

Jerome Migrant Education Program C.N.A. (Comprehensive Needs Assessment)



"EDUCATING TODAY FOR TOMORROW'S WORLD"

Spring 2013

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education Parent Survey Results.

STATEMENT #	RESPONSE #	Effective Schools Code	SURVEY STATEMENTS
1	23	VISION	The schools have a clear understanding of what my students need to be successful in school
2	2	VISION	I have a clear understanding of what my student needs to be successful in school, but the school does not
3	0	VISION	I do not know, nor does the school share with me what needs to be done to help my student be successful with their education
4	5	VISION	I do not know, but the school does share with me what they are trying to do to help my student be successful in school
5	19	VISION	My student likes to go to school most of the time
7	15	STANDARDS/EXPECTATIONS	The schools deliver the message to parents and students that they believe all students can learn
8	16	STANDARDS/EXPECTATIONS	The teaching methods used seem to work well for my students
10	25	LEADERSHIP	The school administration has treated me with respect as a parent
11	9	LEADERSHIP	The school Administration has communicated with me when I have expressed a concern (does not mean that we always agree)
13	9	COLLAB./COMMUNICATE	I feel the aides, teachers and administration communicate with me at a level that is just about right
14	24	COLLAB./COMMUNICATE	I feel welcome coming to school, no matter the reason
15	12	COLLAB./COMMUNICATE	I feel that aides, teachers and administration think of me as a partner in my student's education
16	13	COLLAB./COMMUNICATE	I am aware that some counseling services are available from the schools for the students
18	15	ALIGN.& MONITOR LEARNING	I have received information on how to help my student as a reader from the schools
19	11	ALIGN.& MONITOR LEARNING	I have received information on how to help my student in math from the schools
20	25	ALIGN.& MONITOR LEARNING	I trust that the school is doing a good job teaching my student what they need to know to be successful in their future
22	20	PROFESSIONAL DEVELOPMENT	Teachers and aides seem to me to be well trained to be teachers and generally do a good job
23A	5	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working with parents
23B	4	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Communicating with parents
23C	3	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach reading
23D	2	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach math
23E	1	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training in subjects beside reading and math
23F	3	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Helping parents with issues outside of school
24	17	SCHOOL LEARNING ENVIRONMENT	I feel the staff respects the cultural heritage of all students
25	12	SCHOOL LEARNING ENVIRONMENT	The school promotes the ideas that people should respect those who are different from them
26A	2	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Summer Schools
26B	9	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Expanded Pre-School opportunities
26C	4	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve In School tutoring
26D	6	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve After school programs during the school year
26E	9	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Drop Out Prevention Programs and promoting High School Graduation
26F	1	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve student English language proficiency education
26G	7	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve translation and interpreting services
26H	10	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved School Safety
27	13	FAMILY & COMMUNITY INVOLVE.	The school provides good information to families about non-school resources for me in the community
28A	2	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved information on parent rights and school policies
28B	4	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved services for Out of School Youth in the community
28C	4	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve career, job opportunity and post-secondary education information
28D	5	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve Parent education classes
28E	4	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved Transportation services
28F	6	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve information sharing on community services for medical/dental/vision/nutrition services

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education Parent Survey Results: **PRIORITIES.**

STATEMENT #	RESPONSE #	Effective Schools Code	SURVEY STATEMENTS
10	25	LEADERSHIP	The school administration has treated me with respect as a parent
20	25	ALIGN.& MONITOR LEARNING	I trust that the school is doing a good job teaching my student what they need to know to be successful in their future
14	24	COLLAB./COMMUNICATE	I feel welcome coming to school, no matter the reason
1	23	VISION	The schools have a clear understanding of what my students need to be successful in school
22	20	PROFESSIONAL DEVELOPMENT	Teachers and aides seem to me to be well trained to be teachers and generally do a good job
5	19	VISION	My student likes to go to school most of the time
24	17	SCHOOL LEARNING ENVIRONMENT	I feel the staff respects the cultural heritage of all students
8	16	STANDARDS/EXPECTATIONS	The teaching methods used seem to work well for my students
7	15	STANDARDS/EXPECTATIONS	The schools deliver the message to parents and students that they believe all students can learn
18	15	ALIGN.& MONITOR LEARNING	I have received information on how to help my student as a reader from the schools
16	13	COLLAB./COMMUNICATE	I am aware that some counseling services are available from the schools for the students
27	13	FAMILY & COMMUNITY INVOLVE.	The school provides good information to families about non-school resources for me in the community
15	12	COLLAB./COMMUNICATE	I feel that aides, teachers and administration think of me as a partner in my student's education
25	12	SCHOOL LEARNING ENVIRONMENT	The school promotes the ideas that people should respect those who are different from them
19	11	ALIGN.& MONITOR LEARNING	I have received information on how to help my student in math from the schools
26H	10	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved School Safety
11	9	LEADERSHIP	The school Administration has communicated with me when I have expressed a concern (does not mean that we always agree)
13	9	COLLAB./COMMUNICATE	I feel the aides, teachers and administration communicate with me at a level that is just about right
26B	9	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Expanded Pre-School opportunities
26E	9	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Drop Out Prevention Programs and promoting High School Graduation
26G	7	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve translation and interpreting services
26D	6	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve After school programs during the school year
28F	6	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve information sharing on community services for medical/dental/vision/nutrition services
4	5	VISION	I do not know, but the school does share with me what they are trying to do to help my student be successful in school
23A	5	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working with parents
28D	5	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve Parent education classes
23B	4	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Communicating with parents
26C	4	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve In School tutoring
28B	4	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved services for Out of School Youth in the community
28C	4	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve career, job opportunity and post-secondary education information
28E	4	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved Transportation services
23C	3	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach reading
23F	3	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Helping parents with issues outside of school
2	2	VISION	I have a clear understanding of what my student needs to be successful in school, but the school does not
23D	2	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach math
26A	2	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Summer Schools
28A	2	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved information on parent rights and school policies
23E	1	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training in subjects beside reading and math
26F	1	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve student English language proficiency education
3	0	VISION	I do not know, nor does the school share with me what needs to be done to help my student be successful with their education

