



Migrant Education

Program Plan

Caldwell School District

May 2008, Revised February 2009

Table of Contents

Section	Page
Goals.....	3
Objectives.....	3
Recruitment and Identification.....	3
Instructional Program.....	4
Coordination of Services.....	5
Coordination/Referral Services.....	6
Service Priority.....	4
Assessment Plan.....	7
Needs Assessment.....	7
Professional Development.....	8
Parent Involvement.....	8
Parent Advisory Committee.....	8

Goals:

All migrant students in the district will be identified following state and district migrant student identification protocol.

All identified migrant students in the district will be provided appropriate, coordinated, and efficient services that address their special needs.

All identified migrant students in the district will be provided full opportunities to meet district and state academic content and achievement standards.

Objectives:

1. To identify every migrant student residing in the district within 2 weeks of arrival to the community.
2. To provide appropriate, coordinated services that address the special academic and social needs of migrant students.
3. To include all migrant students in the district assessment plan; to collect achievement data from the ISAT, IELA, IRI, DWA, and DMA .

Recruitment and Identification:

All migrant students will be identified within 2 weeks of arriving in the district. The Home School Liaison (HSL) will identify all newly enrolled students at each school by contacting every school attendance clerk and through queries using the students' records management system (Lumen's). The HSL will identify **potential migrant students** from the roster of newly enrolled students. The HSL will contact all families of potential migrant students to determine through appropriate interviewing techniques and questions, if they meet migrant student eligibility criteria using state approved certificate of eligibility forms. All families meeting the

migrant eligibility criteria will be assisted in completing a **Certificate of Eligibility** (COE) as certification that they are an eligible migrant family.

Once families and students are identified as migrant, the COE will be filed with the State as part of the district's record maintenance and data collection responsibilities. Each principal and attendance clerk will be notified of the students identified for migrant services following identification with a revised roster provided by the HSL every two weeks. This migrant roster will be used in determining migrant services.

Instructional Program:

All migrant students in the district will be provided services to help them be successful in their school setting. Once identified, the migrant student's name will be added to the district and site migrant student roster. The principal and federal program staff at the site will be notified that the student meets migrant eligibility criteria.

Core program instruction will be provided to all migrant students before supplemental migrant services are provided. All migrant students in the district will be placed into a general education classroom along with every other student. All buildings will use standards based lessons with overt instruction based on content and language standards designed to provide success for all students. Full engagement for all students and active, continuous assessment will be actively monitored by building administrators.

All buildings will have access to an instructional coach to provide on-going professional development and coaching to meet the needs of all students. Each building uses on-going assessment and teacher collaboration to identify all students at risk of failure. This allows for systemic development of interventions based on student's needs by a team which increases the potential for student success. Those students who fail to meet expectations after instruction in

the core program are referred to the RtI team which utilizes a more intensive structure to identify root causes for student lack of success and more intensive interventions to help the student achieve success.

Migrant students' program of instruction will consist of core instruction, tier 2 interventions, and migrant services that will be based on service priority.

The migrant services will consist of supplemental instruction within the regular day in a push-in model. Para professional migrant staff will work with Title I and ESL teachers to support the instruction of migrant students. All migrant students will be provided service in relation to their priority for service determination to insure that the students with the greatest needs are provided service first.

Each building will have the opportunity to create extended day educational opportunities for the migrant students. This will be accomplished in collaboration with existing district initiatives and programs. Extended day educational opportunities are intended to increase the instructional time for migrant students to increase their probability of academic success.

The district will also provide a coordinated Title I C Migrant Summer School. The summer program will also serve to increase instructional time for migrant students. The instruction provided during the summer program will leverage language development activities imbedded in the reading, writing, and math activities.

Coordination of Services:

All migrant students in the district will be provided services to help them be successful in their school setting through the district's core instructional program, the district's Title 1 and language development programs and the migrant program.

All migrant students in the district will be placed into a general education classroom along with every other student to benefit from the district's core instructional program. All buildings will use standards based lessons with overt instruction based on content and language standards designed to provide success for all students. Full engagement for all students and active, continuous assessment will be actively monitored by building administrators.

All students not meeting grade level benchmarks as determined by the grade level collaboration meetings with the instructional coach and building administrator, including migrant students, will be referred for intervention from the Title 1 program in the building. Title I staff at each site will provide Tier II instruction. The instruction for migrant students will be aligned with the classroom instruction and may be provided in a pull- in or a pull – out model.

