

LOCAL EDUCATION AGENCY PLANS.

Section 1112(b)(I 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:	Andes Central School District 1101
LEA Representative:	Dr. Cheryl Thaler, Superintendent
Date:	<u>May 23, 2023</u>

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 program1s and improve school conditions for student learning.

Answer: The district has established a system of monitoring all student's academic growth. Elementary K-5 program utilize AIMSWeb as a benchmarking tool for reading and math. Upon entry into our school system students are initially assessed and benchmarked in December and May. Through this, interventions/accelerations are identified and monitored on a weekly basis. Small groups of students receive direct instruction on identified areas of concern. If necessary, one - to - one instruction is provided. Edmentum's Exact Paths program is utilized in grades 2-8 in town and at the colony. This program benchmarks students three time a year pulling individual student data to create individual student learning paths in the areas of math, reading, and language arts.

For math monitoring, students in grades 6-12 will utilize ALEC, which is part of the current math curriculum. NWEA will be used to monitor ELA skills in gade 6-12. NWEA will also be used to monitor science skills in grades 6-8 and 11.

Both NWEA information and AIMSWeb information is utilized by staff in determining SLO targets.

On a monthly basis, cohort groups meet to review this data and provide support for colleagues in determiningnext steps regarding instruction.

SBAC interim assessments will be use in grades 3-12 for help determine strengths and weaknesses with regard to Common Core standards. The data will assist teachers in monitoring student growth on specific standards. The interim assessments will not only expose students to content, but also will expose students to testing conditions.

Although AIMSWeb, NWEA, and Exact Paths are used as initial indicators of academic concerns, regular, ongoing classroom data is also utilized. Information such as attendance, behavioral write-ups, etc. are also included in these discussions. Careful attention is paid to the identified risk groups (i.e. Native American students, economically disadvantaged, ELL, foster students, homeless students.) If additional supports outside of the academic plans that have been established are needed, the District utilizes supports to assist in these identified areas of concern.

After school programming is offered at the elementary school, as well as the middle school and senior high. These extended opportunities provide a smaller staff to student ratio which has proven beneficial. Middle and high school have also summer school offerings to help with credit recovery .

On a broader basis, the District has adopted procedures that address appropriate curriculum adoption. Staff play a key role in evaluating existing curriculum and suggesting options for future curriculum adoption. Once curriculum series have been reviewed, recommendations are made to a school board sub-committee. This group then makes a final recommendation to the full board and seeks approval for adoption of the identified curriculum.

The District utilizes a weekly professional development model that allows for time to address horizontal and vertical alignment of key academic concepts. Gaps in instructional practices can be identified and addressed in a very efficient manner.

2. Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(l)(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: The Andes Central School District reviews the credentials of all staff members on an annual

basis to ensure that staff maintain all of the correct certifications needed. If staff have been placed on Plans of Intent, administrators work directly with them to ensure that their course of action is carefully followed. Staffing is re-arranged when necessary, to provide support for any group of students that show disparity in academic growth.

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 Andes Central School District will work through the District Leadership Team to develop and implement a comprehensive support and improvement plan that meets all of the requirements in Section 1111 (d)(1)(B) or in Section 1111 (d)(2)(B), depending on the designation(s) for each school identified. The district will ensure that the District Leadership Team will review available data, including school-level needs assessments, to determine interventions for each school. The team will also identify resource inequities, if any, and correct them during the annual budgeting process. The School Board is regularly informed of progress being made on the plan.

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

Answer: The Andes Central School District has an identified poverty rate of 97.2% in relation to free or reduced poverty criteria. With that being said, we feel that all schools have a need to be supported equitably with Title I funds. The District uses the CEP program. This program does not require the District to gather or collect free or reduced applications, but we are able to cross reference students who receive direct benefits through the Department of Social Services.

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: The Andes Central School District operates four School-wide (SW) programs. At each of the four SW schools, all staff (teachers and paraprofessionals) provide interventions to all students.

