

## **Craig City School District**

### **Migrant Education Service Delivery Plan**

#### **Meeting Migrant Children's Unique Needs**

Families with migrant children and staff will be surveyed annually by the Craig City School District to give them an opportunity to voice their opinions of and expectations for the Craig City School District's Migrant Education program. The staff at each school site with migrant children will distribute the surveys to families with migrant children, and the district office migrant staff will be responsible for following up with families to insure 100% participation. The district office staff will do the same for staff surveys.

Once these surveys have been returned to CCSD, members of the Migrant Advisory Committee will review the surveys to determine the program's strengths and needs. These findings will shape the programs' offerings in the following school year. These offerings may include but are not limited to instructional aides at sites with the highest need, participation in the migrant book distribution, and/or access to the migrant summer activity backpacks. All of these activities will meet migrant children's unique needs while also addressing the needs parents described in the Comprehensive Needs Assessment.

#### **Performance targets and measurable outcomes for migrant children**

Performance targets and measurable outcomes for migrant students are the same as they are for non-migrant students. Students who are below proficient levels based on AK STARS, MAP Growth, and DIBELS assessments in Reading, Writing and/or Mathematics will be provided additional instructional interventions.

## **Policies for Priority for Services Students**

At the district level, Priority for Service (PFS) students in grades K-3 will be identified by CCSD through the review of available assessment data (MAP Growth, DIBELS, curriculum assessments, etc.) and school attendance. Priority for Service students for grades 4 – 12 will be identified by CSSD through the review of available assessment data (AK STARS, MAP Growth, curriculum assessments, etc.) and school attendance.

According to the State of Alaska Migrant Education Program Service Delivery Plan, students are considered to be PFS if they are “failing or most at risk of failing to meet State academic content standards and student achievement standards and also have had their education interrupted during the regular school year” as a result of a migratory move. This list of students, combined with the CSSD district level PFS list (comprised of migrant students who score below proficient or far below proficient on their formative assessments), makes up the full roster of migrant students who are a priority to receive services for the upcoming school year. Upon identification, the principals overseeing schools with PFS students will be notified of who those students are. Those schools with PFS students who are determined to have the highest need (based on results from the comprehensive needs survey and student data) will be given an instructional aide to support those students; those with smaller numbers of PFS students or those with less need will focus other intervention resources to insure that every PFS student is performing on grade level.

## **Family Involvement**

Each school site has a Family Involvement Plan. These plans developed annually each spring in collaboration with families and community members. Migrant families are contacted and asked to participate in the development of these Family Involvement Plans.

Families with Migrant children will be engaged in their child's learning in multiple ways. First, they will be invited into the school regularly to participate in family activities, community events, and individual family conferences with the teacher. They will also be invited into the school for family literacy nights at least twice a year where they can complete a literacy activity with assistance from a certified teacher and select a book with their child to take home. These meetings will occur on a flexible schedule to insure high participation. Those families who are unable or hesitant to come into the school will be encouraged to engage in their child's learning through the Migrant Activity Backpacks, which include activities that families can complete together. Finally, every family enrolled in the Migrant Program will be given the opportunity to voice their needs through the Comprehensive Needs Assessment.