provided at both campuses one day a week. They meet for half a day per week at both campuses.

The elementary is comprised of self-contained classrooms. The 6th grade is more departmentalized with separate teachers for Math, English Language Arts, Science and Social Studies. This is a way to help with the transition of our 6th grade to Jr. High school.

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. Today this building houses grades 7-12 with approximately 104 students.

This building has a complete wireless environment with all 7-12 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 our Jr. High and High School.

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.

The district has a DDN classroom that is used on a daily basis for College English, physics, and chemistry. Certified physics and 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 which 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 12.32 to 1 with 19 FTE teachers and 230 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 Mid-Central Cooperative and ESA3. Mid-Central Cooperative provides speech/language services, occupational therapy, physical therapy, psychological services, guidance and other services to its member districts. The Educational Service Agency Region 3 provides a large 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 a declining enrollment throughout the past few years as a result of a major shift in the farming community. We are considered a small school by the fact that we have 235 students in grades PreK-12. We are a newly formed 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 drop-out rates, standardized test scores, attendance rates, student to staff ratios, graduation rates, and ACT scores our school district consistently ranks near the top.

Existing School Data – Student Information

Demographic Information: In the 2015-2016 school year, the Corsica-Stickney School District has an enrollment of in the three attendance centers.

Corsica-Stickney High School- 104

Corsica-Stickney Jr. High School - 40

Corsica-Stickney Elementary School - 131

The district has approximately 33% of its students who can be classified as economically disadvantaged due to free/reduced lunch eligibility.

Average Daily Membership: The following is the 2015--2016 Corsica-Stickney School Districts student attendance.

Corsica-Stickney School District 230.97

Graduation/Drop-out Rates: In the 2015-2016 school year, the Corsica-Stickney School District had a 100% graduation rate, with students graduating. In the 2015-2016 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 29 students in the Corsica-Stickney School District received special education services during the 2015-2016 school year.

TESTING:

Dakota Step Test of Educational Progress: The Dakota STEP is South Dakota's mandatory criterion-referenced test that is given to all students in grades 5, 8, and 11. This test assesses student achievement in the area of Science. 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.

Smarter Balanced Testing – This is South Dakota's mandatory criterion referenced test that is given to all students in grades 3-8 and 11. 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.

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.

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% Highly Qualified Staff in our district. About 66 % of the teaching staff possesses a Masters or Masters Equivalent degree. Our instructional staff is currently made up of 19 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:

<http://midcentral-coop.org/member-schools/>

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 2015-2016 school year.

Financial Data

General Fund	\$2,060,732.72
Capital Outlay Fund	\$ 858,393.92
Special Education Fund	\$ 299,188.21
Pension Fund	\$ 84,880.00

Tax Levy - 2015 Payable 2016

Agriculture	1.568
Owner Occupied	4.075
Other N-Ag/Utilities	8.727
Special Education	.75
Capital Outlay	3.00
Bond Redemption	0.00
Pension Fund	0.20
Opt-Out-\$amount only	\$0.00

Student Cost per

ADM -2015-2016	8807.00
Teacher Base Salary	32,000.00
Average Teacher Salary	37,940.00
Substitute Teacher Pay	
Certified	100.00/day
Non-certified	90.00/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 700 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 Jr. High - High School Students receive a Tablet PC to use. 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 Educational Service Agency for Region 3 located in Platte, South Dakota. 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—
Staff Data Retreat—May 2016**

Comprehensive Needs Assessment

A survey was sent home to all patrons in the Corsica-Stickney School district in September 2015. 2% 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 2015-16 school year, we attended two separate retreats, the first was October 5th and 6th, and again May 23 and 24th. The data showed that our students are at or well above the South Dakota state average test scores in Math, Reading, and Science. Locally our students were monitored using DIBELS Math and Reading as well as pre and posttests in Math. Throughout the year this data was used to drive instruction in the regular classroom and also in the Title I classroom.

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 experienced teachers who have been in the classroom 15+ years.

In the area of needs, Corsica-Stickney scores lower in the English Language Arts area. Data indicates that our students need more in the areas of reading comprehension and writing. Because our district is made up of only one school, the funding we receive is used throughout our district.

To ensure that Corsica-Stickney's process takes into account potential groups such as homeless students, students in Foster Care, migrant student or ELL students, we partner with resources within our communities. Corsica-Stickney School District has developed relationships with the Churches, Headstart, County Health, Local Law enforcement, City Finance Offices , and other community groups that help identify and notify the school if new students who need schooling enter our communities. 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.

The Corsica-Stickney school district met both goals in Reading and Math. Several factors contribute to meeting the goals. First, having experienced staff in place, second using DIBELS 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.

Sara Fridley-ESA Region 3 has worked annually with us on data retreats toward our achievement goals.