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education Student Survey Results:

STATEMENT #	RESPONSE #	Effective Schools Code	SURVEY STATEMENTS
1	76	VISION	The schools have a clear understanding of what students need to do in order to be successful in school
2	7	VISION	I have a clear understanding of what I need to do to be successful in school, but the school does not.
3	5	VISION	I do not know, nor does the school share with me what needs to be done to help me be successful with my education
4	26	VISION	I do not know, but the school does share with me what they are trying to do to help me be successful in school
5	61	VISION	I like to go to school most of the time.
7	71	STANDARDS/EXPECTATIONS	The schools deliver the message to students that they believe all students can learn
8	81	STANDARDS/EXPECTATIONS	The methods used to teach me seem to work pretty well
10	90	LEADERSHIP	The school administration has treated me with respect as a student
11	58	LEADERSHIP	The school Administration has communicated with me when I have expressed a concern (does not mean that we always agree
13	68	COLLAB./COMMUNICATE	I feel the aides, teachers and administration communicate with me at a level that is just about right
14	77	COLLAB./COMMUNICATE	I feel welcome coming to school
15	60	COLLAB./COMMUNICATE	I feel that aides, teachers and administration think of me as a partner in my own education
16	54	COLLAB./COMMUNICATE	I am aware that some counseling services are available from the schools for me
18	66	ALIGN.& MONITOR LEARNING	I have received help to make me a better reader from the schools
19	66	ALIGN.& MONITOR LEARNING	I have received help to make me a better math student from the schools
20	76	ALIGN.& MONITOR LEARNING	I trust that the school is doing a good job teaching me what I need to know to be successful in my future
22	70	PROFESSIONAL DEVELOPMENT	Teachers and aides seem to me to be well trained and generally do a good job
23A	24	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working and communicating with parents
23B	17	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working and communicating with students
23C	17	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach reading
23D	28	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach math
23E	21	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training in subjects beside reading and math
23F	30	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training F. Helping students with issues outside of school.
24	72	SCHOOL LEARNING ENVIRONMENT	I feel the staff respects my cultural heritage
25	68	SCHOOL LEARNING ENVIRONMENT	The school promotes the ideas that people should respect those who are different from them
26A	12	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved Improved Summer Schools
26B	12	SCHOOL LEARNING ENVIRONMENT	The school system needs to Expanded Pre-School opportunities
26C	35	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve In School tutoring
26D	28	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve After school programs during the school year
26E	21	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Drop Out Prevention Programs and promoting High School Graduation
26F	17	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve student English language proficiency education
26G	23	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved translation and interpreting services
26H	23	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved School Safety
27	56	FAMILY & COMMUNITY INVOLVE.	The school provides good information to my family about non-school resources for me in the community
28A	11	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improved information on student and parent rights and school policies
28B	14	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve services for Out of School Youth in the community
28C	22	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improved career, job opportunity and post-secondary education information
28D	23	FAMILY & COMMUNITY INVOLVE.	The school system needs Parent education classes
28E	20	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved Transportation services
28F	22	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved information on community services for medical/dental/vision/nutrition services

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education Student Survey Results: **PRIORITIES.**

STATEMENT #	RESPONSE #	Effective Schools Code	SURVEY STATEMENTS
10	90	LEADERSHIP	The school administration has treated me with respect as a student
8	81	STANDARDS/EXPECTATIONS	The methods used to teach me seem to work pretty well
14	77	COLLAB./COMMUNICATE	I feel welcome coming to school
1	76	VISION	The schools have a clear understanding of what students need to do in order to be successful in school
20	76	ALIGN.& MONITOR LEARNING	I trust that the school is doing a good job teaching me what I need to know to be successful in my future
24	72	SCHOOL LEARNING ENVIRONMENT	I feel the staff respects my cultural heritage
7	71	STANDARDS/EXPECTATIONS	The schools deliver the message to students that they believe all students can learn
22	70	PROFESSIONAL DEVELOPMENT	Teachers and aides seem to me to be well trained and generally do a good job
13	68	COLLAB./COMMUNICATE	I feel the aides, teachers and administration communicate with me at a level that is just about right
25	68	SCHOOL LEARNING ENVIRONMENT	The school promotes the ideas that people should respect those who are different from them
18	66	ALIGN.& MONITOR LEARNING	I have received help to make me a better reader from the schools
19	66	ALIGN.& MONITOR LEARNING	I have received help to make me a better math student from the schools
5	61	VISION	I like to go to school most of the time.
15	60	COLLAB./COMMUNICATE	I feel that aides, teachers and administration think of me as a partner in my own education
11	58	LEADERSHIP	The school Administration has communicated with me when I have expressed a concern (does not mean that we always agree
27	56	FAMILY & COMMUNITY INVOLVE.	The school provides good information to my family about non-school resources for me in the community
16	54	COLLAB./COMMUNICATE	I am aware that some counseling services are available from the schools for me
26C	35	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve In School tutoring
23F	30	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training Helping students with issues outside of school.
23D	28	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach math
26D	28	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve After school programs during the school year
4	26	VISION	I do not know, but the school does share with me what they are trying to do to help me be successful in school
23A	24	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working and communicating with parents
26G	23	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved translation and interpreting services
26H	23	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved School Safety
28D	23	FAMILY & COMMUNITY INVOLVE.	The school system needs Parent education classes
28C	22	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improved career, job opportunity and post-secondary education information
28F	22	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved information on community services for medical/dental/vision/nutrition services
23E	21	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training in subjects beside reading and math
26E	21	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve Drop Out Prevention Programs and promoting High School Graduation
28E	20	FAMILY & COMMUNITY INVOLVE.	The school system needs Improved Transportation services
23B	17	PROFESSIONAL DEVELOPMENT	Teachers and aides need more training Working and communicating with students
23C	17	PROFESSIONAL DEVELOPMENT	Teachers and aides need Improved training to teach reading
26F	17	SCHOOL LEARNING ENVIRONMENT	The school system needs to improve student English language proficiency education
28B	14	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improve services for Out of School Youth in the community
26A	12	SCHOOL LEARNING ENVIRONMENT	The school system needs to Improved Improved Summer Schools
26B	12	SCHOOL LEARNING ENVIRONMENT	The school system needs to Expanded Pre-School opportunities
28A	11	FAMILY & COMMUNITY INVOLVE.	The school system needs to Improved information on student and parent rights and school policies
2	7	VISION	I have a clear understanding of what I need to do to be successful in school, but the school does not.
3	5	VISION	I do not know, nor does the school share with me what needs to be done to help me be successful with my education

