

LOCAL EDUCATION AGENCY PLANS.

Section 1112(b)(1 through 13) PLAN PROVISIONS. –

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. This plan will be uploaded in to the Grants Management System annually.

LEA Representative: Matt Yost

Date: June 27th, 2022

Please complete each of the following components. If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

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.

Answer:

Meeting the challenge of mastery of content standards is difficult. Many of the students in the district have challenges outside the walls of the school that could easily become barriers for learning. The LEA has evidence based curriculum in place that has strong research to support the academic foundation it builds for students. However, the students need more than a strong academic base to support their success. Wagner School has many programs in place to provide bases of support for the whole child. Some of the programs the school uses to support students and families are: Boys Town model to work towards well managed classrooms; the Top 20 philosophy to build/maintain relationships with students; RtI/PBIS/MTSS are used to find and address gaps/deficiencies in academics/personal/social; ICU for student/parent academic support/communication; Project Aware to address mental health challenges; Systems of Care services provided by LCBH. Each of these programs is used to provide assistance to students and families who have needs. The school uses data provided by surveys/informal and formal assessments/teacher input to determine how to best address needs students have individually or as a whole. Professional development for teachers has provided programs to assist in the understanding of ACEs and the effects on students. The school believes giving teachers the knowledge of how trauma may be affecting students allows them to understand and move forward to set/meet goals – both academic and personal.

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.

Answer:

All teachers in the district and no group has been discriminated against.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#). (School Improvement requirements for CSI and TSI identified schools.)

Answer:

The Middle school has been identified as a TSI school. Surveys were done at the end of the year for stakeholders, staff, and students. This data was analyzed and used to determine the plan of action the school will take for the 22-23 school year. The school determined the focus areas to be Writing and math as determined by the data reviewed from comprehensive needs assessment and MAP along with teacher input. The School improvement team will also work on school climate determined as a need by survey data. Together with the school MTSS team, the SI team will coordinate their efforts to meet the goals set within the Action Plans. Meetings will be held throughout the year to review progress and ensure growth towards meeting the goals is happening.

4. Describe the poverty criteria that will be used to select school attendance areas under [Section 1113](#).

Answer:

The school uses the Free and Reduced Lunch criteria to determine poverty rates. The district has chosen to serve all students in the district according to the needs determined through the needs analyses and data review. The district uses the Title funds in grades K-12 according in alignment with the school wide plans developed at each 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.

Answer:

Currently there are no institutions within district boundaries that meet these criteria.

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.).

Answer:

Families who have noted their status as homeless at registration are provided with support services to ensure their educational experience is impacted as little as possible as a result of this status. The school district will serve the children in this situation with services aligned with the McKinney-Vento Assistance Act as they are needed. In past years, the school has assisted with travel and supplies. The school works closely with Lewis and Clark Behavioral Health Systems of Care to ensure the circumstances of the situation are dealt with in such a way that students are able to participate in school experiences without barriers homelessness may have inflicted upon them. The school works closely with the tribe whenever possible to coordinate resources for families who have been designated as homeless. During the year, family situations may change and families whose status becomes homeless are provided with resources deemed necessary and aligned with MV Act as needed to continue their education without interruption.

7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement. *NOTE: The strategies described here should reflect what is in the district level Parent and Family Engagement Plan.*

Answer:

District wide parent teacher conferences are held two times a year. Newsletters, calendars, school messenger, texts, calls, planners, notes, and face to face meetings are all used as avenues of communication with families. Registration days at the start of the year bring all parents in to start the school year. At this time, Title I information is conveyed to parents along with Indian Policies and Procedures, school messenger information, testing information, school handbook info, DDN campus login info, and ICU information.

8. Describe how the LEA will support, coordinate, and integrate services with early childhood education programs, **including plans for the transition of participants** in such programs to local elementary school programs.

Answer:

Wagner is in a partnership with Head Start and houses the preschool in the Early Learning Center building. Home visits are done in the preschool to ensure the transition from home to school is done smoothly. Teachers visit the homes of their students and bring handbooks for parents along to go over and answer any question prior to the start of the year. The foundation for a positive relationship with school begins to be built during that time. The preschool students are in the building and utilize the common areas with the kindergarten. The preschool teachers work with the area daycares to provide smooth transition to the elementary school.

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. If the district does not have any targeted assistance programs, please indicate that below.

Answer:

Wagner Community School operates a school wide program.

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.

Answer:

Middle School exploratory courses allow students to try different courses fitting their interests. Students transitioning from Middle School to High School are enrolled in “high school 101.” This is a locally developed course that gives students information needed to be successful in their high school years. Students in 8th grade are offered the chance to take Algebra for HS credit so they are able to complete more advanced math in their HS years. For students who may struggle in math and reading, a remedial course is provided to them to strengthen their skills in these areas.

Students have career education opportunities with school counselor. She arranges for students to meet with college and tech school representatives. Aptitude tests are given to allow students to explore their areas of strength and interests. Dual Credit classes are offered for students to gain college credits at much lower costs. Coordination with the Yankton Sioux Tribe and JOM program allows students affiliated with the tribe to have access to these courses by erasing the financial barrier.

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\(c\)\(2\)](#).

Answer:

The district supports efforts of keeping students in the classroom through many avenues. The district has provided professional development specifically targeted at increasing positive climate, increasing staff understanding of students, and decreasing negative behaviors. The professional development provided has been ACEs, Emotional Poverty, ICU, PBIS, RtI, and MTSS. Through these training and implementation of programs, the staff works together to increase attendance, keep kids in classrooms, and provide supports to students needing intervention. Participation in student activities provides a sense of belonging for students and staff reach out to students to strengthen relationships.

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.

Answer:

Middle and High School students are provided career education through exploratory classes, CTE courses, TRIO, and school counselor provided education. The school encourages student participation in programs such as Upward Bound, Talent Search, and Crazy Horse. In elementary school, students have a career education course offering local business leaders' insights to students. There are events students attend to gain more insight into careers such as career and job fairs. Aptitude tests allow students to gain an understanding of their strengths and explore careers fit to their interests and aptitudes.

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.

Answer:

Students have the opportunity to participate in Quiz Bowls, exploratory courses, Prairie Reader competitions, extracurricular activities, and dual credit courses. Courses are available to all students to develop and increase digital literacy skills and improve academic achievement. The library and tech department provide students with resources to develop and gain skills.

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ESEA References for Components of a LEA Plan

Component #2 **Section 1111 (g) Other Plan Provisions.**

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- 1) Descriptions – Each State plan shall describe—
- (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

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(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is based on a school-level needs assessment;
- (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- (v) is approved by the school, local educational agency, and State educational agency; and
- (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

(D) PUBLIC SCHOOL CHOICE.—

- (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
- (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
- (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;

(ii) includes evidence-based interventions;

(iii) is approved by the local educational agency prior to implementation of such plan;

(iv) is monitored, upon submission and implementation, by the local educational agency; and

(v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

(i) to identify eligible school attendance areas;

(ii) to determine the ranking of each area; and

(iii) to determine allocations under subsection (c).

Component #6 (c) ALLOCATIONS.—

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(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall re- serve such funds as are necessary under this part, deter- mined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 SECTION 1116 – PARENT AND FAMILY ENGAGEMENT

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(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

[Click here to go to the SD DOE Title I page to see the required components for both the District and School Policies.](#)

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Component #11 SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—

[GO BACK TO COMPONENT #11](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.