The Corsica-Stickney School including the High School, Jr. High, and Elementary attended a Data Retreat the Fall of 2015 offered by ESA Region 3. Our staff is small and with just one class for each grade level it allows us to track students over the years. When we attend with the ESA it allows us to compare regional data as well as our own. We held a follow up data retreat in May 2016 to analyze the data from the Smarter Balanced testing that the students in grades 3-8, 11 took the Spring of 2016. After analyzing the data, we found areas of strength and weaknesses and wrote academic and instructional goals for the upcoming 2016-2017 school year. A mini data retreat will be held during our back to school in service in August 2016 to insure all staff is aware of the data and goals.

Goals, Objectives & Strategies

Our local data dig this year was held on May 23-24. Representatives from the Elementary, Jr. High, and High School instructional staff, along with the administration worked on identifying standards that seem to give students difficulty, utilized STARS data to track students' performance and identify bubble students. We use will use this data to write goals for the next school year as well as to improve curriculum, teaching, and student performance.

Corsica-Stickney School has successfully met AYP since NCLB begin and continues to monitor and improve its curriculum through collaborative efforts of staff, community and the ESA.

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 Common Core State Standards and assess student progress.

Align all core subject areas to the newest set of Common Core Standards

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 taught by highly qualified teachers.

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 reported involving weapons or drugs, as reported in the Safe & Drug Free Schools report. The district continues to work to address social circumstances that arise as society continues to present challenges to educational institutions. Some of the programs utilized are Assemblies, Quest, Before and After-School programs, DARE, and other that seem effective and pertinent.

High School:

***Students will be able to use implicit and explicit information to justify their work.**

***Staff will prioritize areas of concern and emphasize specific skills.**

***Corsica-Stickney test scores will be at or above the South Dakota state standards based on the Smarter Balanced testing**

*** Corsica-Stickney High School will have 100 graduation rate**

Middle School:

*** Students will be able to use implicit and explicit information to justify their work.**

*** Staff will prioritize areas of concern and emphasize specific skills.**

*** Corsica-Stickney test scores will be at or above the South Dakota state standards based on the Smarter Balanced testing**

Elementary:

*** 85% of the students in grades 3-6 will be at or near standard on writing on Smarter Balanced Test.**

*** Students will maintain, increase a level, or increase within a level of their DIBELS benchmark level.**

*** Students will show improvement from the beginning of the year assessment to the end of the year.**

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 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 developed with the assistance of the Region 3 ESA staff includes: Demographic information—The names of the schools within our district(Corsica-Stickney Elementary, Jr. High, and High School) and the data from those schools are included in the profile.

In addition the square mileage of the district, district enrollment, and a profile of staff(highly qualified status, years of experience, teacher-student ration) in our school is provide in the profile.

Special Education information: The profile provides date 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: The profile provides Dakota STEP science performance disaggregated for each test grade, and the following subgroups: all students, ethnicity, gender, students with disabilities, and economically disadvantaged. Smarter Balanced Testing data for each test grade and all students and subgroups.

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 15 & 16, 2016- Staff will set aside these two days to work on student data and to analyze standards in respective content areas. Staff will have opportunity to work across contents to enhance curriculum areas and discover strength and weakness in curriculum. They will write goals for the upcoming school year based upon the data.

PARENTAL INVOLVEMENT AND EDUCATION.

The Corsica-Stickney School District with the assistance of the staff at the Region 3 ESA, prepares an Annual District Statistical Profile.

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 plan to implement a K-12 newsletter to inform them of opportunities to be involved in the school. We will be holding events that are parent specific, develop training activities for parents, and give opportunities for parents to be active volunteers in the school. We will 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 appointment to do in depth discussions of the test results. The school counselor also explains test results.

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 Parental Involvement Policy as approved by the District Board of Education will be included in the 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 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 6th grades from Corsica-Stickney will have a transition day to the Jr. High. The 6th Grade traveled to Corsica on

April 13 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 6th Grade class.

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, state, or Title 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 two 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

Allyson Waldner
Karla Vanden Berge
Stacey Hosman
Michelle Koch
Sheryl Muckey
Scott Muckey
Justin Downes

Kristie Clark
Mark Joachim
Kristine Gillette
Wade Gall
Jacque Boyle
Lorisa Broughton
Ferra Kemp

Jason Broughton
Christina Strid
Mike Tuschen
Mike Davis
Carrie Kafka
Craig Wixon
Vickie Guentner

Heather Hanson
Bob Dunwoody
Stephanie Slaba
Sue DeBoer
Amber Niewenhuis

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

CORSICA-Stickney SCHOOL DISTRICT PARENT INVOLVEMENT 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 13 2015 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.

(Signature of Authorized Official)

(Date)

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 SUPERINTENDENT, 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 13, 2015