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education Teacher Survey Results:

STATE.#	Effective Schools Code	Survey Summary STATEMENT	Not at all	Very Little	Some what	A Lot	N/A	Rate Ave.
2	VISION	Our schools and staff have a clear understanding of what students need to do in order to be successful in school.	0	2	14	66	0	3.78
3	STANDARDS/EXPECTATION	Our schools deliver the message to students that we believe all students can learn.	0	0	15	67	0	3.82
4	STANDARDS/EXPECTATION	The instructional methods promoted by the school district to teach students, seem to work pretty well.	0	1	45	36	0	3.43
5	LEADERSHIP	The school and district administration has treated me with respect as an employee.	0	3	29	49	1	3.57
6	LEADERSHIP	The Administration has communicated with me when I have expressed a concern (does not mean that we always agree).	0	6	22	52	2	3.58
7	COLLAB./COMMUNICATE	I feel that designated collaboration time is used effectively in our school and in the district.	1	13	30	38	0	3.28
8	COLLAB./COMMUNICATE	I feel school is a welcoming environment for our community and parents.	1	2	16	63	0	3.72
9	ALIGN.& MON. LEARNING	I believe the district is headed in the right direction in helping staff to implement the Common Core Standards.	0	5	26	50	1	3.56
10	PROF. DEV.	Overall professional development offerings are improving my delivery of instruction to all students...	0	5	42	33	2	3.35
11	PROF. DEV.	PD offerings are improving my delivery of Math instruction, including improving delivery to special populations...	0	8	36	17	21	3.15
12	PROF. DEV.	PD offerings are improving my delivery of Reading instruction, including improving delivery to special populations...	1	10	35	23	13	3.16
14	PROF. DEV.	Language acquisition services are helping students improve their English Language skills (i.e. Migrant&ELL students).	0	6	37	34	5	3.36
15	PROF. DEV.	Activities for parents, helping them to become more involved in their students' education are successful.	2	18	39	20	3	2.97
16	PROF. DEV.	Out of School Programs need to increase in order for students to successfully complete their education.	3	13	27	34	5	3.19
17	SCHOOL ENVIRONMENT	I feel the staff respects all cultures represented in the district.	0	2	27	53	0	3.62
18	SCHOOL ENVIRONMENT	I feel the schools promote the ideas that people should respect those who are different from them.	0	3	19	60	0	3.70
19	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Summer School programs.	3	11	28	39	1	3.27
20	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Expanded Pre-School opportunities.	5	10	28	30	9	3.14
21	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) tutoring during the school day.	5	10	33	31	3	3.14
22	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) after school programs during the school year.	6	11	29	34	2	3.14
23	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Dropout Prevention Programs & promoting High School Graduation in all schools.	3	5	26	40	8	3.39
24	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) programs that support students in achieving English language proficiency.	2	8	35	35	2	3.29
25	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) existing translation and interpreting services.	10	13	32	26	1	2.91
26	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve School Safety.	7	17	37	20	1	2.86
13	FAMILY/COMM. INVOLVE.	Support services that include community resources such as medical/dental and mental health referrals are effective in helping students...	0	9	41	19	13	3.14
27	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) communication of information on student and parent rights and school policies.	21	23	20	15	3	2.37
28	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) services for Out of School youth in the community.	16	24	17	15	10	2.43
29	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) career, job opportunity and post-secondary education information.	6	13	35	19	9	2.92
30	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) parent education classes.	9	16	27	26	4	2.90
31	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) student transportation services.	15	39	16	4	8	2.12

Jerome School District: Spring 2013. Comprehensive Needs Assessment: Migrant Education ALL TEACHERS Survey Results: **PRIORITIES.**

