

LOCAL EDUCATION AGENCY PLANS.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall complete the following information and submit the plan to the South Dakota Department of Education as part of the application for federal funding. Each component of each question must be addressed, if applicable, in order for the plan to be considered complete.

The Local Educational Agency (LEA) assures the South Dakota Department of Education that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

LEA Representative: Mr. Rick Weber, Superintendent

Date: 6/1/2024

1. *Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—*
  - A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;*
  - (B) Identifying students who may be at risk for academic failure;*
  - (C) Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards;*  
*and*
  - (D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.*

The academic needs of all students are met through the development and implementation of a well-rounded program of instruction at Flandreau School District. We tightly link standards, curriculum, instruction, and assessment across, as well as within, all grades and subjects. The results are clear and consistent expectations for student learning. We ensure all teachers are qualified to teach in the areas for which they are assigned. We provide professional development opportunities for staff to keep up with the latest instructional strategies, standards, and assessment practices.

The district's SD ELA and Math Assessment test results are examined by district staff. While examining this performance data, the team looks at each individual student as well as the district's subgroups' results to determine if there are any achievement gaps and students who may be at risk for academic failure. Throughout the school year, staff is given professional development opportunities on our Wednesday early dismissals (3:00). to discuss implementation of strategies, monitor student achievement results, and determine if new strategies and interventions need to be implemented. Grade level/Department meetings as well as vertical alignment also take place during the professional development time. NWEA MAP assessment is used to monitor student achievement and growth. This data is used to intervene and enrich student learning.

Title I Schoolwide services are offered in the elementary and middle schools. SPED services are provided to students who are identified at risk for academic failure in the elementary, middle, and high school buildings. Based on the needs of our growing EL population, the District has hired a 1.0 FE to coordinate the EL programs. Extra Help Sessions and the ICU program are used at the middle and high schools. Head Start serves eligible children within the district's boundaries. Teachers are available before and/or after school to help accelerate learning for students. We supplement the core curriculum with Moby Max, Reading A-Z, technology applications, real life applications, Advanced Placement, CTE courses, and dual credits.

In addition to the curriculum, we offer counseling services, music, arts, physical education, and a host of extracurriculars are offered to help strengthen and improve school conditions for student learning. The Flandreau Public Schools will be implementing the SD DOE MTSS/PBIS model through training of staff in the summer of 2019. Our students also participate in community service learning projects.

2. *Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Flandreau School District works hard to recruit and retain qualified staff for all positions. This includes advertising in a wide variety of placement services and colleges in the upper midwest to attract qualified staff. Competitive salaries, benefits package, and good working conditions are provided. Hiring practices also include consideration of the qualifications of the applicant pool for the positions that are open.

We review credentials on an annual basis to ensure staff have the correct certifications for which they are teaching. Staffing will be re-arranged if we find any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district monitors any staff member on a Plan on Assistance to ensure follow through on the courses they need and/or taking the necessary Praxis exams.

3. *Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of Section 1111(d).*

Flandreau School District does not have any buildings identified for comprehensive support and improvement. If the district were to have a building identified we would be prepared to do the following:

- Form a committee with correct representation
- Continue Comprehensive Needs Assessment – Identify gaps
- Research and Implement Appropriate Research Based Interventions
- Monitor Interventions and Progress
- Develop a comprehensive support and improvement plan that would meet all requirements
- Examine budgeting for resource inequities – Correct if necessary
- Work with state staff as appropriate
- Apprise board of status and provide updates

4. *Describe the poverty criteria that will be used to select school attendance areas under Section 1113.*

We do not meet the threshold of 1000 enrolled students.

We participate in the free and reduced price lunch program. The eligible students are used to determine our poverty rate. We use an income survey to determine poverty at the colony school.

5. *Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.*

Title I services will be provided to students in grades K-8 in reading and math at Flandreau Elementary and Flandreau Middle School.

Supplemental services are provided in reading and math for any student that demonstrates a need for extra instruction. These services are provided by reading and math specialists. In addition to teacher recommendations, NWEA MAP assessment is used to identify students in most need and to determine growth. Support for students needing extra assistance meeting state standards is provided through the schoolwide program, Moby Max, Reading A-Z, and Extra Help Sessions. The school is using a model of RtI.

The Flandreau School District does not provide educational services for children living in institutions for neglected or delinquent children.

