

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: Dana Felderman, Superintendent

Date: 6/9/2020

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 Lake Preston 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 have a low student to teacher ratio. We provide professional development opportunities for staff to keep up with the latest instructional strategies, standards, and assessment practices. Lake Preston School District is advanced in technology and offers all PreK-12 students a laptop, making us a true one-to-one technology district.

The Lake Preston School District has a rigorous curriculum put in place in order to meet the needs of all students. The curriculum is chosen through a process of study and examination that includes a PreK-12 committee. Curriculum meetings include a study of the state or national standards by which the curriculum needs to be delivered. The depth of thinking and learning is examined and various curriculums are evaluated through those standards

The district's Smarter Balance 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 time to work together to discuss implementation of strategies, monitor student achievement results, and determine if new strategies need to be implemented. IXL, Accelerated Reader, NWEA Mapping, Smarter Balanced Interim tests, and daily homework are other assessments we use to monitor student achievement.

Title I Schoolwide services are offered in the elementary. SPED services are provided to students who are identified at risk for academic failure in the elementary, middle, high school buildings. Head Start serves eligible children within the district's boundaries. Our teachers are available before and/or after school services to help accelerate learning for students. We supplement the core curriculum with technology applications, real life applications, 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. Our students also participate in community service learning projects.

The mission of the Lake Preston School is twofold: It is our mission to provide our students with a foundation of knowledge and skills that will optimize their opportunities for success in a rapidly changing world and foster lifelong learning. We shall strive to instill in our students an appreciation for the virtues of honesty, citizenship, decency, earning rewards through hard work, and respect for people, property and social tradition.

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.*

Lake Preston 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.

Currently, we do not have any teachers on a “plan of intent”.

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

Currently Lake Preston 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 Interventions
- Monitor Interventions and Progress
- Develop a plan that would meet all requirements
- Examine budgeting
- 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, nor do we have more than one attendance center per grade span.

The elementary, middle, and high school participate in the free and reduced price lunch program. The eligible students are used to determine our poverty rate.

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 Schoolwide is provided in reading and math for PreK-5 grade students at Lake Preston Elementary. Title I funds support one teacher.

Elementary staff work together to provide services to students most at risk of failing. This could include providing student assistance while the classroom teacher delivers a lesson, re-teaching the material, assisting with special education students, or teaching a leveled reading lesson to a group of students.

IXL, Accelerated Reader, NWEA Mapping, Smarter Balanced Interim tests, and daily homework are other assessments we use to monitor student achievement.

RtI is not being implemented at the school.

Presently, the Lake Preston School District does not have students living in local institutions for neglected or delinquent children, including children in community day school programs.

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.***

Cathy Nelson, School Counselor, 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 (Inter-Lakes Community Action Partnership) 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.

Lake Preston School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. The commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available. Lake Preston School District will designate an appropriate staff member as Homeless Liaison to carry out needed responsibilities, as stated in guidance.

A student may be considered eligible for services as a “Homeless Child or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have rights to:

Immediate enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school.

School selection: McKinney-Vento eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Remain enrolled: In his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.

Participate in programs: For which they are eligible, including Title 1, National school lunch program, Head start, Even start, etc.

Transportation services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Referrals: To health care and immunization services, dental services, mental health services, and other appropriate services.

Dispute resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decision, proving notice of any appeal process, and filling out dispute forms.

The District Liaison shall ensure that the parent/guardian of a homeless student, and any unaccompanied youth are:

- Assisted in accessing transportation to the selected school
- Provide assistance in exercise of the right to attend the school of choice and other necessary services
- Identified and receive services without being stigmatized or segregated on the basis of homeless status

- Provided the above information in a manner and form understandable to the recipient and if necessary, to the extent feasible, in the native language of the recipient.

Currently there is one student experiencing homelessness in the district. A plan to provide comparable services using either Title I Part A or general funds has been developed.

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

Every effort is made in order to help all parents and families feel engaged in the educational process of their children. Formally, the Lake Preston School District has a Board Policy directing parent involvement, along with the individual parent involvement policies that are part of the make-up of the elementary and middle schools. Yearly, these policies are shared and reviewed with parents and are openly available on the district's website. In general, activities are planned in order to help parents feel welcomed in a variety of ways. Through coordination with the Parent/Teacher Organization, a yearly family fun night is held that includes engaging programs that are educational, yet fun. Parent Teacher Conferences help parents stay informed of their child's progress. Parent/Teacher/Student Compacts are presented in order to generate discussion on the partnership that takes place in order to help students succeed in their educational journey. Transition meetings to help students and parents succeed in the transition from early childhood to the elementary, along with transitioning between middle school and high school. For parents who cannot commit to entering the building, they are still informed of their child's progress through the DDN Campus parent window, Blackboard Connect communication system, as well as various books/pamphlets, and information sent home with students in order to help parents navigate the various topics of parenting. Teachers document other special occasions in which parents are invited to involve themselves in the classroom. Every effort is made to deliver the information in the family's own language through written and spoken communication.