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: The Andes Central School District actively works to provide supports to homeless children and youth. Mrs. Plecity, the District's identified coordinator works with staff in each building to identify students who may potentially qualify for assistance.

If a student enrolls who indicates he/she may be living in a temporary situation, or if an enrolled student becomes homeless, staff provides the student/family with Know Your Rights brochure. Once the student/family is identified, the liaison visits with them and makes a determination of eligibility. If the student is homeless or in foster care, this information is recorded in Infinite Campus.

It is then determined what services the student may need. The District will either provide identified services or make necessary referrals to agencies that can provide support. As necessary funding sources are identified to meet these needs.

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*

Answer: The Andes Central School District provides a variety of ways to engage families. Bi-annually, opportunities are made available for families to participate in planning activities and provide input. Schools also share information with families on an ongoing basis. We utilize a variety of outreach tools such as school reach texting and voice messaging, outdoor message sign, website information, and updates within the newspaper.

The Indian Education Committee, whose membership is comprised of parents, meets monthly. The IEC reviews applications and provides input for federal programs, reviews participation numbers (athletics and fine arts) and makes suggestions regarding other activities. The agenda is published in the paper and the meeting notice is placed on the message sign. Other people are welcome to attend the meeting.

Andes Central High School works closely with the Indian Education Committee (IEC) to coordinate efforts in supporting students academically and culturally. Community/School events are collaboratively planned and hosted and are overwhelmingly successful.

Several events are schedule throughout the year to invite parents into the school to collaborate with their child and school staff, and/or classmates. They may include but are not limited to the following:

1. Family breakfast in the spring
2. Academic and Athletic awards ceremonies
3. Music concerts at all levels held throughout the year.
4. Open House night with activities such as games in the classrooms
 - a. New curriculum for viewing
 - b. Programs for parents of high school students (expectations, graduation requirements, FAFSA, scholarships)
 - c. Brochures are placed in a high traffic area for anyone to take. Topics include mental health, suicide, substance abuse, pregnancy etc.
 - d. Community Closet (toiletries, school supplies, clothing)
5. Kindergarten and Preschool Round Up in the spring for students entering Kindergarten and Preschool in the fall.
6. Preschool has monthly parent meetings.
7. Community screenings for children B-5-year-old
 - a. SDSD hearing van is also available during this time.
8. IEP meetings for our Special Educations students/families
 - a. Transition meetings for students prior to turning 16 years old creating Transition Course of study along with Transition Services and Coordinated Activities.
9. Transition meetings for students on an IEP in B-3; transitioning if they qualify for Part B.
10. Transition events for 5th grade students entering 6th grade Middle School.
11. LAP meetings for our EL students/families
12. Parent/teacher conferences accommodates families by offering day and evening hours for families to attend.
 - a. With activities such as:
 - i. Family Literacy materials are made available.
 - ii. Charles Mix Extension Office has held activities on nutrition and the Bountiful Backpack Program.
 - iii. New curriculum for the viewing
13. Bi-annual Title I meetings
 - a. District and School Family Engagement plans are discussed. Input from families is gathered.
 - b. New curriculum is displayed.
 - c. Sample curriculum is also made available for families to peruse.
 - d. Family Literacy materials are made available to families.
14. Family game nights
15. Family Financial Aid (FAFSA)
16. Family math, reading and science nights are held.
17. Parents are invited to attend the school-wide picnic at the end of the year.
18. District pays subscription to ParentGuidance.org so parents can access mental health supports

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: The Andes Central School District provides a preschool program for students who are three and four years of age. This is a full day program and is free to all district patrons. The program works in conjunction with the regional Head Start program to provide effective early childhood services.

The district provides preschool screens in coordination with South Central Cooperative. All children within the district boundaries are encouraged to attend these. In addition to this screening, there is coordination with South Dakota School for the Deaf hearing van to be available at these screenings.