STATE.#	Effective Schools Code	Survey Summary STATEMENT	Not at all	Very Little	Some what	A Lot	N/A	Rate Ave.
3	STANDARDS/EXPECTATIONS	Our schools deliver the message to students that we believe all students can learn.	0	0	15	67	0	3.82
2	VISION	Our schools and staff have a clear understanding of what students need to do in order to be successful in school.	0	2	14	66	0	3.78
8	COLLAB./COMMUNICATE	I feel school is a welcoming environment for our community and parents.	1	2	16	63	0	3.72
18	SCHOOL ENVIRONMENT	I feel the schools promote the ideas that people should respect those who are different from them.	0	3	19	60	0	3.70
17	SCHOOL ENVIRONMENT	I feel the staff respects all cultures represented in the district.	0	2	27	53	0	3.62
6	LEADERSHIP	The Administration has communicated with me when I have expressed a concern (does not mean that we always agree).	0	6	22	52	2	3.58
9	ALIGN.& MON. LEARNING	I believe the district is headed in the right direction in helping staff to implement the Common Core Standards.	0	5	26	50	1	3.56
5	LEADERSHIP	The school and district administration has treated me with respect as an employee.	0	3	29	49	1	3.57
23	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Dropout Prevention Programs & promoting High School Graduation in all schools.	3	5	26	40	8	3.39
19	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Summer School programs.	3	11	28	39	1	3.27
7	COLLAB./COMMUNICATE	I feel that designated collaboration time is used effectively in our school and in the district.	1	13	30	38	0	3.28
4	STANDARDS/EXPECTATIONS	The instructional methods promoted by the school district to teach students, seem to work pretty well.	0	1	45	36	0	3.43
24	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) programs that support students in achieving English language proficiency.	2	8	35	35	2	3.29
14	PROF. DEV.	Language acquisition services are helping students improve their English Language skills (i.e. Migrant&ELL students).	0	6	37	34	5	3.36
16	PROF. DEV.	Out of School Programs need to increase in order for students to successfully complete their education.	3	13	27	34	5	3.19
22	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) after school programs during the school year.	6	11	29	34	2	3.14
10	PROF. DEV.	Overall professional development offerings are improving my delivery of instruction to all students...	0	5	42	33	2	3.35
21	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) tutoring during the school day.	5	10	33	31	3	3.14
20	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) Expanded Pre-School opportunities.	5	10	28	30	9	3.14
25	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve (or add too) existing translation and interpreting services.	10	13	32	26	1	2.91
30	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) parent education classes.	9	16	27	26	4	2.90
12	PROF. DEV.	PD offerings are improving my delivery of Reading instruction, including improving delivery to special populations...	1	10	35	23	13	3.16
15	PROF. DEV.	Activities for parents, helping them to become more involved in their students' education are successful.	2	18	39	20	3	2.97
26	SCHOOL ENVIRONMENT	I feel ...the school system needs to improve School Safety.	7	17	37	20	1	2.86
13	FAMILY/COMM. INVOLVE.	Support services that include community resources such as medical/dental and mental health referrals are effective in helping students...	0	9	41	19	13	3.14
29	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) career, job opportunity and post-secondary education information.	6	13	35	19	9	2.92
11	PROF. DEV.	PD offerings are improving my delivery of Math instruction, including improving delivery to special populations...	0	8	36	17	21	3.15
27	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) communication of information on student and parent rights and school policies.	21	23	20	15	3	2.37
28	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) services for Out of School youth in the community.	16	24	17	15	10	2.43
31	FAMILY/COMM. INVOLVE.	I feel...the school system needs to improve (or add too) student transportation services.	15	39	16	4	8	2.12

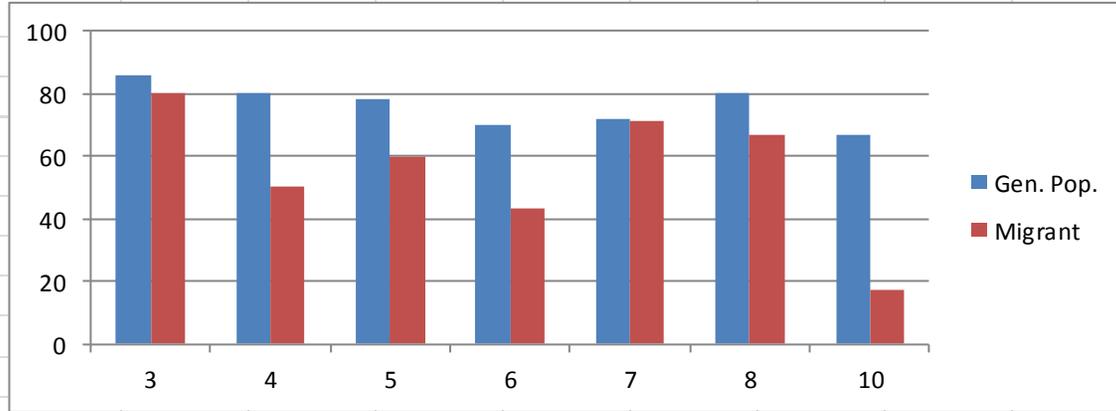
Jerome School District 261: Grade level population comparison between Migrant and General Population on ISAT

Jerome School District 261: Grade level population comparison between Migrant and General Population on ISAT

ALL Percentages compare Migrant summary to General Population summary of % students proficient on the Idaho ISAT State Required Test

Math Sp. 2012

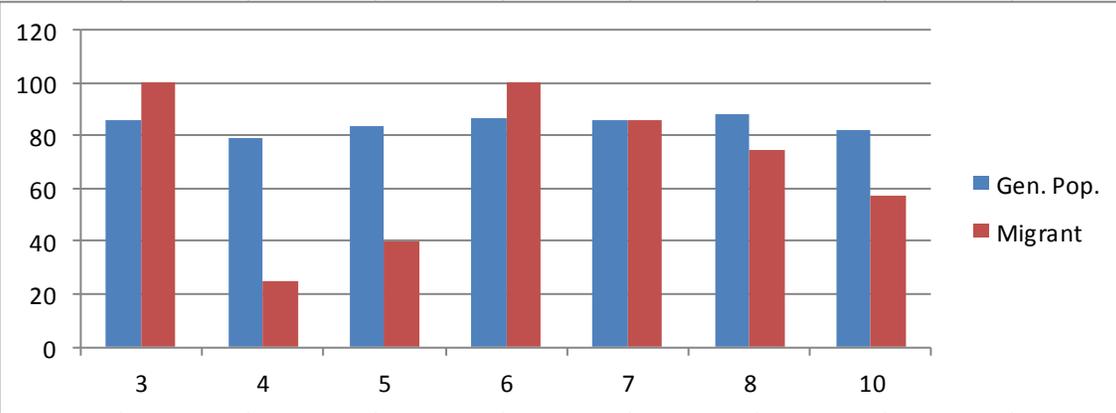
ISAT Gr.	Gen. Pop.	Migrant
3	86	80
4	80	50
5	78	60
6	70	43
7	72	71
8	80	67
10	67	17



