

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 into the Grants Management System (GMS) annually.

LEA Representative: Katie Albers

Date: 06-17-2024

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:

- A) During the academic school year as a district we look at the lesson plans of our teachers to ensure that all standards are being taught in each content areas in all grade levels. The curriculum is reviewed by our curriculum committee to ensure that it fits the educational needs of our students.
- B) Students are evaluated using summative and formative assessment in each of our classrooms. Students are tracked using MAPS data in grades K-12, and reading fluency data in the elementary.
- C) Students in middle and high school are able to make use of peer tutoring offered during Friday sessions as well as during study halls. Additionally, there is a screening process in the middle school to identify students in need of additional supports in reading and math. Their study halls are structured so that intervention can take place either with the classroom teacher or intervention teacher during this time. Students in the elementary who are in need of additional assistance are provided Title services in the classroom and some pull out services with the Title teacher.
- D) Staff members are encouraged to put in for professional development opportunities. We have a tuition reimbursement policy which allows teachers to work on advanced degrees and have it paid for by the school district. The administration team works to provide high quality professional development opportunities to the staff in a variety of content areas.

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:

The New Underwood School District only has one elementary, one middle school, and one high school within the district. Each grade only has one classroom and one teacher. The teachers are highly qualified in their content area or are working on receiving the highly qualified endorsement. Teachers who are not highly qualified are put on a Plan of Intent and supervised by their administrator to ensure they are working on completing the requirements to be highly qualified.

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

Answer: The LEA will work through the district advisory committee 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 committee includes staff, parents, and other stakeholders. This committee will look at available data, including a school-level needs assessment, to determine appropriate interventions for the school.

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

Answer: The LEA will use the number of students eligible for free or reduced-price lunch to determine the poverty criteria. The New Underwood School District only has one school at the elementary, middle, and high school level.

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 district provides Schoolwide (SW) services for our students in our qualifying elementary school. The staff work to provide interventions for the students and services are provided in the students' classroom.

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.**

- If a student enrolls who indicates he/she may be living in a temporary situation or, if an enrolled student becomes homeless, provide the student with the Know Your Rights brochure.
- Each school district designates a McKinney-Vento Liaison – contact the liaison
- The liaison will visit with the student and/or family and make a determination while completing an in-take document. If the student is homeless, document this in Infinite Campus.
- Determine whether the student needs services.
- Provide referrals or the district provides services. Determine whether services must be funded through general funds or may be funded through the Title I set aside funds.

7. Describe the strategy that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement.

The strategies the LEA implements will include:

- Opportunities for families to participate in district planning of our programs.
- Develop avenues of communication from school to home that support student academic achievement. This is accomplished through the classroom and school messenger programs/applications, our school website, school Facebook page, and school newsletter.

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 New Underwood School District works with our local regional head start to provide services to pre-school students based on the coordination with our Head Start program. Students are given an opportunity to attend our Kindergarten Round Up and be assessed for school readiness. The school district works with local pre-schools and Head Start programs to ensure students are being identified as being ready for school. During the kindergarten round up the teacher meets with the students along with other school personnel. The students meet the teacher, para-professionals, and administrator during the Kindergarten Round Up. Parents of students enrolled in school are encouraged to eat at the school with their child and meet the teachers during lunch.

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.

The New Underwood School District will be a School wide Title again this school year.

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:

- A) The New Underwood School District works with our post-secondary institutions by allowing them access to speak with our students during our lunch study hall period and as special guests in classrooms, particularly the Career Exploration class. The district works collaboratively with various institutions to provide testing for students to ensure they meet the requirements to be enrolled at their institution. The district has developed an internship program that will help build community partnerships and determine employment needs in our area. We also bring industry professionals into the Junior Experience class to talk about potential career options.
- B) Students work with the academic advisor to provide an education plan. Students are encouraged to take dual credit course work. At each grade level we have students utilizing SD MyLife to determine career interests and student skills inventory.

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 goal of the New Underwood School District administration team is to keep students in school. The school utilizes character counts in grades K-12. The discipline matrix is followed for all students. In the high school students grades 11 and 12 participate in job fairs. Students in high school also can have absence exemptions for college visits. The elementary students have field trips that supplement the curriculum.

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.

(A & B) The district offers a junior career exploration class that looks at the 16 career clusters and instructs students on job readiness and related skills. This class allows students to job shadow and/or gain real world knowledge in careers they may have an interest in after graduation. In their senior year students will have an opportunity to be part of an internship class if they choose to elect that class in their senior year. The class provides students with an opportunity to gain real life experience and on the job training in a career field where the students have an interest.

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.

- (A) The school district sets aside funds for academic opportunities for students to be able to participate in academic extra-curricular events such as math competitions and advanced music competitions when available. In the middle school, students have participated in Acalympics and Lego robotics. Students in high school have the opportunity for dual credits if they meet the criteria. Students are identified based on their performance and excellence in these areas.
- (B) Elementary students have weekly, scheduled library instruction, and the library is open for all students to utilize for pleasure reading and research. Differentiated instruction is utilized in the elementary to provide educational opportunities for all students. The school sets aside funds for a library aide who has the library open for students to use. The district is involved in TIE Overdrive which is an online library where students have access to books in the Overdrive catalog with cooperating schools from around the state.

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ESEA References for Components of a LEA Plan

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

[GO BACK TO COMPONENT #2](#)

- 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.—**

[GO BACK TO COMPONENT #3](#)

- (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 subsection (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 subsection (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 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.—**

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall re-serve such funds as are necessary under this part, determined 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 providing 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**

[GO BACK TO COMPONENT #7](#)

(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.](#)

Component #9 **SECTION 1115**

[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.