

**SIGNATURES AND AUTHORIZATION**

**This page must be completed and returned with the application to be approved.**



<b>DISTRICT</b>	Marion County		
<b>ALL STAFF COMPLETING APPLICATION</b>	Elma Simpson / Michael Abell		
<b>SUPERINTENDENT</b>	Taylora Schlosser		
<b>ADDRESS LINE 1</b>	755 East Main Street		
<b>ADDRESS LINE 2</b>			
<b>CITY</b>	Lebanon, Kentucky		
<b>ZIP</b>	40033		
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<b>FINANCE OFFICER EMAIL</b>	ruth.cocanougher@marion.kyschools.us		
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<b>FISCAL AGENT (if different)</b>			
<b>FISCAL AGENT EMAIL (if different)</b>			
<b>FISCAL AGENT TELEPHONE (if different)</b>			
<b>Required activity numbers on Reading tab that have been updated since approved by SEA.</b>	<input type="checkbox"/> 1.1(1)a <input type="checkbox"/> 1.1(1)b <input type="checkbox"/> 1.1(2)a <input type="checkbox"/> 1.1(2)b	<input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3a <input type="checkbox"/> 1.3b <input type="checkbox"/> 1.3c	<input type="checkbox"/> 1.4/1.5a <input type="checkbox"/> 1.4/1.5b <input type="checkbox"/> 1.4/1.5c <input type="checkbox"/> Check Box 1
<b>Required activity numbers on Math tab that have been updated since approved by SEA.</b>	<input type="checkbox"/> 2.1a <input type="checkbox"/> 2.1b <input type="checkbox"/> 2.1c <input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3a <input type="checkbox"/> 2.3b <input type="checkbox"/> 2.3c	<input type="checkbox"/> 2.4a <input type="checkbox"/> 2.4b <input type="checkbox"/> 2.4c
<b>Required activity numbers on Graduation &amp; Dropout Prevention tab that have been updated since approved by SEA.</b>	<input type="checkbox"/> 3.1a <input type="checkbox"/> 3.1b <input type="checkbox"/> 3.1c <input type="checkbox"/> 3.2a <input type="checkbox"/> 3.2b	<input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4a <input type="checkbox"/> 3.4b <input type="checkbox"/> 3.4c	<input type="checkbox"/> 3.5a <input type="checkbox"/> 3.5b <input type="checkbox"/> 3.6a <input type="checkbox"/> 3.6b
<b>Required activity numbers on Preschool tab that have been updated since approved by SEA.</b>	<input type="checkbox"/> 4.1b <input type="checkbox"/> 4.2a <input type="checkbox"/> 4.2b	<input type="checkbox"/> 4.3c <input type="checkbox"/> 4.4a	<input type="checkbox"/> 4.4b <input type="checkbox"/> 4.4c
<b>Required activity numbers on OSY and PAC tabs that have been updated since approved by SEA.</b>	<input type="checkbox"/> 5.1a <input type="checkbox"/> 5.1b <input type="checkbox"/> 5.1c	<input type="checkbox"/> 5.2a <input type="checkbox"/> 5.2b <input type="checkbox"/> 5.2c	<input type="checkbox"/> PAC 1 <input type="checkbox"/> PAC 2 <input type="checkbox"/> PAC 3 <input type="checkbox"/> PAC N



Kentucky Migrant Education Program Grant Application for  
2018-2019 (311E)

Standalone

I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure that the attached application has been reviewed and approved for implementation by all stakeholders and the district offices will comply with all requirements, both technical and programmatic, pertaining to the Migrant Education Program standalone grant. I acknowledge that failure to comply may significantly impact future funding, in addition to any applicable penalties under law.