Gen/Mig.
3-296/15
4-302/10
5-277/11
6-263/14
7-288/10
8-255/9
10-247/10

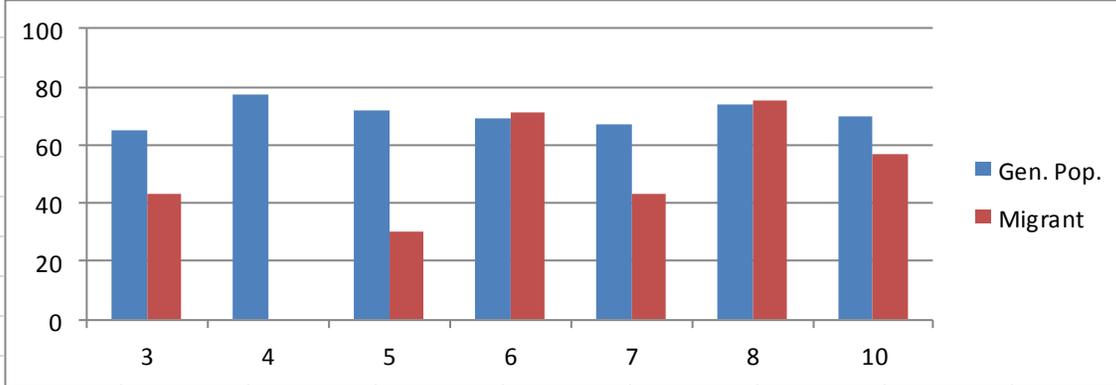
Reading Sp. 2012

ISAT Gr.	Gen. Pop.	Migrant
3	86	100
4	79	25
5	84	40
6	87	100
7	86	86
8	88	75
10	82	57



Language Sp. 2012

ISAT Gr.	Gen. Pop.	Migrant
3	65	43
4	77	0
5	72	30
6	69	71
7	67	43
8	74	75
10	70	57



IDAHO MIGRANT EDUCATION PROGRAM

LIST OF IDAHO'S MPOs AND SOLUTION STRATEGIES – 2012-13 SCHOOL YEAR

NOTE from Jerome SD: Strategies for the district include those state mandated in **GREEN and District identified in **RED***

Revised MPO	Goal 1.0 – School Readiness	Strategies (from the CFSGA 2012-13)
1a	By the end of the 2012-13 school year, 3-4 year old <u>pre-K children</u> enrolled in a migrant-funded pre-K program will show a 20% gain between pre- and post-assessment on a pre-reading skills measure of school readiness.	1-1 Identify performance targets for children entering kindergarten 1-2 Adopt evidence-based curriculum addressing the unique needs of PK migrant children 1-3 Identify/develop assessment tools appropriate for PK migrant children 1-4 Establish collaborations between MSHS and LEAs serving migrant children to communicate performance targets, recruitment/referrals, parent and staff training, and the sharing of curriculum and instructional strategies 1-5 Provide extended service time targeting the unique needs of migrant children 1-6 Collaborate with LEAs, MSHS, Head Start, Idaho STARS for CDA program 1-7 Provide supplemental school readiness materials to migrant families of PK children (e.g., books, crayons, math manipulatives, alphabet magnets) 1-8 Identify tools to measure pre- and post-language skills 1-9 Identify PK-appropriate curriculum for teaching English 1-10 Provide professional development to PK-funded teachers/aides on the unique needs of migrant students. 1-11 Explore the feasibility of implementing migrant-funded PK programs for 3 and 4 year old children 1-12 Provide training to PK migrant parents to help them support their child's early literacy skills (e.g., Parents as Teachers, LEA migrant PACs) 1-13 Support PK school readiness through parent/child field trips (e.g., riding the school bus, meeting their kindergarten teacher, eating lunch at school [all day kindergarten], using the library, using computers, registering for school) 1-14 Establish a written agreement among MEP-funded LEAs and the applicable MSHS and Head Start programs
1b	By the end of the 2012-13 school year, 80% of <u>parents</u> of migrant pre-K children surveyed who participate in one or more school events/training will report a gain in their ability to help their young children achieve early literacy skills.	
MPO	Goal 2.0 – Reading	
2a	By the end of the 2012-13 school year, the percentage of <u>migrant students</u> attaining proficiency on the ISAT in reading will increase by 3%.	2-1 Provide intensive reading and language instruction during summer school 2-2 Offer extended day literacy opportunities for migrant children 2-3 Provide parents with literacy materials and appropriate literacy training 2-4 Increase access to community literacy resources (e.g., school library, public library) 2-5 Prepare and provide a grade-appropriate literacy packet for migrant students on extended leaves/absences 2-6 Provide access to English language development for migrant families 2-7 Develop an ELP for all migrant students who also are ELs 2-8 Implement support systems at the secondary level to assist migrant students with reading/literacy homework, test-taking skills, special projects, and monitoring of academic progress
2b	By the end of the 2012-13 school year, the percentage of <u>migrant students who are English learners</u> attaining proficiency on the IELA will increase by 3%.	
2c	By the end of the 2012-13 school year, the percentage of K-3 <u>migrant students</u>	