Lake Preston School District is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district will develop and maintain partnerships with parents/guardians, patrons, and community members. Lake Preston School District will involve parents/guardians in all aspects of the various local, state, and federal programs offered in Lake Preston School District. Our children benefit when school, home, and community work together to promote high achievement.

The Lake Preston School, recognize the importance of sharing the responsibilities for successful school achievement with the parents/guardians of our students. This policy will aid in the effective involvement and partnership of school, parents/guardians and the community to improve student achievements.

Annually parents and school staff will work to revise and improve the District and School Parent Involvement Policies. Lake Preston School District will work to publicize and actively recruit the participation of our parents/guardians.

Some examples of parent/family engagement are listed below.

- There will be benchmarking of students 3x per year.

- There will be regular communication with parents/guardians.
- Parental/guardian permission will be received before a child will be pulled for one on one supplemental instruction.
- Timely communication and information regarding the student's progress will be provided to the parents/guardians.
- An annual evaluation of the Title I Program will be conducted through the Title I Parent/Guardian Survey, discussion at the annual meeting and classroom teacher comments at the end of the year.
- Shall inform parents/guardians with the purpose of the Title I Program.
- Shall convene an annual meeting that will be scheduled in the spring of the year.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide childcare through the afterschool program.
- Shall involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parent/guardian involvement policy.
- Parents/Guardians will receive state test results in a timely manner.
- If the Title I Program is not satisfactory to the parents/guardians of Lake Preston Elementary students, the school may submit parents/guardians comments on the Consolidated Title Plan.
- Establish a comfortable working relations and encourage parent/guardian visits and volunteer opportunities.
- Use different forms of communication for students, parents, and community members for relaying important information and do so in different languages or in hard/electronic copies if desired or necessary.

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.***

Each year, a committee of administration, Head Start, early childhood district educators, parents and community members, and Northeast Educational Services Cooperative (NESC) early childhood employees are invited to meet together to plan for effective communication and coordination between early childhood programs and the Lake Preston School District. This is intended to design and implement activities to build more continuous education experiences for young children and their families. This includes examining yearly surveys given to all parents who have children in the district's early childhood program. It also includes preparing for a yearly meeting with any parent or community member who presently works with children in the early childhood age group in order to help understand and answer questions about Lake Preston's early childhood program. The district's early childhood program works in coordination with outside entities, such as Head Start, NESC, and the Inter-Lakes Community Action Partnership (ICAP) office.

Students who participate in the Head Start program have records that include progress reports and indications of strengths and weaknesses in student performance. With parental permission, that information is smoothly transferred to the Lake Preston School District's Elementary record

storage site. There, Lake Preston's early childhood staff review the records that were given to them by Head Start. Head Start is invited to attend the Pre-school Screening Day to provide information on the services they can offer families. Packets with Head Start information, developmental literature, and reading and math early childhood curriculum information was given to all parents attending the screening process. Head Start was also invited to the Transition Meeting held in the spring of each year with parents. At that meeting, parents are again given information on what Head Start is and how their services can be used by families of this district.

For children with special needs and conditions, we are able to coordinate with the NESC. Records of special needs situations are kept. Individualized Educational Programs are also documented and kept as part of the records on children. Teachers are part of that process, along with parents, where signature for permission to work with their child is a necessary part of the process. During the preschool day, NESC comes to the school and works with children.

Inter-Lakes Community Action Partnership has also been an outside agency that the Lake Preston Education Center has coordinated with. ICAP staff members are invited to attend the spring Pre-school Screening Day in order to provide information to parents about the services that the ICAP office can provide students and their families.

There is a signed MOU between the district and the local Head Start Agency, Inter-Lakes Community Action Partnership.

The Lake Preston School has a kindergarten round-up, birth to 3 screening, and a preschool program that has 3 year old and 4 year old sections. Being that the preschool and other elementary grades are together in the same building, the Lake Preston School uses a similar schedule for the preschool as the other elementary classes. Preschool students use the same facilities and have a better transition into Kindergarten as we have the preschool students work with Kindergarten students regularly.

A comprehensive screening program is designed to locate or identify all individuals, birth through age twenty-one, that may be in need of special or prolonged assistance.