All students, including migrant students, will be assessed for language proficiency if they are identified as “potential English language learners” through the district's ESL program. If a migrant student is identified as an English language learner (ELL), that student will be provided language development by district ESL staff to help the student develop increase language fluency.

Migrant students will be served by the district's migrant program as a supplement to the core and Title 1 and ESL support. All migrant students will be included in a building roster to determine “priority for service” with the intent of identifying those students that should be served first.

All buildings will have access to an instructional coach to provide on-going professional development and coaching to meet the needs of all students. Each building uses on-going assessment and teacher collaboration to identify all students at risk of failure. On-going collaboration allows for systemic development of interventions based on student's needs by a team which increases the potential for student success.

Coordination/Referral Services for migrant students and families:

The district will work to meet all 7 areas of concerns for all migrant children. Services for migrant families will be increased to more effectively meet the area of concern 7 health needs and access to services for migrant students and families.

As a district, we have a successful partnership working with the Treasure Valley Community Resource Center (TVCRC). The district HSL meets with this group regularly. This has given the district immediate access to referral services for migrant families for services ranging from medical care to housing needs.

In order to increase access to services for migrant students and families, the district will develop a procedure to make weekly contact with migrant families. This will serve to increase communication and trust with families and have the net effect of increased referral services as families make their needs known..

The contacts and referrals will be logged in a contact record and reported on the State Migrant Information System using the appropriate State defined procedure for reporting.

Service Priority:

All migrant students academically at risk for failure will be included in the building's tier 2 Title 1 support. All migrant students identified as English language learners will be served in the district's ESL program.

Service Priority under the migrant program will be to serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content Standards; and whose education has been interrupted during the regular school year described in the Idaho Migrant Education Program Priority for Service guidance document.

Priority for Service will be dependent on the following:

Migrant Students who had the following interruption in education should receive Migrant Services FIRST—

- ❖ A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar or a specified academic year
- ❖ A move during the past we months
- ❖ Excessive absences from school due to a migratory lifestyle

And

1. Migrant students whose English language proficiency is at the following levels as indicated by the Idaho English Language Assessment (IELA) are at risk of failing to meet the State’s academic content standards:

- ❖ Level 1 Beginning
- ❖ Level 2 Advanced Beginning
- ❖ Level 3 Intermediate

2. Migrant students receiving the indicated scores on at least one of the State content assessment below are failing or “at-risk” of failing to meet the State’s academic content standards:

State Assessment	Grade Level Administered	Failing or “at-risk” score
Idaho Reading Indicator (IRI)	Grades K, 1, 2, 3	2—strategic 1—intensive
Idaho Standards Achievement Test (ISAT)	Grades 3-10	Basic or Below Basic in Reading, Math or Lang. Usage
Direct Writing Assessment (DWA)	Grades 5, 7, 9	Basic (2)—below standards Below Basic-(1)— Significantly below standards

(students having moved during the previous 12 months or having excessive moves or Migrant students who have moved during the current year or who have moved within the prior 12 months will have the highest priority for migrant services. Students scoring at basic level on the ISAT, 2 or lower on the IRI, and Intermediate on IELE will receive highest academic priority for service.)

Counselor, teacher, instructional coach, home school liaison, or parent referrals will be used to determine priority of service for social needs. Parents of students identified with the greatest need will be informed about, and the students will be invited to participate in extended day or Saturday school activities to help them increase their academic success.

Assessment Plan:

All migrant students will be included in the district's assessment plan which is aligned and guided by the State assessment plan for K-12 students. All migrant students will also be included in continuous benchmark assessments to determine learning trajectory. In addition, all migrant students, at risk of academic failure will be referred to the district's Response to Intervention Process. This process will utilize data to determine student's skill needs, to determine interventions to address and remedy learning challenges, and to provide progress monitoring information that guides the instruction and supplemental support made available to the student.

Needs Assessment:

The needs of the district's migrant students will be conducted annually prior to the end of the school year to incorporate findings and initiatives into the planning process for the next school year. The needs assessment will collect and analyze the following data:

- Number of migrant students by building by grade
- The Number of migrant students by sub populations (SPED, ELL, F & R, Hispanic) by building , by grade

- ISAT scores in reading, math, and language for all grades included in the State Assessment Plan
- IRI scores for grades K to 3
- IELA scores for all grades
- Graduation and Drop out rates
- Discipline referrals for migrant students from all buildings
- Documented social service needs from school ancillary staff (nurses, counselors, HSL)
- Teacher Survey
- Migrant Parents' Survey

Professional Development:

Goal:

- 1) To increase staff knowledge of the attributes and needs of migrant students and their families to more effectively meet students' needs.
- 2) To increase each site's capacity to identify the migrant students' in greatest need of support utilizing the "priority for service" procedure.
- 3) To increase the understanding of and involvement of migrant families at all school sites.
- 4) To meet all Federal and State regulations in regards to the education of migrant students.

