

Corsica School-Wide Community Improvement Plan & Council



2011-13 Revision (Nov. 2011)
2009-2011-Original (Feb. 2009)

Corsica School District

School-Wide Improvement Plan Components

Program Development – Pages 4-28

A plan must be completed for each building in school improvement, for those Title I schools planning to implement a schoolwide program, and for districts in improvement. The district or school improvement plan and the schoolwide 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 40-42

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 27-33

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 – Page 21

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 schoolwide plan.

Professional Development – Page 43

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 44-45

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 48

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 49-50

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 50-51

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.

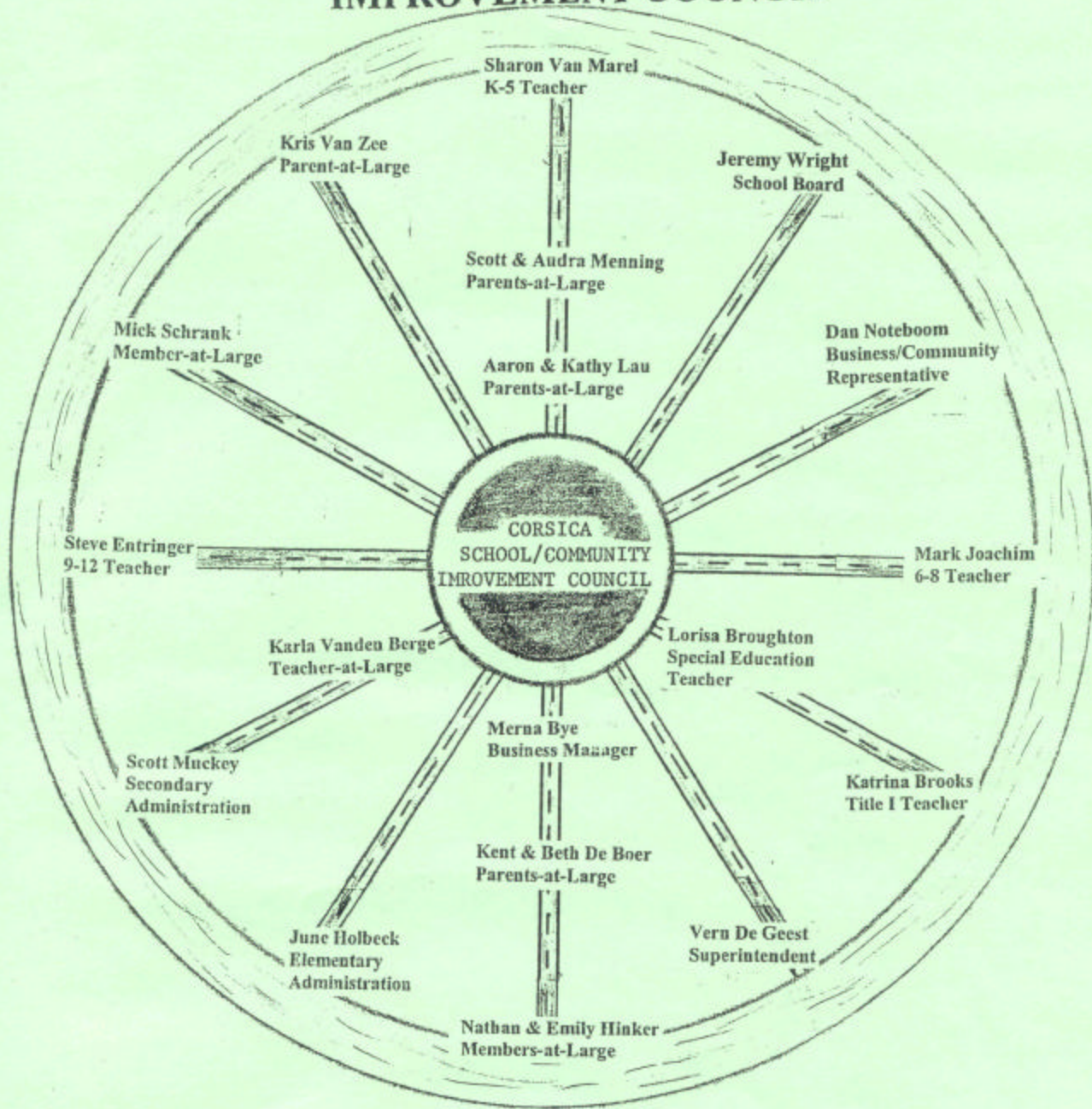
Ongoing Program Development – Page 51

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 schoolwide 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 – Page 53

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 SCHOOL/COMMUNITY IMPROVEMENT COUNCIL



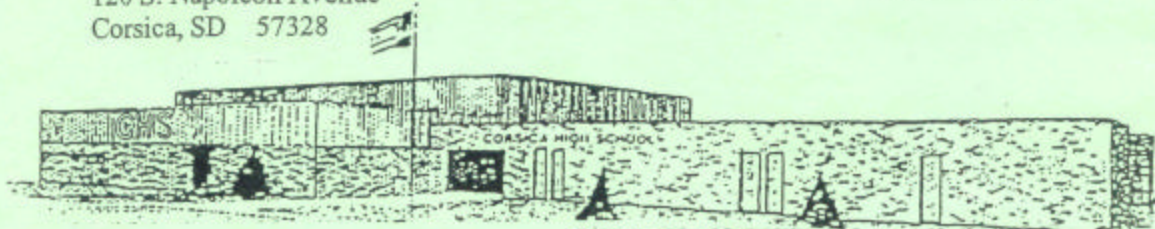
CORSICA ELEMENTARY SCHOOL

CORSICA SCHOOL DISTRICT NO. 21-2

PHONE 946-5475

120 S. Napoleon Avenue
Corsica, SD 57328

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CORSICA HIGH SCHOOL/MIDDLE SCHOOL

TO: SCHOOL / COMMUNITY IMPROVEMENT COUNCIL
FROM: VERN DEGEEST, SUPERINTENDENT
DATE: NOVEMBER 10, 2011
RE: SCHOOL / COMMUNITY IMPROVEMENT COUNCIL MEETING

THE CORSICA SCHOOL / COMMUNITY IMPROVEMENT COUNCIL WILL HAVE A MEETING AT HOFFMAN GAS AND GRILL AT **7:00 A.M. ON THURSDAY, NOVEMBER 17, 2011**. THE CURRENT COUNCIL MEMBERS ARE INDICATED WITHIN THE "WHEEL" ON THE FOLLOWING PAGE.