6. *Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). **If a district does not identify any homeless students, please describe what the district would do if a student enrolled who was homeless or if a current student became homeless.***

Mr. Justin Kelm, Elementary Principal, is the LEA Homeless Liaison. Our first point of contact is when students are enrolled in the school. Addresses are collected and the enrolling staff member would recognize shelters or false addresses. School staff is another source of information when it comes to identifying homeless children. The LEA Homeless Liaison communicates and collaborates with staff on a regular basis concerning through staff meetings. At various meetings, homeless children are on the agenda for discussion and identification.

The district's homeless liaison coordinates with the community action agency serving our school district (InterLakes Community Action Program) to ensure homeless children are identified. The Homeless Liaison provides a letter and contact information to the agency at the beginning of the year. This letter and contact information provides an opportunity to discuss such issues as the identification of homeless children and teenagers and alerts the agency that the homeless liaison helps homeless children with the school enrollment process, transportation issues, and other student services.

The district has adopted a policy that assures the rights of homeless students.

If a homeless student were to arrive in the district, the LEA Homeless Liaison would work with staff to develop a plan to provide comparable services using either Title I Part A or general funds.

7. *Describe the strategy that will be used to implement effective parent and family engagement under Section 1116 – Parent and Family Engagement.*

An annual parent involvement meeting is held annually every Fall. A Family Reading Night and a Family Math Night are conducted each school year. These events allow parents to participate in reading and math activities with their child at the school during the evening. Parent volunteers are encouraged and utilized in the elementary classrooms. A weekly newsletter is sent home

with students updating them on school events and ways for them to assist their child in their learning.

In the fall, an open house is held to inform parents of the Title I program. In addition to the fall Back to School Open House, there are family reading and math nights, and other special events held throughout the year.

Parent teacher conferences are held in the fall and spring to provide parents with regular progress reports on their child. Parent/Student/Teacher compacts are handed out and explained during fall conferences.

Smarter Balance test results are sent home with a letter explaining the individual student results. In the fall of the year a copy of the school district's report cards, along with the state's report card, is posted on the district's website.

Surveys are also handed out that ask about the perceptions of our school district's programs and the amount and ability of our school district to involve parents and communicate with parents.

8. *If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs **at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.***

The Coordination and Transition plan was designed to provide parents with information on programs and services available to help parents prepare their child for preschool and kindergarten. This plan was developed in conjunction with the school district, local head start, preschool staff, local day care providers, and a Northeast Educational Services Cooperative representative. Regular communication takes place between all stakeholders. This communication involves phone calls, meetings, letters, and press releases for screening dates and times. An end of the year survey will be completed by parents of preschool students to evaluate the transition services. The information from this survey will be used to make any revisions to the transition plan.

A Pre-School screening day is held. Staff from Head Start and Northeast Educational Services Cooperative attend the screening. Parents provide permission to transfer records between agencies. Immunizations can be scheduled at this time. Parents bring their children to be screened, and discuss development and readiness with the preschool teacher and kindergarten teacher. Staff discuss development, expectations, daily schedules, and activities to help prepare the children for school. A classroom visit and tour of the school takes place in the spring and an Open House is held in the fall. The school has a registration day to meet families and register the children into the district. Class lists, insurance options, student handbooks, an explanation of payments, opportunities to purchase school lunches, and medical forms are completed at this time.

The district's MOU with the local Head Start Agency, ICAP is signed.

9. *Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a*

***targeted assistance school program*** under Section 1115, will identify the eligible children most in need of services under this part.

We operate a Title I Schoolwide Program at Flandreau Elementary and Flandreau Middle School.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Prior to the start of the school year, incoming high school students and their parents are invited to an orientation. At that time we go over expectations, handbooks, and schedules. Tours of the building and classrooms are provided.

During their high school experience, an account and personal learning plan tools are utilized in SDMyLife. We offer career guidance counseling and assist students with dual credit enrollment. We encourage students to take a day to go visit a college. We also allow college and military recruiters to visit our students.

We offer a variety of CTE programs. Students who choose to complete capstone projects require business/industry coordination.

11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in Section 1111(c)(2).

Discipline data indicates there are no chronic discipline issues, such as attendance issues, in school suspensions, or out of school suspension at any of the buildings.

We have a counselor available to visit with students one-on-one. The counselor also goes into the classrooms and addresses topics such as bullying, mental health, and making good life choices.

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

We offer a variety of CTE programs. Students are required to complete capstone projects that involve business/industry coordination.

We assist students with dual credit enrollment.

We have business/industry leaders come to the classrooms and visit with students about their occupation.

13. *Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:*
- (A) Assist schools in identifying and serving gifted and talented students; and*
  - (B) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.*

The district has determined through the CNA that funds will be used to support academic services through a variety of innovative and integrated ways.