

**MIGRANT EDUCATION PROGRAM
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

During the next six years, the Migrant Education Program will:

- Prioritize services for students who are below proficiency on Standards Based Assessments or have not passed the HSGQE.
- Provide developmentally appropriate preschool opportunities for eligible students 3-1/2 to 5 years of age.
- Present literacy learning activities for eligible Pre-K– 8th grade students and their families, focusing on content areas and grade level expectations.
- Deliver direct social services and referrals to community social service agencies to eligible students and families.
- Involve other ASD departments in providing the most appropriate services to Migrant Education students in a comprehensive, efficient manner.

Migrant Education Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Priority for service to serve Migrant-eligible students who are below proficiency on Standards-Based Assessments, and who have had a school interruption during the school year.</p> <p><i>Identify students through assessment.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Identify students through assessment and offer after-school small group tutoring, with emphasis on 7-9th grade students to reach proficiency.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p><i>Provide research based academic intervention during summer with appropriate progress monitoring and adjustments for Migrant students below proficient in a content area.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p><i>Identify students through assessment and offer after school small group tutoring, with emphasis on 7-12th grade students to reach proficiency and gain graduation credits.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p><i>Identify students through assessment and offer after school small group tutoring, with emphasis on 5-12th grade students to reach proficiency and gain graduation credits.</i></p> <p style="text-align: center;">—————→</p>

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<p><i>Provide case management for social services and school advocacy.</i></p>	<p>→</p>	<p><i>Add career and educational counseling for secondary students.</i></p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p>Teachers learn and implement The Creative Curriculum for Preschool, and The Creative Curriculum Development Assessment System.</p> <p><i>Teachers receive training and ongoing classroom support to deliver developmentally appropriate instruction, informed by assessment data, for each student through the use of The Creative Curriculum for Preschool.</i></p> <p><i>Teachers receive training and classroom support to increase capacity to develop positive relationships with families to further enhance student learning.</i></p> <p><i>Teaching focus for the year is on involving families in children’s learning.</i></p>	<p>→</p> <p>→</p> <p><i>Teachers receive training and classroom support in math and integrating the curriculum through studies.</i></p> <p><i>July 2007, collaborative training for ASD and community preschool teachers on updated Creative Curriculum, including new math component and web-based assessment.</i></p> <p><i>Teaching focus for the year is on math.</i></p>	<p>→</p> <p>→</p> <p><i>Teachers receive training and classroom support on culturally responsive approaches, social and emotional learning, and incorporating community resources into the classroom.</i></p> <p><i>Teaching focus for the year is on cultural responsiveness, social and emotional learning, and community and cultural resources.</i></p>	<p>→</p> <p>→</p> <p><i>Teachers receive training and classroom support on language development and literacy and integrating the curriculum through studies.</i></p> <p><i>Teaching focus for the year is on language development and literacy.</i></p>	<p>→</p> <p>→</p> <p><i>Teachers receive training and classroom support on physical and motor development.</i></p> <p><i>Teaching focus for the year is on health and nutrition and fine and gross motor skills development.</i></p>	<p>→</p> <p>→</p> <p><i>Teachers receive training and classroom support to increase observational skills for the assessment of developmentally appropriate learning.</i></p> <p><i>Teaching focus for the year is on individual assessment using developmental continua in social/emotional, cognitive, physical, and language skills.</i></p>