THE FOCUS OF THIS MEETING WILL BE TO PROVIDE YOU WITH INFORMATION. LAST YEAR WE ADDRESSED FEDERAL PROGRAMS WHICH INCLUDE TITLE I / REAP, AND WE EXPLAINED HOW FUNDING SOURCES ARE ALLOCATED TO THE SCHOOL DISTRICT.

THE CORSICA SCHOOL DISTRICT CONTINUOUSLY STRIVES TO GET INPUT INTO THE STRUCTURING OF THE DISTRICT. INPUT FROM PARENTS, COMMUNITY MEMBERS, AND STAFF ARE VALUABLE. THE COUNCIL SERVES AS A MECHANISM FOR THE SCHOOL DISTRICT TO GET DIRECTION / ADVICE IN MEETING THE GOALS OF THE CORSICA SCHOOL DISTRICT.

THE AGENDA WILL INCLUDE:

1. TITLE I FUNDING / TITLE I PROGRAM OVERVIEW
2. REPORT CARD - PROFILE - AYP
3. ANY OTHER ITEMS / ISSUES PERTINENT TO THE SCHOOL DISTRICT

**SEE YOU AT HOFFMAN GAS AND GRILL
7:00 A.M. ON NOVEMBER 17TH**

Minutes from the Last Meeting

November 17, 2011 at 7:00 a.m.

School/Community Improvement Council

The Corsica School/Community Improvement Council met at Hoffman Gas and Grill on November 17, 2011 at 7:00 a.m. Members present were: Nathan Hinker, Kent DeBoer, Merna Bye, Katrina Brooks, Mark Joachim, Scott Menning, Audra Menning, Sharon VanMarel, Steve Entringer, Karla VandenBerge, Scott Muckey, Vern DeGeest and June Holbeck.

After welcoming the group, Mr. DeGeest handed out the Corsica School District Profile. Mr. Muckey explained the process to find it on-line by going through the district webpage. Mr. DeGeest explained the background behind the formation of the council. He reiterated that the group is not a decision making group, however, is important for input in matters that pertain to the district.

Mrs. Bye gave a funding report on Title I and REAP. Approximately \$76,000 was received in Title I. REAP funds for the year was approximately \$50,000. Federal funds are used for personnel, technology, and professional development. Mrs. Bye reported that these funds adequately fund the needs of the district in these areas.

Ms. Brooks shared with the group that the Title I Program is school wide. That allows her to work with any student in the elementary school. She explained that she works with the highest needs students while Mrs. Putnam works with students that need a little extra help to be on grade level. Students qualify for this program by having lower scores. The Dakota STEP, unit tests and teacher input are considered in making decisions on who needs the extra help.

Mr. DeGeest discussed briefly the school report card. He noted that all schools and groups made AYP for the 2010-11 school year.

Other topics that were discussed:

Water Main Break; opt out funding --\$150,000; cooperative with Stickney; committee meeting with the Armour, Corsica and Stickney School Districts; number of students a district must have before they have to dissolve or consolidate (100).

Corsica Community School

120 South Napoleon Ave.

Corsica, SD 57328

<http://www.corsica.k12.sd.us>



Setting the Standard

School Improvement Plan 2011-2013

CORSICA DISTRICT Assurance Statements

Mission Statement:

The faculty, staff, and administration of the Corsica 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 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 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 School District is located twenty miles south of Interstate 90 on Highway 281. It is located in Douglas County and consists of about 200 square miles. The community population is about 700 and the business district has approximately 61 businesses.

The Corsica School District has two attendance sights with a k-4 facility that was built in 1968 which has an attached gymnasium with additional classrooms for special education and other support educational activities. Corsica Elementary has been recognized as a Distinguished School by the South Dakota Department of Education as well as a Blue Ribbon School by the US Department of Education in 2005. 97.5% of the elementary students were proficient or advanced on the Dakota STEP in 2010. The elementary has an all day every day kindergarten program. The elementary is semi-departmentalized with elementary teachers assigned to the science, social studies, computer and physical education areas. Students are bussed to the high school for lunch each day.

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. This building has a complete wireless environment with all high school students having an assigned tablet pc. Corsica High School was one of the initial schools to embrace the one-to-one initiative (Classroom Connections) promoted by the State of South Dakota. 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 10.0 to 1 with 17.0 teachers and 165 students. The district also employs two paraprofessionals to guarantee that students with special needs receive the individualized help they need.

The Corsica 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 School District is predominantly white/Caucasian. The ethnic background of the community was primarily Dutch, and is still many times referred to as a Dutch Community. The School District student population is 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 164 students in grades Pre K-12. 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 2011-2012 school year, the Corsica School District had an enrollment of 164 in the three attendance centers.

Corsica High School	59
Corsica Middle School	30
Corsica Elementary School	75

The district has approximately 44% of its students who can be classified as economically disadvantaged due to free/reduced lunch eligibility.

Average Daily Membership: The following is the 2010-2011 Corsica School Districts student attendance.

Corsica School District 174.00

Graduation/Drop-out Rates: In the 2010-2011 school year, the Corsica School District had a 100% graduation rate, with 15 students graduating. In the 2010-2011 school year, the Corsica School District had 0 students drop out, which has been a consistent trend for Corsica High School

Special Education: Approximately 16 students in the Corsica School District are receiving special education services. They are classified as eleven

learning disabled, one multiple disabled, 1 traumatic brain injury, 1 emotionally disturbed and 6 speech/language impaired, 2 Other Health Impaired, development delay.

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 3-8 and 11. This test assesses student achievement in the areas of Math and Reading. 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. The following displays the Corsica School District percent of students at or above proficient.

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.

Writing Assessment: Students in grades 5 & 9 demonstrate their writing ability on the state-selected prompt. As the state has changed their approach to this requirement we have been using the write to learn program to assess students writing skills.

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 percent Highly Qualified Staff in our district. About 75 percent of the teaching staff possesses a Masters or Masters Equivalent degree. Our instructional staff is currently made up of 17.0 FTE's. The school district is one of the largest employers in the community and takes a great deal of pride in the SCHOOL. We have a very low turn over 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://sddial.k12.sd.us/esa/home/district_profiles/Corsica/2011corsica_profile.pdf

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.

The Corsica School District approved an opt-out of \$150,000 annually over five years.

The Corsica School Board at the February, 2011 board meeting passed a resolution for a \$150,000 opt out that went unchallenged. This opt-out will start with the calendar year 2011 taxes payable calendar year 2012 and will go for five years which will be through 2015 taxes payable calendar year 2016. The opt-out is an extension of the current \$100,000 opt out passed in 2006 and the Corsica School District will continue to operate with the Capital Outlay levy decrease of one mill to fund the \$100,000 in the General Fund Tax Levy increase of \$.34 per thousand for AG Property, \$.52 per thousand increase for Owner Occupied Property, and \$1.1.3 per thousand increase for Other/Utilities.