Voluntary pre-school screening is available and takes place through parent contact and awareness activities, i.e. in-service, interagency meetings, Head Start programs, and leaflets/brochures. Individual screenings are conducted covering all developmental areas for all individuals' birth through 5 years of age. Group standardized test data shall be reviewed at least annually.

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 Lake Preston Elementary.

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.

Various strategies are put in place to make transitions smooth for both students and parents. In order to smoothly move students from middle school to high school, parents and students are invited to an orientation night in order to explain the high school practices, procedures, and expectations. The guidance counselor helps students find career clusters using the SDMyLife site. Students take the Career Matchmaker assessment on the site in order to learn careers that are suited to their interests. High school students assist middle school students with registering for their high school classes. Eighth graders complete a 4 year plan with their current projected courses to take through high school. The guidance counselor discusses transcripts so that students understand what is on them, beginning the freshman year.

Transitioning students from high school to college begins early on. Sophomores take the Ability Profiler assessment on SDMyLife in order to match their career interests to their skills and abilities. Sophomores are also taken each year to LATI for equity days. Juniors Job Shadow in order to experience some careers of interest. During their high school career, students are also offered dual credit and AP courses, along with distance learning and online courses. Researching institutions of higher learning is encouraged. Juniors attend the career and college fair at LATI in order to begin understanding those various opportunities. Juniors are then offered one day and seniors are offered two days in order to visit various institutions of interest. College Application Week is a time that seniors can work on college applications, job applications, essays, resumes and interview skills under the direction of professionals in the building. Financial Aid Night allows parents and students to come together in order to make application for financial assistance.

At the Lake Preston School, we offer a full time guidance counselor who assists in online classes and dual credit courses. The school guidance counselor creates and monitors personal learning plans at the beginning of each year and communicates with students and parents on the classes we offer at our district. Each year, the Lake Preston School District evaluates our CTE courses and clusters to enhance student learning in the workforce. Our guidance counselor provides career insight to students by determining their interests and communicating with them about future plans. As the guidance counselor, one job duty is to administer tests such as the ACT or ASVAB. Providing scholarship information and managing the higher education committee are resources the Lake Preston School District has as well.

Staff members within the Lake Preston School also set up orientations to help with transition periods from 5th grade to 6th grade, 8th grade to freshmen, and senior to post-secondary.

Within our K-12 district setting, students have the opportunity to enroll in college courses online. In recent years, students have taken advantage more and more of this opportunity. Students job

shadow area businesses and during school hours can participate in a work-study for credit and a grade.

Lake Preston School District alumni students are invited back biannually to talk with current high school students about the transition to college or technical school. This discussion is helpful for our high school students to understand the changes that will be occurring as they enter postsecondary or the workforce. The alumni students provide insight, advice, and build communication with current students in high school.

The mission of the Lake Preston School District is to prepare students for the workforce and to be prepared for a successful life after high school.

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).*

The Lake Preston School District collaborates with outside resources such as NESC, behavior analysts, community and school counselors, and professional development to help reduce behavior in our K-12 school setting. When dealing with students on IEPs, the Lake Preston School will communicate with parents and provide documentation needed to service their child and educate them within the walls of the Lake Preston School to the best of their abilities. Making sure that state laws and regulations are followed will be monitored by administration on a daily basis. Administration, counselors, teachers, and support staff are sent to trainings to enhance their ability of dealing with behaviors and discipline that is directed towards students in our K-12 building and district.

Within the Lake Preston handbooks and discipline plans, students will have an understanding of the expectations of the Lake Preston School District and parents will be aware of the decisions regarding behavior and discipline if a situation occurs. These plans allow administration and teachers to be consistent with decisions and implementations each year. All handbooks and plans are approved by the school board and changes may be administered each school year pending the feedback of parents, students, teachers, and administration.

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.*

Each year, the Lake Preston School District evaluates our CTE courses and clusters to enhance student learning in the workforce. Our guidance counselor provides career insight to students by determining their interests and communicating with them about future plans. Students job

shadow area businesses and during school hours can participate in a work-study for credit and a grade.

We have multiple teachers within our 6-12 setting that are certified CTE teachers and use Perkins funds to enhance our CTE and educational programs. Through CTE opportunities, we offer more classes that allow students to work with their hands and give them a technical school opportunity within our rural school setting.

Being a small rural community, CTE courses and using community businesses and farmers has generated support from the district and allows students opportunities without having to travel long distances or transfer. The community, businesses, and district work hand in hand to ensure our students are receiving the best education that they can in a rural community.

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.