All staff funded through migrant funds will receive professional development on the requirements of the migrant program. Particular attention on the identification of migrant students, service priority, communication with parents, and referral processes to community resources will support the staff's efforts to fully meet the needs of migrant students.

All administrators and general education staff will receive professional development from the instructional coaches to help them understand migrant students' needs.

MEP Professional Development

Date	Activity	Person Responsible	Topic
August	New Teacher Orientation	Area Directors/Program Director	Migrant student/family attributes/needs
August	Instructional Coaches Collaboration	Program Director	Migrant Program Requirements
September	Instructional Coaches Collaboration	SDE Migrant Coordinator/Program Director	Supporting Migrant students
September	Admin Retreat	Program Director	Priority for Service
September	Teacher Professional Development	Principals	Priority for Service
October	Teacher Professional Development	Instructional Coaches	Interventions for migrant students
November	Staff meeting Agenda	Instructional Coaches	Conferencing with migrant parents
May	Professional Development	Instructional Coaches	Evaluation of Interventions

Parent Involvement:

All migrant parents will be informed of their rights and responsibilities upon identification as a migrant family. The Home School Liaison will provide parents with the district's Migrant Education Plan and a brochure to increase their knowledge of the district's migrant program. All migrant parents will be provided with a copy of the district's Parental Involvement Policy and will be invited to participate in parental involvement opportunities for their school site and district. All migrant parents will be informed of the activities carried out by the district's Parent Advisory Committee. A parent survey as part of the program's **Needs Assessment** will be conducted annually in May to assess parent's perceptions and beliefs regarding the migrant program and district services to migrant students.

Parent Advisory Committee:

The district will convene a Parent Advisory Committee (PAC) consisting of 6 current or formerly migrant parents, the Home School Liaison, and the Director of Federal projects. Three parents will be selected from the elementary level and three parents will be selected from the secondary level.

The committee's purpose will be to review, advise, and support the district's migrant education program. Part of their responsibilities will be to help evaluate the district's migrant education program as it is implemented at each district site.

The PAC will meet at minimum three (3) times per school year and once during the summer months to review and evaluate the District's Migrant Education Plan, the implementation of the plan at each school site, and to make recommendations for revisions to the Plan or its implementation.

Parent Advisory Committee members:

1. Elementary Parent
2. Elementary Parent
3. Elementary Parent
4. Secondary Parent
5. Secondary Parent
6. Secondary Parent
7. Monica Reyes, Home School Liaison
8. Jesus de León, Project Director

Idaho Migrant Education Program

Priority for Services

Title I-C Sec 304 (d) of ESEA defines priority for services as follows:

*The statutory priority to **FIRST** serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; AND whose education has been interrupted during the regular school year.*

*To receive priority for services, migrant students must meet at least one area in **A AND B**. See explanations below.*

A

1. Migrant students whose English proficiency is at the following levels as indicated by the Idaho English Language Assessment (IELA) are at risk of failing to meet the State's academic content standards:

- Level 1 Beginning
- Level 2 Advanced Beginning
- Level 3 Intermediate

2. Migrant students receiving the indicated scores on at least one of the State content assessments below are failing or "at-risk" of failing to meet the State's academic content standards:

State Assessment	Grade Level Administered	Failing or "at-risk" score
Idaho Reading Indicator (IRI)	Grades K, 1, 2, 3	2—Strategic 1—Intensive
Idaho Standard Achievement Test (ISAT)	Grades 3 – 10	Basic or Below Basic in Reading, Math, or Lang Usage
Direct Writing Assessment (DWA)	Grades 5, 7, 9	Basic (2)—below standards Below Basic (1)—significantly below standards
Direct Math Assessment (DMA)	Grades 4, 6, 8	Basic (2)—below standards Below Basic (1)—significantly below standards

***B:** Migrant students who had the following interruption in education should receive Migrant services **FIRST**:*

- A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar of a specified academic year
- A move during the last 12 months
- Excessive absence from school due to a migratory lifestyle