	attaining proficiency on the IRI will increase by 3%.	<p>2-9 Provide transportation options to migrant parents to attend meetings, parent programs, and reading-related activities</p> <p>2-10 Utilize PAC meetings to inform parents of skills tested on IRIs, ISAT, IELA, and other assessments to measure their child’s reading educational progress</p> <p>2-11 Provide professional development to all staff on the unique needs of migrant students that affect academic success</p> <p>2-12 Conduct home visits for sharing information on supporting reading/literacy in the home.</p>
MPO	Goal 3.0 – Mathematics	Strategy
3a	By the end of the 2012-13 school year, the percentage of <u>migrant students</u> attaining proficiency on the ISAT in mathematics will increase by 3%.	<p>3-1 Provide intensive math instruction during summer school</p> <p>3-2 Offer extended day math opportunities for migrant children</p> <p>3-3 Provide math materials and appropriate training for migrant parents to help their children in math</p> <p>3-4 Prepare and provide a grade-appropriate math packet for migrant students on extended leaves/absences</p> <p>3-5 Implement support systems at the secondary level to assist migrant students with math homework, test-taking skills, special projects, and monitoring progress in mathematics</p> <p>3-6 Provide transportation options to migrant parents to attend meetings, parent programs, and math-related activities</p> <p>3-7 Utilize PAC meetings to inform parents of skills tested on math ISAT and other assessments to measure the educational progress of their child in math and to inform parents about how they can support their child’s math progress</p> <p>3-8 Provide professional development to all staff on the unique needs of migrant students that affect academic success.</p> <p>3-9 Provide information and supplementary math tools for home use to assist families in supporting their child’s math achievement</p> <p>3-10 Conduct home visits for sharing info on supporting math in the home.</p>
MPO	Goal 4.0 – Graduation	Strategy
4a	By the end of the 2012-13 school year, 60% of <u>migrant students</u> enrolled in school will accrue sufficient credits to graduate on time.	<p>4-1 Hold a meeting with the parents of 8th grade migrant students to facilitate high school registration</p> <p>4-2 Facilitate meetings between migrant secondary students and school counselors at least three times each year</p> <p>4-3 Hold school team meetings each year with students’ migrant teacher, general classroom teacher, home/school liaison and/or interpreter, and others as appropriate to determine students who need graduation plans</p> <p>4-4a Notify parent(s) of H.S. children regarding on track to graduate status</p> <p>4-4b Invite parents of students not on track for graduation to a meeting to develop a graduation plan</p>

4b	90% of <u>migrant students</u> enrolled as seniors will graduate or will continue enrollment towards graduation.	<p>4-4c Prepare individual graduation plans for migrant students identified by the school team as at risk for not graduating on time with parent input</p> <p>4-5 Facilitate migrant student participation in classes with fees and extra curricular activities by removing barriers (e.g., lack of transportation; lack of funds for fees, information, or opportunities)</p> <p>4-6 Provide tutorial support and guidance to students enrolled in PASS, IDLA, and other credit accrual programs</p>
4c	80% of <u>staff</u> who serve migrant students and who received MEP-sponsored professional development will report having a better understanding of the unique needs of migrant students.	<p>4-7 Remove barriers through facilitating flexible scheduling for out-of-school youth and working migrant high school students who are attending classes</p> <p>4-8 Coordinate with local agencies to enroll migrant students and OSY in online courses, GED programs, career education, vocational training</p> <p>4-9 Provide training to all MEP staff on MSIX</p> <p>4-10 Offer PD to all staff (e.g., support staff) and administrators working with migrant students on the educational/cultural aspects of migrancy and mobility and their impact on students unique educational needs</p>
4d	80% of <u>migrant parents</u> participating in one or more school events/training will report that it provided them with knowledge about the education system and allow them to better support their children’s learning.	<p>4-11 Provide leadership training for migrant parents</p> <p>4-12 Utilize speakers and role models to inform and motivate migrant children, youth, and parents</p> <p>4-13 Utilize PAC meetings to provide relevant information to migrant parents on secondary education issues (e.g., postsecondary education, assessment/ testing, graduation requirements), school system requirements</p>
4e	75% of <u>migrant OSY</u> receiving MEP services will report being better prepared for success in school and/or in the workplace.	<p>4-14 Offer supportive services to identified OSY (e.g., health referrals, ESL classes, community resources)</p> <p>4-15 Participate in the activities sponsored by the SOSOSY & InET Consortia</p> <p>4-16 Conduct home visits for sharing information to support H.S. graduation</p> <p>4-17 Hold an annual parent meeting to explain post-secondary education and funding options.</p>



JEROME JOINT SCHOOL DISTRICT 261

JEROME SD MIGRANT PROGRAM C.N.A. (Comprehensive Needs Assessment) ACTION PLANNING:

GOAL: Use process of a Comprehensive Needs Assessment to build community understanding of Migrant program as it exists, and to get help for future planning and improvement in overall Migrant programs within established State and Federal Regulations.

Sponsor: Jerome School District

Lead: Federal Programs Director

NOTES: C.N.A. Committee Reviewed Survey and student achievement data and put together the following needs. Development will continue in the 2013-2014 school year and be written into plans of the Jerome School District Migrant Education Program.