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

All data is from the 2011-2012 school year.

Financial Data

General Fund	\$1,470,690.74
Capital Outlay Fund	\$ 577,596.06
Special Education Fund	\$ 184,420.11
Pension Fund	\$ 41,126.24

Tax Levy - 2011 Payable 2012

Agriculture	2.388
Owner Occupied	3.965
Other N-Ag/Utilities	8.491
Special Education	1.20
Capital Outlay	1.98
Bond Redemption	0.00
Pension Fund	0.30
Opt-Out-\$amount only	\$150,000

Student Cost per

ADM –2010-2011	9,312.00
Teacher Base Salary	27,300.00
Average Teacher Salary	33,042.19
Substitute Teacher Pay	
Certified	93.50/day
Non-certified	83.50/day

School Profile Section 5: Community Data

The Corsica community prides itself 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 community of Corsica provides 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 a small town of approximately 700 people.

The Corsica Community Development Corporation is an entity that is continually striving to improve the business climate as well as the quality of life for everyone.

Corsica 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 school and the community rely on each other for survival, and depend upon each other for support to maintain the richness that each provides.

The school and community work together as computer labs are used for adult classes. Businesses also 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

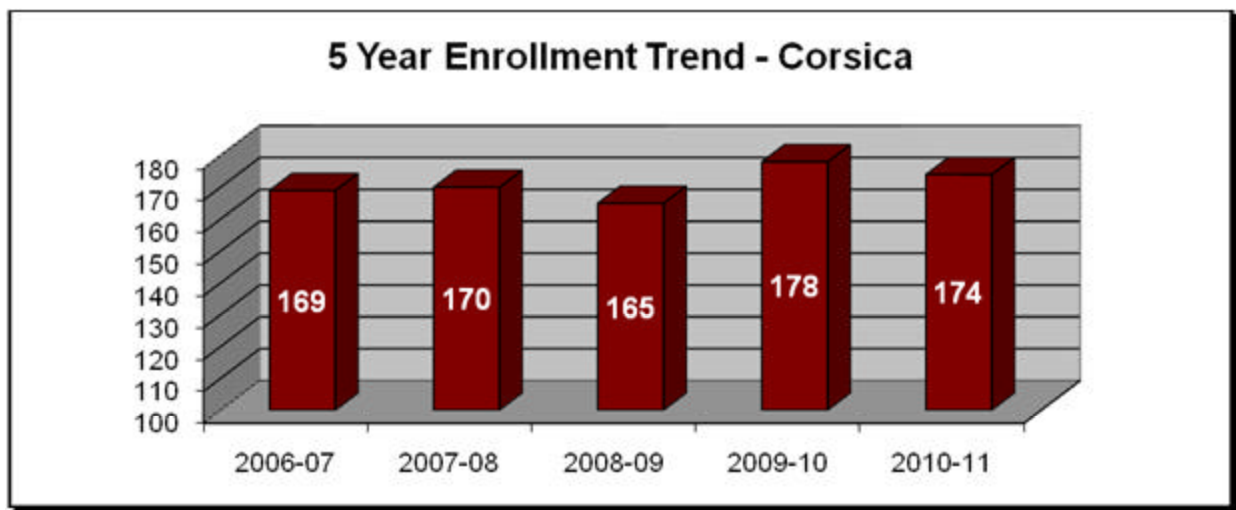
and wired classrooms. All High School Students receive a Tablet PC to use through their high school years. Middle School students also have wireless laptops available to them for use in school with plans to have tablet pc's available for all students in the future. College courses for advanced high school students are also available through various distance delivery systems. The community 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 community is very proud of its business district and their schools.

<p>Corsica School District 21-2</p> <p>120 S Napoleon Ave. Corsica, SD 57328</p>	<p>School Names:</p> <ul style="list-style-type: none"> • Corsica Elementary School • Corsica Middle School • Corsica High School
<p>Home County: Douglas</p> <p>Area in Square Miles: 193</p>	

District Enrollment

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Enrollment (PreK-12)	169	170	165	178	174
ADM for PreK-5	68	64	63	77	79
ADM for 6-8	39	39	39	34	30
ADM for 9-12	62	67	62	67	65
Students with Disabilities Enrollment	23	24	9	17	16
(% of PreK-5 with special needs)	19%	12%	8.0%	7.0%	11%
(% of 6-8 with special needs)	13%	15%	2.0%	1.0%	3%

(% of 9-12 with special needs)	8%	8%	6.0%	2.0%	2%
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	46.0%	46.0%	43.2%	45.0%	44.0%
(% of Pre-5)	50.0%	60.0%	44%	43%	40%
(% of 6-8)	62.0%	53.0%	53%	47%	50%
(% of 9-12)	26.0%	27.0%	37%	46%	46%
Total Open Enrolled Students Received	3	2	1	5	1
PreK-5	1	1	1	3	1
6-8	0	0	0	0	0
9-12	2	1	0	2	0
Native American Enrollment	NA	NA	0	0	0
PreK-5	NA	NA	0	0	0
6-8	NA	NA	0	0	0
9-12	NA	NA	0	0	0
Black, Hispanic, & other minority Enrollment	0	0	2	2	0
LEP Enrollment (Limited English Proficiency)	0	0	0	2	0



Staff Profile

	2006-07	2007-08	2008-09	2009-10	2010-11
Certified Instructional Staff (# FTE)	16.0	17.5	16.5	17	17
% with Advanced Degrees	19.0%	15.2%	15.2%	15.1%	15.1
Average Years of Experience	22.8	21.9	22.9	22.0	23
Student to Staff Ratio	10.6 to 1	10.2 to 1	10.3 to 1	10 to 1	10 to 1
Classes NOT Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%	0.0%	0.0%
PreK-5	0.0%	0.0%	0.0%	0.0%	0.0%