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<p>Preschool students will show progress on the <i>Creative Curriculum Developmental Continuum for Ages 3-5</i> during their enrollment in preschool.</p> <p><i>Preschool teachers conduct regular, ongoing observations and maintain a portfolio for each child. Data is recorded three times each /year on an Individual Child Profile. Teachers share progress with families and revise goals for each child. Teachers tailor curriculum to address particular needs of individuals and group.</i></p>	<p>↑ student progress</p> <p>All students</p> <p>→</p>	<p>↑ student progress</p> <p>All students</p> <p>→</p>	<p>↑ student progress</p> <p>All students</p> <p>→</p>	<p>↑ student progress</p> <p>All students</p> <p>→</p>	<p>↑ student progress</p> <p>All students</p> <p>→</p>
<p>Migrant Education students' reading scores will increase year-to-year according to School Board goals and indicators (for FY 2007, 2.5% increase in proficiency on SBA reading scores).</p>	<p>→</p> <p>Number of Migrant students scoring non-proficient on SBAs will be reduced by 10%.</p>	<p>→</p> <p>↓ 10%</p>	<p>→</p> <p>↓ 10%</p>	<p>→</p> <p>↓ 10%</p>	<p>→</p> <p>↓ 10%</p>
	<p>Migrant Education students, pre-K-6, demonstrate positive involvement with literature and literacy activities as measured by parent survey of student behaviors and attitudes.</p> <p><i>Additional questions added to Migrant Education Parent Satisfaction Survey to measure students' time and enjoyment with recreational reading.</i></p>	<p>→</p> <p><i>As measured by Parent Satisfaction Survey, at least 75% of parents report children's positive involvement with literacy and literacy activities.</i></p>	<p>→</p> <p><i>As measured by Parent Satisfaction Survey, at least 80% of parents report children's positive involvement with literacy and literacy activities.</i></p>	<p>→</p> <p><i>As measured by Parent Satisfaction Survey, at least 85% of parents report children's positive involvement with literacy and literacy activities.</i></p>	<p>→</p> <p><i>As measured by Parent Satisfaction Survey, at least 90% of parents report children's positive involvement with literacy and literacy activities.</i></p>

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<p><i>Migrant Education offers literacy activities across the curriculum introducing children’s literature and extending children’s experiences with literature.</i></p> <p><i>Migrant Education staff receives training to deepen capacity to offer quality literacy activities incorporating literacy learning, enhancement of family involvement in the learning process and the development of community among families and staff.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p>Migrant Education literacy activities reinforce and support ASD grade level expectations.</p> <p><i>At least once each year, collaborate with ASD content area specialists to integrate literacy and content area GLEs in family events.</i></p> <p><i>FY 2006-2007, work with Science Program.</i></p> <p><i>Migrant Education will provide free quality children’s literature to students participating in evening family literacy activities to build their home libraries.</i></p> <p><i>Lunch time and after school literacy activities are offered to 7th & 8th grade Migrant Education students.</i></p>	<p>→</p> <p>→</p> <p><i>FY 2007-2008, work with Math Program.</i></p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p><i>FY 2008-2009, work with Social Studies Program.</i></p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p><i>FY 2009-2010, work with Language Arts Program.</i></p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p><i>FY 2010-2011, work with Art Program.</i></p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p><i>FY 2011-2012, work with Music Program.</i></p> <p>→</p> <p>→</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					

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<p>School advocacy is the focus for all staff in the Migrant Education Program.</p>	<p><i>Staff encourage students to enroll in school, assist families to access ASD services, and collaborate with other funding sources to include Migrant students in supportive programs.</i></p>	<p>—————></p>			
<p>Preschool students will have an appropriate learning environment designed to support curriculum delivery.</p> <p><i>Classroom resources and children’s literature are provided as needed with an emphasis on including books, posters and photos that reflect the culture of the families of children currently enrolled in the preschool program.</i></p> <p><i>Community professionals advise and assist as appropriate in program development and delivery.</i></p>	<p>—————></p> <p><i>Migrant Education preschools will be housed in elementary schools in appropriate settings.</i></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>
<p>Preschool children’s learning extends and continues at home.</p> <p><i>Parents receive training to increase capacity to promote children’s learning readiness (i.e. solving behavioral issues, encouraging literacy learning, etc.).</i></p> <p><i>Educational materials from Migrant Education Program nurse and staff are provided for families on health, safety and early childhood development topics.</i></p>	<p>—————></p> <p>Parent participation in training increases throughout the year to include 70% of preschool parents.</p>	<p>—————></p> <p>Parent participation in training increases throughout the year to include 75% of preschool parents.</p>	<p>—————></p> <p>Parent participation in training increases throughout the year to include 80% of preschool parents.</p>	<p>—————></p> <p>Parent participation in training increases throughout the year to include 85% of preschool parents.</p>	<p>—————></p> <p>Parent participation in training increases throughout the year to include 90% of preschool parents.</p>