Need	Team Member	BY	PROGRESS and State MPO
Head Start Agreements: Explore both Migrant and General Head Start Cooperation toward improvement.	Federal Programs Office	Fall 2013	Goal 1.0 – School Readiness
Follow up survey with parents on summer offering: A) When; B) What; C) LEP help for parents and technology camp for students at the same time.	Federal Programs Office	Fall 2013	Goal 2.0 – Reading Goal 3.0 – Mathematics Goal 4.0 – Graduation
Migrant Technology CAMP ideas: A) Short camp at start of summer (summer school). If students attend with parents then have a mobile device that they can take home for summer (maybe longer) with mobile hot spot purchased for use if needed (example Google Nexus and Verizon not spot); B) Follow up summer sessions, maybe once every three weeks; C) Have students target help with math or ELA while parents get some instruction in "other" areas appropriate for them;	Federal Programs Office. Use Administrative Migrant Funding to implement administration of the program. Have a steering and planning committee modeled after this C.N.A. Committee. Director of Curriculum will help explore Khan Academy use as the	Develop Plan for summer 2014. Write into the District Plan and plan funding for 2013-2014. Federal Programs Office work with District Director of Technology, and	Goal 2.0 – Reading Goal 3.0 – Mathematics Goal 4.0 – Graduation

Need	Team Member	BY	PROGRESS and State MPO
D) Explore Khan Academy for both parents and students as an example of connection to core subjects.	district develops use during the school year. Google nexus devices recommended for use as they work well with the Khan Academy.	District Director of Curriculum.	
Look into Rosetta Stone purchase of program to actually send home for migrant families to help with English.	Federal Programs Office, Jerome Family Home Liaison, and Building Managers	Fall 2013 and Summer Migrant Tech. Camp 2014.	Goal 2.0 – Reading
<p>Improve help for parents:</p> <p>A) Face to face;</p> <p>B) Help with Internet;</p> <p>C) Use of Library system to parents know they can use it as well;</p> <p>D) Labs at schools and Library both used and possible open nights.</p>	Federal Programs Office	Fall 2013 and Summer Migrant Tech. Camp 2014.	<p>Goal 2.0 – Reading</p> <p>Goal 3.0 – Mathematics</p>
<p>Building Managers: Group feel building managers are a very positive and personal program but need some improvements:</p> <p>A) From survey the Parra's need PD on In School Tutoring (maybe Pesky Center) and focus on that PD on how to help students in school.</p> <p>B) Building managers need to be more visible and outgoing in their contacts with parents;</p> <p>C) All buildings with focus on Building Managers need to have opening meetings and focused monthly contacts with parents;</p> <p>D) Building managers need to be instrumental in working with Latinos in Action (LIA and Mrs. Carlisle as partner) to arrange tutoring.</p>	<p>Federal Programs Office and building administration to improve building manager program.</p> <p>Director of Curriculum will explore PD with pesky center during contract time in 2013-2014 school years.</p> <p>Federal Programs Office and JHS building administration will partner with LIA to improve building manager program.</p>	2013-2014 school years	<p>Goal 2.0 – Reading</p> <p>Goal 3.0 – Mathematics</p> <p>Goal 4.0 – Graduation</p>
Latinos in Action: Set aside funding to start a migrant student tutoring service in which LIA students would be paid to actually tutor students in home or other locations such as the public library. System modeled after the old SES Title I mandated tutoring that is no longer done.	Federal Programs Office and LIA and Mrs. Carlisle as partner	2013-2014 school years	<p>Goal 2.0 – Reading</p> <p>Goal 3.0 – Mathematics</p> <p>Goal 4.0 – Graduation</p>

Need	Team Member	BY	PROGRESS and State MPO
<p>Restart the "Parents as Teachers" training that was run previously with Albertson grant funds. Alma Rodriguez has been trained as a teacher of this program. We need more public meetings and classes that work for parents. PAC can help with some of this.</p>	<p>Federal Programs Office Alma Rodriguez (Jerome Family Home liaison). NOTE: Set aside stipend for class modeled after PD offered classes run by district personnel. In addition to existing Family Home liaison duties and kept separate in time management.</p>	<p>2013-2014 school years</p>	<p>Goal 1.0 – School Readiness</p>
<p>Graduation Expectations: From C.N.A. information (surveys) this needs to be an improved K-12 focus. Parents and students need to know what it takes to graduate and understand the whole credit system. Include a Migrant parent orientation before each school year or at the start of the school year.</p>	<p>Federal Programs Office, Building Administrations, Building Managers, Family Liaison and PAC.</p>	<p>Fall 2013.</p>	<p>Goal 4.0 – Graduation</p>
<p>High Expectation message came up in discussions: Student at high school had a B in math and he wanted to raise to an A and be a straight A student. Teachers need to be a little more aggressive to help students. When student asked what they could do to raise grade, the response was, "Well really you are doing OK," and nothing was offered. End result was a B in the class and parent and student felt that student was just not pushed enough especially when he was willing to do more. <u>Question</u>: Would that type of thing be acceptable to anyone if that was your child and had high goals, and what kind of message was sent?" Message needs to be shared and reminder to personnel within the Jerome School District Educational System of what is expected with "High Expectations" both for students and staff.</p>	<p>Superintendent of Schools, Federal Programs Director, and Administrative Team</p>	<p>Ongoing</p>	<p>Goal 2.0 – Reading Goal 3.0 – Mathematics Goal 4.0 – Graduation</p>



Jerome School District #261

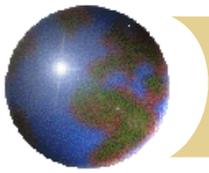
Sign in Sheet

Event: Migrant Needs Assessment Meeting

Date: 6 / 6 / 2013

Event Location: District Office Conference Room

	Name	Address	E-mail address
1	Alma Rodriguez	125 4th Ave E Jerome	alma.rodriguez@jerome
2	Keeli Campbell	keeli.campbell@jeromeschools.org	keeli.campbell@gmail.com
3	Tyler Wardle	JHS	Tyler.Wardle@jeromeschools.org
4	Sherri Johns	Jefferson Elem. School	sherri.johns@jeromeschools.org
5	Hilda Limon	546 Smokey Mtn. Dr Jerome	hilda.limon@jeromeschools.org
6	Angela Vargas	546 Smokey Mtn. Dr Jerome, ID	
7	Peggy Pickett	295 So. 360 W. Jerome	peggy.pickett@jeromeschools.org
8	Janet L. Avery	JMS	janet.avery@jeromeschools.org
9	Ana Reullas	432 W AVE K Jerome	valezana@yahoo.com
10	Clark Muscat		clark.muscat@jeromeschools.org
11			
12			

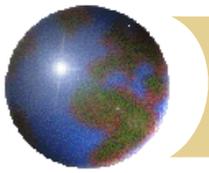


“Thank you for Attending and Helping!”