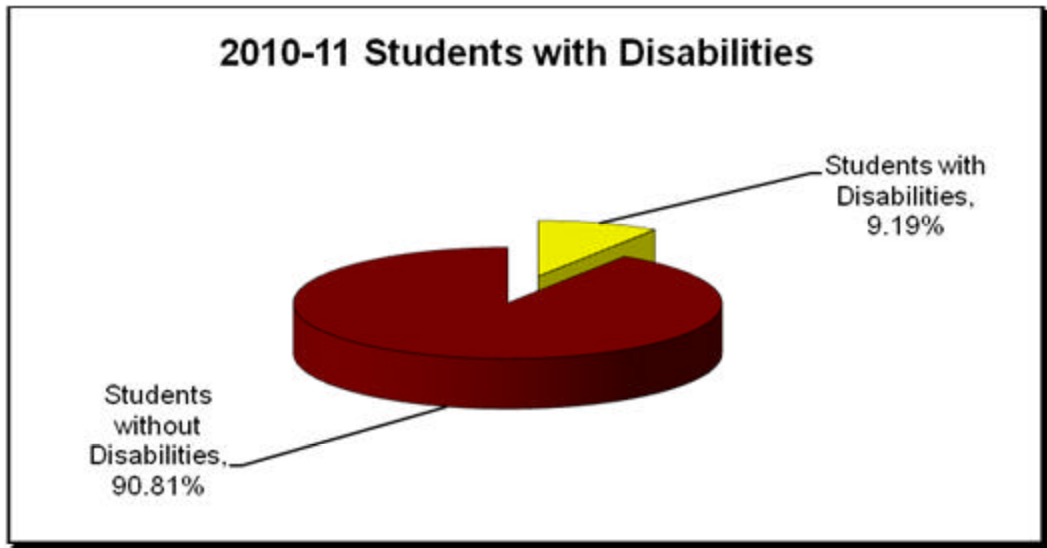
6-8	0.0%	0.0%	0.0%	0.0%	0.0%
9-12	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Core Courses taught by SPED teachers (grades 7-12)	0	0	0	0	0

Classes NOT Taught by Highly Qualified Teachers Comparison in 2010-11	
State	0.7%
Corsica	0.0%

NOTE: Student to Staff ratio reflects the total number of students divided by the total number of certified staff, excluding administrators.

NOTE: In 2010-11, Highly Qualified Teachers taught 100% of classes in the Highest Quartile & Lowest Quartile of poverty schools in the Corsica School District.

Students with Disabilities (SWD)



Participation Rates for Students with Disabilities

	2006-07	2007-08	2008-09	2009-10	2010-11
Assessment Participation Rates	100%	100%	100%	100%	100%

% SWD taking regular assessments	100%	100%	100%	100%	100%
% SWD testing with accommodations	100%	100%	100%	100%	100%
% SWD taking alternative assessments	0.0%	0.0%	0.0%	0.0%	0.0%

NOTE: This data refers to the numbers of students with disabilities who were tested using the regular Dakota STEP test or with an alternative assessment

Disability Identification and Proportionality

(Number of students based on Federal Child Count)

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

	2006-07	2007-08	2008-09	2009-10	2010-11
Deaf-Blind	*	*	*	0	0
Emotionally Disturbed	*	*	*	*	*
Mental Retardation	*	*	*	0	0
Hearing Impaired	*	*	*	0	0
Learning Disabled	11	11	*	*	*
Multiple Disabilities	*	*	*	0	0
Orthopedic Impairment	*	*	*	0	0
Visually Impaired	*	*	*	0	0
Deaf	*	*	*	0	0
Speech/Language	*	*	*	*	*
Other Health Impaired	*	*	*	*	*
Autism	*	*	*	0	0
Traumatic Brain Injury	*	*	*	0	0
Developmental Delay	*	*	*	0	0
TOTAL	23	21	9	17	16

Special Education Placement Categories

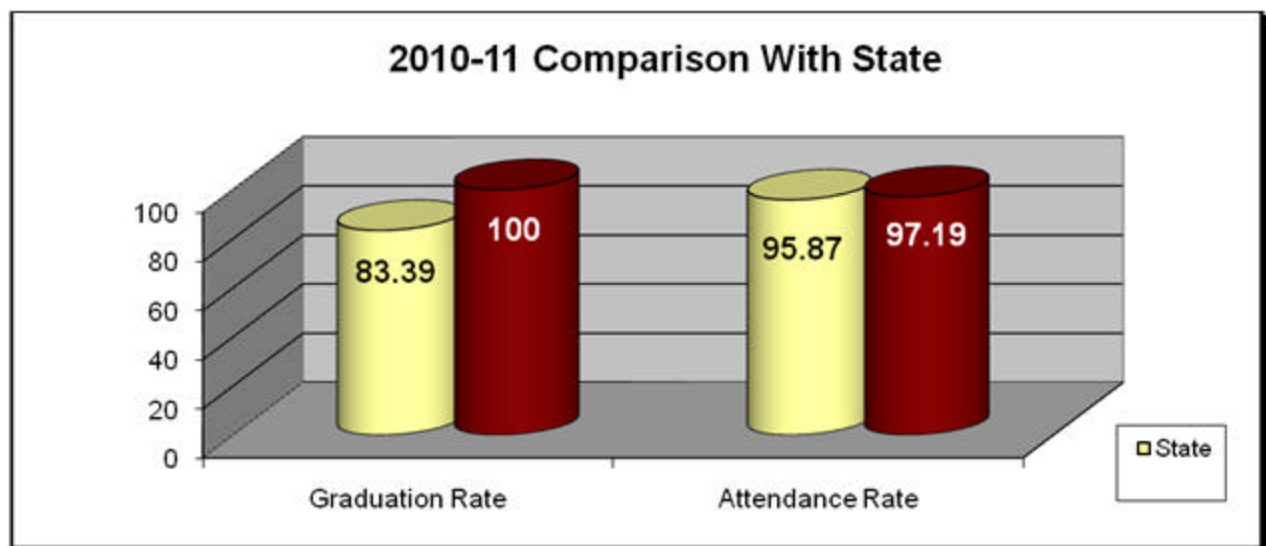
	2006-07	2007-08	2008-09	2009-10	2010-11
Regular Classroom	19	17	*	*	*
Resource Room	*	*	*	*	*
Self-Contained Classroom	*	*	*	0	0
Separate Facility	*	*	*	0	0
Regular Early Childhood	*	*	*	*	*
Age 3-5 Special Education Program	*	*	*	*	0
Age 3-5 Other SPED Locations	*	*	*	*	0
TOTAL	23	21	9	17	16

Attendance, Graduation and Discipline Data

	2006-07	2007-08	2008-09	2009-10	2010-11
Attendance Rate	97.72%	97.31%	96.93%	96.74%	97.19%
PreK-5	97.47%	97.29%	96.87%	97.37%	97.14%
6-8	98.44%	97.58%	97.56%	97.08%	97.3%
9-12	97.54%	97.08%	97.62%	96.0%	96.36%
Truancy Rate	0.0%	0.0%	0.0%	0.0%	0.0%
Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0%
Students without Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
Drop Out Rate	0.0%	0.0%	0.0%	0.0%	0.0%
Students without Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
Graduation Rate	100%	100%	100%	100%	100%
Students without Disabilities	100%	100%	100%	100%	100%
Students with Disabilities	NA	100%	100%	100%	100%
Number of Graduates	14	18	10	19	15

NOTE: The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled.