Preschool and Kindergarten Roundups are typically coordinated in the spring, and all children within the district boundaries are encouraged to attend. The elementary principal communicates with the Yankton Sioux Tribe Head Start, located in Lake Andes, as to the date and time scheduled for this roundup and also invites them to the school for spring transition activities for those children who will be attending Kindergarten at Andes Central.

Throughout the year all families of preschool aged children are encouraged to network with our elementary schools to arrange times for visits and orientation activities.

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: The Andes Central School District offers only School-wide programs.

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.

Answer: All students PreK-12 are housed under one roof (excluding the Lakeview Colony school) This allows for a smoother transition from one grade level to the next. As with many small schools, many staff members teach both middle and senior high courses.

The two building principals, elementary and middle school, along with respective staff have been creative with organizing transition activities for 5th grade students entering the middle school.

Students in the eighth grade, and who meet levels of competency are able to take advantage of receiving credit for Algebra I. In addition, middle school students are exposed to a variety of elective courses that provide an overview of CTE offerings. At the secondary level, another program the district utilizes is the Jobs for America's Graduates (JAG) for youth with barriers.

Direct instruction courses are offered by qualified staff. In addition, students may elect to take on-line and distance courses.

All students at this level utilize the programs that allow for career exploration. The Andes Central School District coordinates with area supports in Mitchell to expose students to vocational and college life. These opportunities are available for under as well as upper classmen. Personal learning plans are then developed which allows the district to evaluate program offerings. The district's middle school/high school counselor assists with coordinating these activities.

As the culminating activity for work, students are required to complete a Community Service project. Students may work on this project individually or in groups to complete the project.

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 111(c)(2).

Answer: The Andes Central School District has utilized the PBIS program K-12 for a number of years. This system allows for the identification of school and classroom level expectations which are reviewed regularly.

After school programming at both the elementary and secondary levels are used effectively.

The District has also utilized Title I funds (1003 funds) for supporting programs such as SWIS (School Wide Information system) for tracking student behavioral data. Part of the weekly professional development model allows staff to meet monthly in addressing behavioral needs identified using the SWIS data. Each building level team analyzes the data collected in SWIS and helps to online strategies for staff to implement in addressing areas of behavioral concerns. The building level teams also will monitor the data to track progress as the strategies are implemented and with adjustments made accordingly.

Individual counseling and Lewis and Clark Behavioral Services are available to all students K-12. The district at its different levels: elementary, middle and high school, utilizes MTSS/PBIS (Multi-Tiered System of Support/Positive Behavior Intervention Supports) model, Wicoti activities, DDN referral system. The school board has created a mental health counselor position.

At the middle and high school level, teachers as advisors are utilized to take a proactive approach in dealing with student behaviors. The district has invested in Ervin Behavioral Leadership.

The district works K-12 on behavioral interventions as well as academic by participating in the MTSS programs. The elementary uses "Golden Tickets" while the Middle School High School use "Thunderous Applause" to recognize students exhibiting appropriate behaviors and attendance.

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: The Andes Central School District is expanding CTE course offerings. The Family and Consumer Science program will now focus on human services. In addition, course offerings in the multi-media area have been added. The Agricultural Program has also been implemented.

All students at this level utilize the programs for career exploration. (Personal Learning Paths) The district coordinates with area supports in Mitchell to expose students to vocational and college life. Personal Learning Paths are developed which allow the district to evaluate program offerings. The district's middle school/high school counselor assists with coordinating these activities.

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: The Andes Central School District believes in supporting each student so they reach their full potential. This means that established times are not strictly used to provide intervention services, but also allows for acceleration opportunities. Although the district does not have an identified Gifted and Talented program, these expansion opportunities are used to meet the needs of our highest achieving students.

The library within our district plays an important role in providing opportunities for students to increase their digital literacy skills. Staff members work with the district's librarian to ensure that these

experiences reach the desired outcomes. All students and staff members are housed within the same building. This supports the library experience for students as they are exposed to a much larger variety of options.