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<p>Preschool students receive appropriate screenings, assessments, and service delivery facilitation to meet assessed needs.</p> <p><i>Staff receives training to screen students and initiate the referral process.</i></p> <p><i>Hire family advocate to work with family and providers for identification of health, mental health issues, and behaviors for healthy child development.</i></p> <p><i>Students receive appropriate vision, hearing, height and weight screening conducted by a registered nurse.</i></p>	<p>—————></p> <p>—————></p> <p><i>Hire family advocate to work with family and providers for identification of health, mental health issues, and behaviors for healthy child development.</i></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>
<p>Migrant Education services are culturally appropriate.</p> <p><i>Migrant Education staff is culturally diverse, and reflects the ethnicities and cultures of the students served.</i></p>	<p>—————></p> <p>—————></p> <p><i>Migrant Education staff participates in training on Culturally Responsive Practices.</i></p> <p><i>Supervisor will participate in Undoing Racism workshop.</i></p>	<p>—————></p> <p>—————></p> <p><i>New TOTEM staff participate in cultural awareness and sensitivity training at annual TOTEM conference.</i></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>
<p>Secondary students served by the Migrant Education Program remain in school. Dropout rate of 7-12th grade Migrant students will decrease by 5 percent in a year-to-year comparison.</p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>

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	<i>Secondary HSGQE Prep class, evening homework assistance and summer school support class added.</i>	→	→	→	→
<p><i>Continue to offer Outdoor Leadership Program, in collaboration with Indian Education and Cook Inlet Tribal Council.</i></p> <p>Migrant Education students, grades 7-12, increase their leadership, personal responsibility, and pro-social skills through experiential learning as measured by behavioral observations of participants by program staff and classroom teachers, and participant self-report.</p> <p><i>Each year, every student who participates in at least half of the Outdoor Leadership Program activities increases his/her self-report score from fall to spring 5 points on the Likert Scale survey.</i></p> <p><i>Program Staff written observation indicates growth in students' personal social skills by end of year.</i></p>	<p><i>Continue to offer Outdoor Leadership Program, in collaboration with Indian Education and Cook Inlet Tribal Council.</i></p> <p>Migrant Education students, grades 7-12, increase their leadership, personal responsibility, and pro-social skills through experiential learning as measured by behavioral observations of participants by program staff and classroom teachers, and participant self-report.</p> <p><i>Each year, every student who participates in at least half of the Outdoor Leadership Program activities increases his/her self-report score from fall to spring 5 points on the Likert Scale survey.</i></p> <p><i>Program Staff written</i></p>	<p><i>Collaborate with new community partners to continue to offer Outdoor Leadership Program.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>

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<p>Maintain or increase levels of student participation in Outdoor Leadership Program based on funding and staff collaboration.</p>	<p><i>observation indicates growth in students' personal social skills by end-of-year.</i></p> <p>—————→</p> <p>Maintain or increase levels of student participation in Outdoor Leadership Program based on funding and staff collaboration.</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>
<p>Migrant Education students receive appropriate advocacy and community referrals to meet medical, dental, legal and social service needs.</p>	<p>Program capacity is maintained.</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>	<p>—————→</p>
<p>Goal 3: Public Accountability</p>					
<p>ASD's Migrant Education Program is accountable to parents, the Alaska Department of Education and Early Development (EED), and federal NCLB guidelines.</p> <p>ASD Migrant Education Program Satisfaction Survey indicates that student needs are addressed through program services.</p> <p>EED monitoring procedures find ASD Migrant Education in compliance with state and federal regulations.</p>	<p>—————→</p> <p>75% of completed surveys indicate satisfaction with services provided to students and families.</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>80% of completed surveys indicate satisfaction with services provided to students and families.</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>85% of completed surveys indicate satisfaction with services provided to students and families.</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>90% of completed surveys indicate satisfaction with services provided to students and families.</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>95% of completed surveys indicate satisfaction with services provided to students and families.</p> <p>—————→</p> <p>—————→</p>

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<i>State Comprehensive Needs Assessment goals are incorporated in the Anchorage School District's Six-Year Instructional Plan.</i>	→	→	→	→	→
<i>NCLB monitoring process finds ASD Migrant Education in compliance with federal regulations.</i>	→	→	→	→	→
<i>Federal Migrant Education monitoring and review process, Spring 2007.</i>	→	→	→	→	→