NOTE: The graduation rate is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10th, 11th and 12th grade dropouts.



NOTE: The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10th, 11th and 12th grade dropouts.

District Level AYP Summary

Objectives	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
% of PreK-5 Tested	100%		100%		100%		100%		100%	
% of 6-8 Tested	100%		100%		100%		100%		100%	
% of 9-12 Tested	100%		100%		100%		100%		100%	
Grad Rate	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Attendance	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Reading	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Math	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: In 2005, 2006, and 2007, Corsica was named a Distinguished District

School Level AYP Summary

Reporting School Improvement Status designations and subsequent status.

School & Objectives	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Corsica Elementary	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Corsica Middle School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Corsica High School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: In 2011, Corsica High School was named a Distinguished School. In 2010, Corsica Middle School and Corsica Elementary were named Distinguished Schools. In 2009, Corsica Middle School was named a Distinguished School. In 2007 and 2008, Corsica Elementary was named a Distinguished School. In 2008, Corsica Middle School was named a Distinguished School. In 2006, Corsica Elementary, Middle School, and High School were all named Distinguished 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 /School Community council has been in existence since November 11, 1991. 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—10/7/08
Staff Data Retreat—All three attendance centers
annual data review beginning in 10/9/2008.

Sara Fridley-ESA Region 3 visit for Improvement plans—10/14/08 and has worked annually with us on data retreats toward our achievement goals.

The Corsica Schools including the High School, Middle School, and Elementary annually attend a data retreat conducted by the ESA Region 3 or conduct a school wide data retreat among the staff from all 3 attendance sites. Our staff is small and with just one class for each grade level it allows us to track student over the years. When we attend with the ESA it allows us to compare regional data as well as our own.

Goals, Objectives & Strategies

Our local data retreat this year was held on August 10/11, 2011 upon receiving our test scores. The complete instructional staff for the elementary, middle school , and high school worked on identifying standards that seem to give students difficulty, utilized achievement series to identify sample questions as well as the e-metric test data site to track students performance and identify bubble students. We use the data to improve curriculum, teaching, and student performance. Corsica 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 practical curriculum to students that is rigorous. Use of the program TechPaths to align curriculum to standards and assess curriculum

Achieve NCLB academic standards

Continue to meet the Annual Measurable Objectives set for South Dakota Schools.

Use the school/community improvement council as a liason 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 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:

Achieve NCLB academic standards

Achieve AYP each year.

Corsica High School became a one-to-one laptop school in the 2006-2007 school year and was one of the first 20 schools in the state to begin the Classroom Connections initiative in South Dakota.

Continue the one-to one initiative

Continue to achieve ACT test scores above the state average level.

Maintain 100% graduation rate and work to successfully transition students into the post-secondary level.

Continue to meet the Annual Measurable Objectives set for South Dakota Schools.

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. Assemblies, programs will be used to enhance.

Corsica High School continues to maintain an approved Career and Technical Education program for its students.

11-12 Additional HS Goals as Determined by staff data retreat:

Reading:

100 % Reading Proficiency

Use Reading Strategies throughout all content areas.

Work to incorporate cultural diversity across the curriculum.

Math:

100 % Math proficiency

Use Math across the curriculum.

Implement Multi-Step Questioning in all content area.

Middle School:

Achieve NCLB academic standards

Achieve AYP each year.

Continue to extend the one-to-one initiative program.

Continue to transition Middle School students into the high school through sharing staff/schedules.

Continue to meet the Annual Measurable Objectives set for South Dakota Schools.

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. Presentations, assemblies such as Quest are used to educate.

11-12 Additional MS Goals as Determined by staff data retreat:

Reading:

100 % Reading Proficiency

Use Reading Strategies throughout all content areas.

Work to incorporate cultural diversity across the curriculum.

Math:

100 % Math proficiency

Use Math across the curriculum.

Implement Multi-Step Questioning in all content area.

Elementary:

Achieve NCLB academic standards

Achieve AYP each year.

Continue to extend the technology integration through smart boards and laptops making the curriculum more interactive.

Continue to meet the Annual Measurable Objectives set for South Dakota Schools.

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. Assemblies, Dare, Guidance services are utilized to enhance.

11-12 Additional GS Goals as Determined by staff data retreat:

- 1) Stress Reading Strategies (review SD Reads/Area Skills)
- 2) Dear / Paired Reading (with other grades)
- 3) Vocabulary the Focus in Reading/Math
- 4) Math Strategies Shared / Explained
(by the students)

The Corsica Elementary School was named a Blue Ribbon School by the United States Department of Education in 2005. Corsica Elementary was 1 of 298 school distinguished in the nation that year.

Dakota STEP Results in Reading

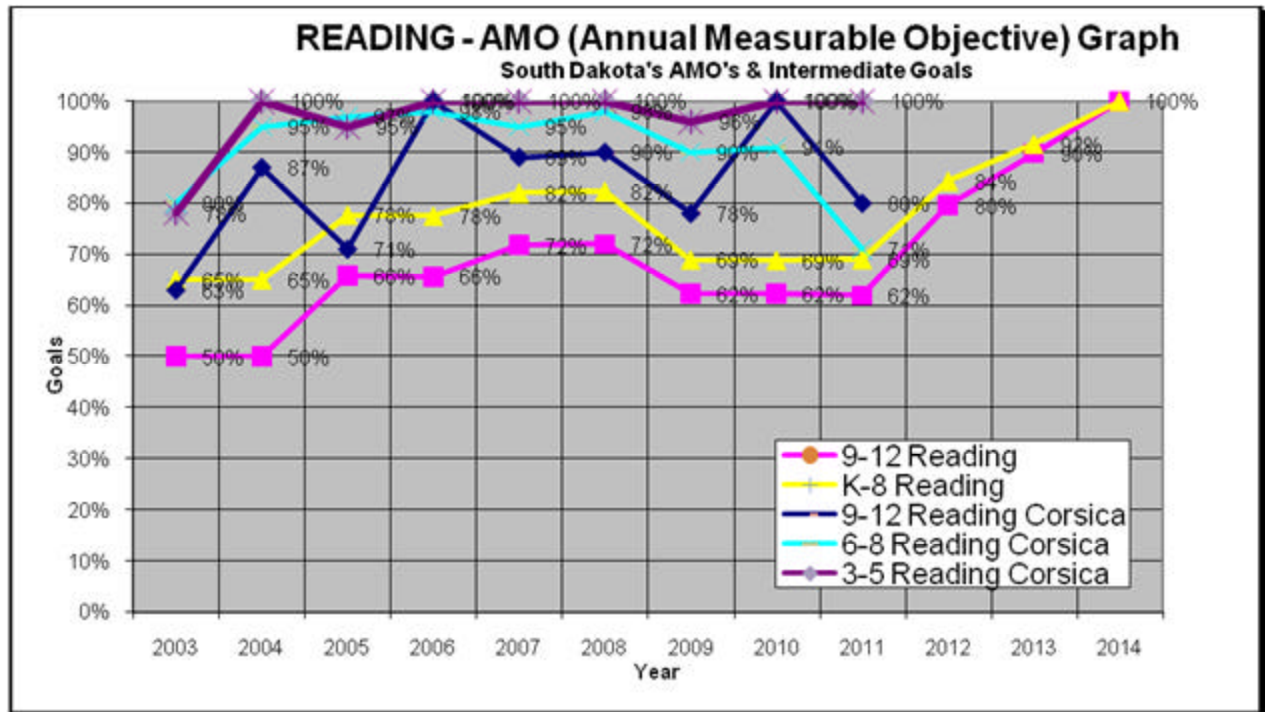
DakotaSTEP Reading % Proficient and Advanced