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”

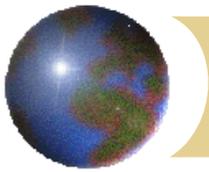


-Margaret Mead



Agenda: (Please sign in)

- ✦ **Goal: Build Community understanding of Migrant program as it exists (with regulations) and get help for future planning.**
- ✦ Explanation of Handouts on Tables
- ✦ Background on Federal Programs (Migrant)
- ✦ Activity: Review “Needs Assessment Information”
- ✦ Q1: What are we doing well?
- ✦ Q2: What are we not doing well?
- ✦ Q3: What should we prioritize?

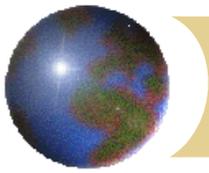


Federal/State Grant Programs:

- ✦ **Title IA:** Improving the Academic Achievement of the Disadvantaged. (\$724,912)
- ✦ **Title IC:** Migrant Education. (\$110,967)
- ✦ **Title II:** Improving Teacher and Principal Quality (\$157,729)
- ✦ **Title III:** (LEP) Limited English Proficiency (\$73,521)
- ✦ **State LEP:** Supports Title III LEP (\$140,743)

TOTAL: \$1,207,872

(Previous: \$1,213,424)



Federal/State Grant Programs:

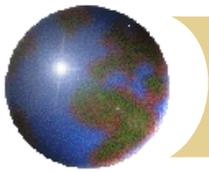
✦ **Title IC is Migrant Education: (\$110,967)**

TOTAL: \$110,967 (Carry Over allowed 15%)

- ✓ **Salary/Benefits: 6 Staff (1 Dist. Office and 5 in buildings) \$71,675**
- ✓ **Prof. Dev./Curriculum (Nat./State Conferences) \$10,000**
- ✓ **Supplies \$17,889**
- ✓ **Travel \$7,500**
- ✓ **Fees \$3,903**

Migrant STUDENTS SERVED: 141 Active During the School year 2012-2013

District total populations served 2012-2013: **4103** (3943)



Federal Migrant Funding:

✦ **Funds of LAST Resort:**

Funding is to be used for supplemental activities that must align to the state “Migrant Education Plan” and focus on the four defined goals from the state plan.

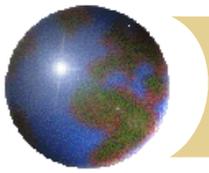
✦ **However, cannot just use federal funds to replace that which state and district is responsible for doing.**

✦ **Goal 1.0 – School Readiness.**

✦ **Goal 2.0 – Reading.**

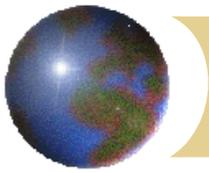
✦ **Goal 3.0 – Mathematics.**

✦ **Goal 4.0 – Graduation**



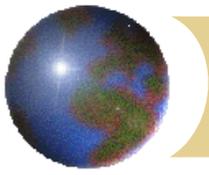
Comprehensive Needs Assessment?

- ✿ The process engages Migrant Stakeholders (staff, parents, and community members) and uses those stakeholders to look at information to establish broad-based plans for the Migrant program within the guidelines of the regulations. The goal is to develop effective services for migrant students.
- ✿ **Information:**
 - Parent Survey
 - Student Survey
 - Teacher Survey
 - ISAT Peer data on achievement comparison.



SO.... Questions? Discussions? Observations?

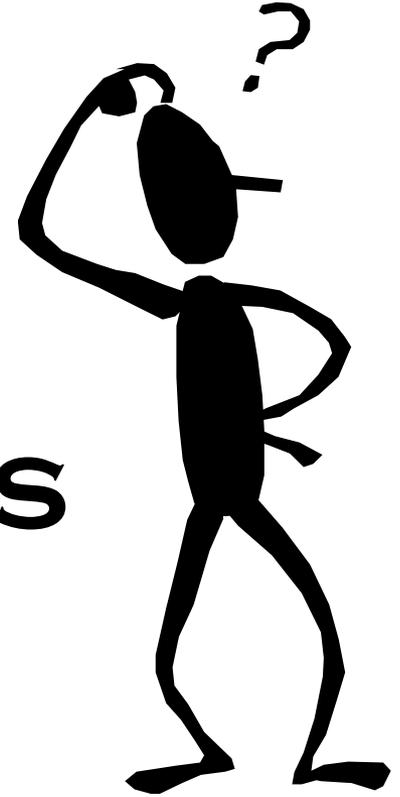
- ⊕ Review handouts on own.
- ⊕ “Table Talk” in small groups.
- ⊕ Record thoughts and then we will share in each group.
- ⊕ Q1: What are we doing well?
- ⊕ Q2: What are we not doing well?
- ⊕ Q3: What should we prioritize? What suggestions do you have to improve our Migrant Program?
(Action Plan)



Educating Today for Tomorrow's World

**IF YOU ALWAYS DO
WHAT YOU'VE ALWAYS
DONE...**

**THEN, YOU'LL ALWAYS
GET WHAT YOU'VE
ALWAYS GOT !!!**



Author Unknown