All Subgroup

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	*	*	100	*	87	100	89
2007-08	100	100	100	100	100	94	90
2008-09	100	91	100	80	93	92	78
2009-10	100	100	100	88	80	100	100
2010-11	100	100	100	90	*	60	80

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students may be identified with an asterisk (*).

NOTE: The chart below shows how the “All” subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO) for South Dakota.



Dakota STEP Results in Math

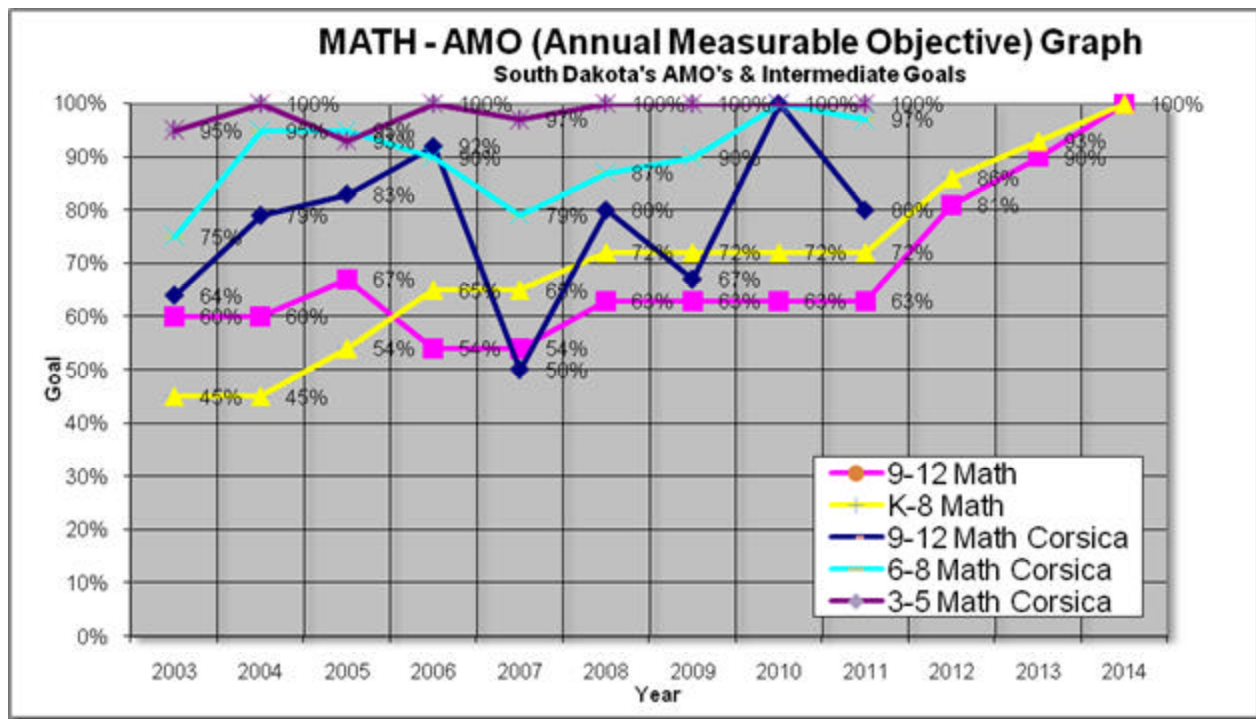
DakotaSTEP Math % Proficient and Advanced

All Subgroup

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	*	*	*	*	74	92	50
2007-08	100	100	100	88	82	83	80
2008-09	100	100	100	100	93	75	67
2009-10	100	100	100	100	100	100	100
2010-11	100	100	100	100	*	100	80

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students may be identified with an asterisk (*).

NOTE: The chart below shows how the “All” subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO).



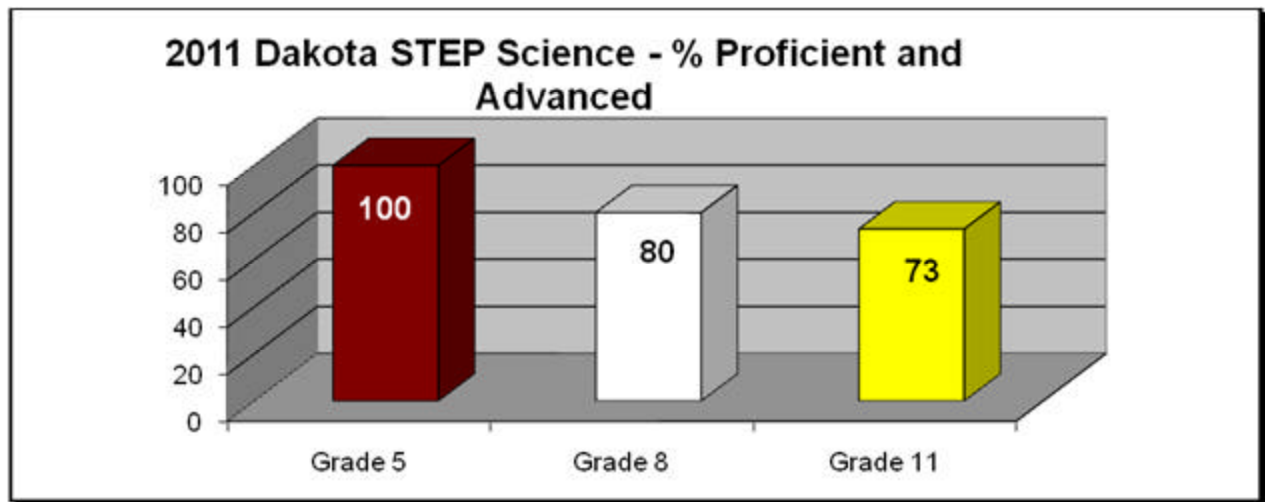
DakotaSTEP Science % Proficient and Advanced

All Subgroup

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	-	-	100	-	-	92	72
2007-08	-	-	100	-	-	90	80
2008-09	-	-	100	-	-	75	63
2009-10	-	-	100	-	-	94	82
2010-11	-	-	100	-	-	80	73

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students will be identified with an asterisk (*).

NOTE: Science is only tested at grades 5, 8, and 11. At this time, science is not included in the determination of AYP and scores will not place a school into School Improvement status. No Annual Measurable Objective (AMO) has been set for science.



Title I Assessment Report (Pending)

2010-11 Writing Assessment Results

% Proficient and Advanced						
	Ideas & Development	Organization	Word Choice	Sentences	Grammar	Mechanics
Grade 5	3.4	3.8	4.2	3.8	3.7	3.6
Grade 7	4.0	3.9	4.8	4.6	4.2	4.0
Grade 10	4.5	4.6	4.7	4.7	4.8	4.8

NOTE: A pilot year was conducted for a new state writing assessment in 2009-10. The Write-to-Learn Formative Assessment Model was used.

8th Grade Technology Literacy Results

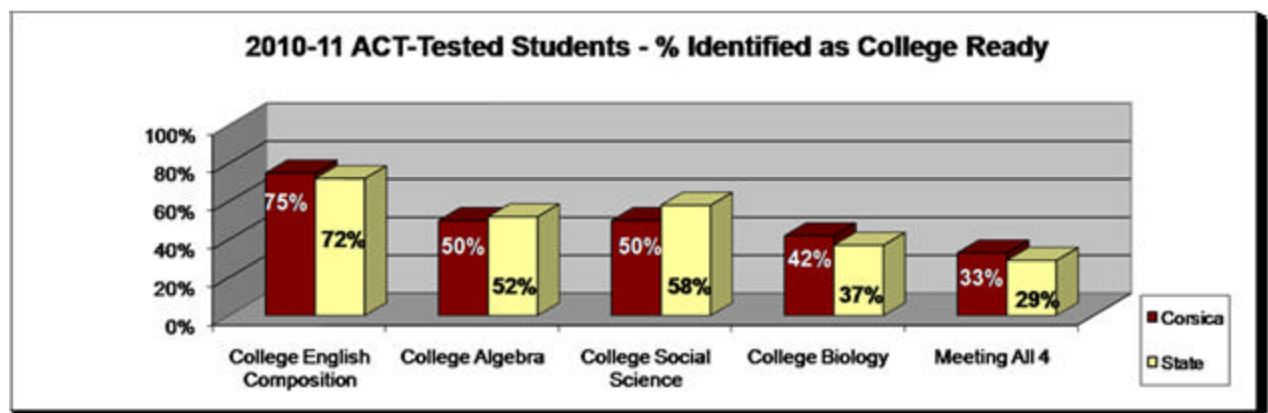
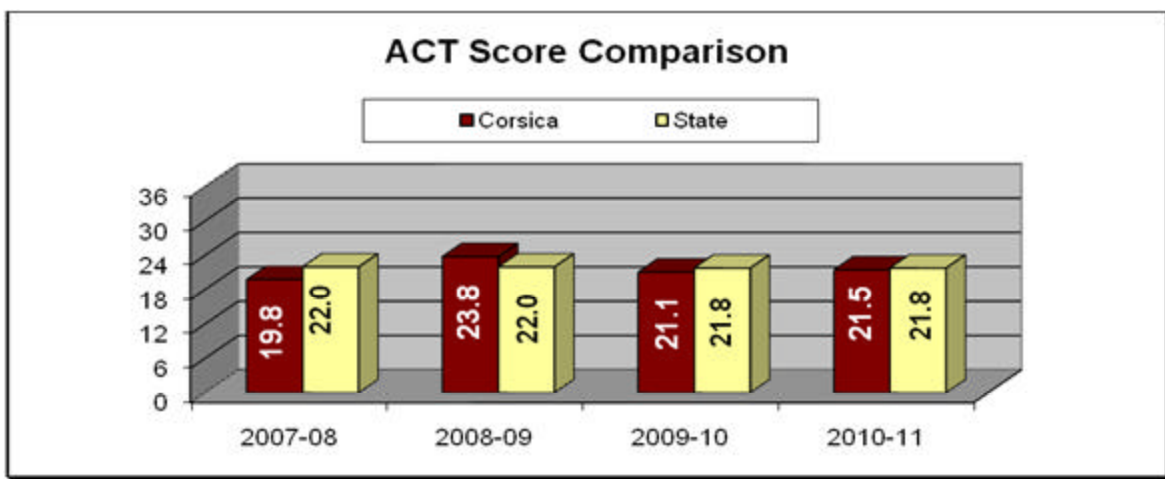
District Performance Level		Proficient	
Below Basic 0% of students	Basic 50% of students	Proficient 50% of students	Advanced 0% of students
21st Century Skills Category		% Proficient or Advanced	
Creativity & Innovation		70%	
Communication & Collaboration		70%	
Research & Information Fluency		50%	
Critical Thinking, Problem-solving, Decision Making		30%	
Digital Citizenship		60%	
Technology Operations & Concepts		50%	

Note: Through the No Child Left Behind Act, the Enhancing Education Through Technology (Ed Tech) Program states are required to ensure and report the number of 8th grade students which are technologically literate by the end of eighth grade. Beginning in the year 2011-12 the State of South Dakota will suspend the state version of the test for technology literacy and that responsibility will fall back to the individual district.

ACT Results

ACT Results

	2006-07		2007-08		2008-09		2009-10		2010-11	
Number Tested	13		13		8		9		12	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	21.8	21.3	18.2	21.2	24.3	21.2	21.2	21.1	20.2	21.0
Math	23.0	21.7	19.8	21.9	22.6	21.8	19.9	21.6	20.8	21.8
Reading	21.1	22.1	20.0	22.3	23.4	22.3	21.1	22.0	22.2	22.0
Science	23.8	21.9	20.1	22.0	24.0	22.0	21.3	21.9	22.7	22.1
Composite Score	22.5	21.9	19.8	22.0	23.8	22.0	21.1	21.8	21.5	21.8



NOTE: College readiness takes into consideration whether students took the appropriate college prep courses in high school.

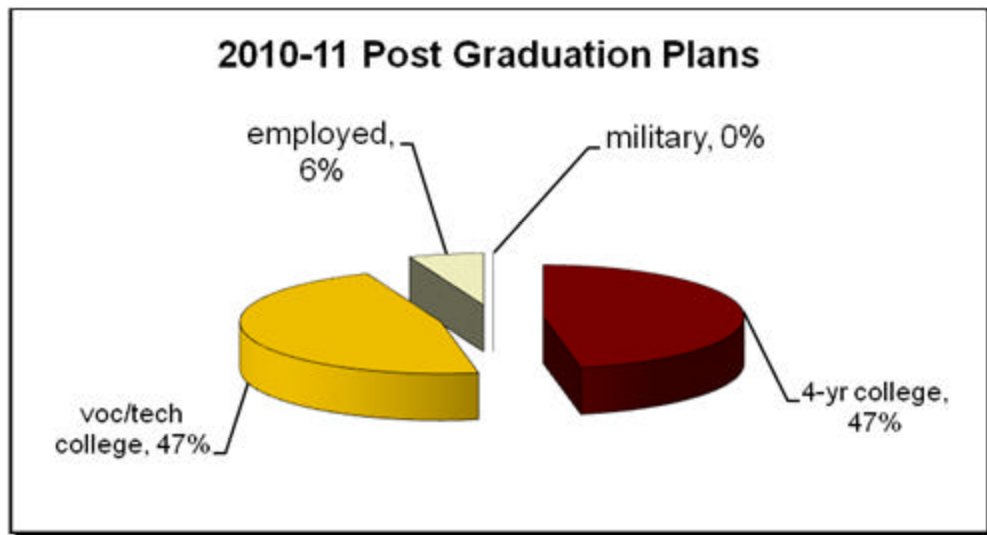
Advanced Placement & Dual Credit Course Enrollment

(# of students enrolled)

	2006-07	2007-08	2008-09	2009-10	2010-11
Advanced Placement Courses	1	0	1	0	0
Dual Credit Courses (HS & college credit)	3	4	6	6	8
Credit Recovery Courses	-	-	0	0	0
Distance Learning Courses	-	-	21	6	20

Post-graduation Plans

	# of graduates	% 4-yr college	% voc/tech college	% employed	% military	% misc.
2006-07	14	57%	43%	0%	0%	0%
2007-08	18	28%	55%	17%	0%	0%
2008-09	10	60%	40%	0%	0%	0%
2009-10	19	48%	42%	5%	5%	0%
2010-11	15	47%	47%	6%	0%	0%



The 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 School profile/statistical data developed with the assistance of the Region 3 ESA staff includes: 1. Demographic information—The names of the schools within our district (Corsica Elementary, Middle School, and High School) and the date 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. 2. Special Education information: The profile provides date on disability prevalence and placement categories of students in the special education program. 3. Student Behavior Information: The profile provides graduation rate and discipline data, attendance and participation rate data. 4. 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. 5. Post-graduation Information: The profile provides

data about placement of graduates in their future endeavors 6. Achievement Information: The profile provides Dakota STEP reading, math, and science performance disaggregated for each test grade, and the following subgroups: all students, ethnicity, gender, students with disabilities, and economically disadvantaged. The district does not disaggregate data for Migrant or 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

Corsica School Staff was afforded the opportunity to attend The Laptop Institute held in Mitchell, South Dakota June 9, 10, and 11, 2008. The 2007-08 TCAP funds along with matching District funds were utilized for this opportunity. College credit or CEU's were granted if teachers desired to obtain credit.

Corsica School District utilized 2008-09 TCAP funds and District funds to maintain and improve its curriculum development through the use of the Tech Paths program. Staff worked on curriculum development in August 11, 12, & 13, 2008. CEU's were awarded for attendance

Staff also attended the Wagner Regional In-Service sponsored by the South Central Educational Cooperative on August 14, 2008. Corsica has continued to attend this in-service annually this past years date was August 17, 2011.

August 10 & 11, 2011 Staff set aside these two days to work on student data and to analyze standards in respective content areas. Staff had the opportunity to work across contents to enhance curriculum areas and discover strength and weakness in

curriculum. A staff person from each level(HS,MS,GS) will be attending a workshop on core standards for Math in January, 2012.

PARENTAL INVOLVEMENT AND EDUCATION.

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

The Corsica 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. The Parent Resource Network will be asked to do parent training for our parents as well as ESA3. When the 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 p/t 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 schoolwide 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 Elementary has a written transition plan that assists student coming to Kindergarten. Our preschool program is integrated into the kindergarten classroom so the students already have an idea about kindergarten just because of their preschool experience. We work very closely with the Headstart program in the transition process. With parental consent, there is a procedure in place to transfer headstart records to Corsica Elementary. If a student is not enrolled in preschool or is enrolled in headstart, 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 headstart staff. It includes program development, coordination, transition plan, transfer of records with headstart, communication, professional development, parent involvement, monitoring/evaluation.

Corsica Middle School:

The Middle has a good transition because of location of students and staff within one building. The 5th grade is located in the middle school area of our building in a self-

contained setting. They have an opportunity to see and be involved with the middle school students. Middle School students are taught by some High School Teachers. They sometimes go to the high school section of the building to attend some of their classes. They get a feeling for the high school by these visitations and follow a class schedule similar to the high school.

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) meetings 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. We do not have Reading 1st in Corsica, but do offer a pre-school opportunity for students.

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 annually to assess programs towards the overall goals.

Corsica 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

Donna Noteboom
Karla Vanden Berge
Sandra Entringer
Sharon Van Marel
Sheryl Muckey
Susan De Boer
Vern DeGeest

Nicole Finnesand
Mark Joachim
Katrina Brooks
Betty Putnam
Brittney Eide
Scott Muckey

Jason Broughton
Christina Strid
Steve Entringer
Wade Gall
Michael Nepodal
Lorisa Broughton

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

CORSICA SCHOOL DISTRICT PARENT INVOLVEMENT POLICY

1. The Corsica 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 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 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 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 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 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 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 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 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 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 The Corsica School District on February 16, 2009 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 Elementary School Level Parent Involvement Policy

1. Corsica 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 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 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 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 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 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 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 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. DeGeest at 946-5475.

Sincerely,

Vern DeGeest
Superintendent
Corsica School District #21-2

CORSICA 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 OCTOBER 13, 2008