	
	District Contact
	
	Date
	Superintendent
	Date



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<b>Parent Advisory Council Meetings</b>	
Tell us about the last three Parent Advisory Council meetings that the program held.	
Most recent PAC (PAC 1)	
Date	21-Apr-17
Total number of participants: 15 Parents: 4 Children: 10 OSY: 0	
Time	5:30 PM
Location	Marion Co. Schools Community Learning Center
Topics discussed	End of the year migrant services reflection, KPREP Testing, Summer Program/Camps (PreK, Elementary, Middle, High School, and OSY), and Immigration DACA
What changes did the program make?	
Second most recent PAC (PAC 2)	
Date	7-Aug-17
Total number of participants: 24 Parents: 11 Children: 13 OSY: 0	
Time	5:30 PM
Location	Marion Co. Schools Community Learning Center
Topics discussed	After school programs, attendance policy, transition to the two new schools (Marion Co. Middle School and Marion Co. Knight Academy), enrollment packet assistance, new PAC members election, Family Night Events, and future PAC meetings topics
What changes did the program make?	
Third most recent PAC (PAC 3)	
Date	30-Nov-17
Total number of participants: 15 Parents: 5 Children: 10 OSY: 0	
Time	5:30 PM
Location	Marion Co. Schools Community Learning Center
Topics discussed	MSIX, MAP testing, Migrant Family Special Event, Homework assistance, future PAC meetings/topics
What changes did the program make?	
The information below is regarding the next planned PAC meeting. (PAC N)	



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<b>Parent Advisory Council Meetings</b>	
Tell us about the last three Parent Advisory Council meetings that the program held.	
Most recent PAC (PAC 1)	
Date	26-Apr-18
Time	5:30 PM
Location	Marion Co. Schools Community Learning Center
What topic(s) will be discussed?	Summer Dream Academy Camps, KPREP, practical tips for parents on how to work with their child or children in math and reading at home during the summer months, and migrant services SY 2017-18 reflection



**Kentucky Migrant Education Program Grant Applications for  
2016-2017 (311C), 2017-2018 (311D), AND 2018-2019 (311E)**

**Standalone**

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**311E Budget Review and Summary**

<b>MUNIS Code (with Allowable Expenditure)</b>	<b>Activity</b>	<b>Regular</b>	<b>Summer</b>	<b>Parent Advisory Council</b>
Codes identified as "YES" from the non- competitive funding matrix (select from dropdown menu)	For 100 codes, list name of regular school year staff, Full Time Equivalency (FTE), if split funded list the other funding source.  For 300-800 codes, provide description of activity.	Line item amount	Line item amount (25% of allocation recommended)	Line item amount (Minimum 1% of allocation)
<b>Total allocation</b>				
110 - Certified Services (Contract)	Certified Teacher Salary, Elma Simpson (Advocate/Recruiter) 1.0; Michael Abell (District Contact), .10	\$45,416.90	\$2,800.00	
111 - Extended Days (Contract)	Elma Simpson (33 days) 1.0; Michael Abell (5.3 days) .10		\$9,122.33	
221 - Employer FICA Contribution	Fringe benefit provided by LEA	\$300.00	\$50.00	
222 - Employer Medicare Contributions	Fringe benefit provided by LEA	\$700.00	\$131.42	
231 - KY Teacher's Retirement System (KTRS) Employer Contribution	Fringe benefit provided by LEA	\$7,500.00	\$1,734.48	
Choose				
251 - State Unemployment Insurance	Fringe benefit provided by LEA	\$100.00	\$50.00	
294 - Federally Funded Health Care Benefits	Fringe benefit provided by LEA	\$8,244.29	\$3,000.00	
295 - Federally Funded Life Insurance Benefits	Fringe benefit provided by LEA	\$13.20		
296 - Federally Funded State Administration Fee	Fringe benefit provided by LEA	\$109.30		
Choose				
Choose				
342 - Auditing Services	auditing services	\$100.00		
345 - Medical Services	As needed when all other resources have been exhausted	\$200.00		
532 - Telephone	telephone and internet service for migrant office	\$743.00	\$200.00	



### Standalone

### **311E Budget Review and Summary**

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311E Budget Review and Summary

MUNIS Code (with Allowable Expenditure)	Activity	Regular	Summer	Parent Advisory Council
Codes identified as "YES" from the non- competitive funding matrix (select from dropdown menu)	For 100 codes, list name of regular school year staff, Full Time Equivalency (FTE), if split funded list the other funding source.  For 300-800 codes, provide description of activity.	Line item amount	Line item amount (25% of allocation recommended)	Line item amount (Minimum 1% of allocation)
<b>Totals</b>		\$66,106.69	\$18,312.31	\$850.00
		77.53%	21.48%	1.00%
		Regular	Summer	PAC



Kentucky Migrant Education Program Grant Applications for  
2016-2017 (311C), 2017-2018 (311D), AND 2018-2019 (311E)

Standalone

<b>Totals</b>
<b>Line total</b>
<b>\$85,269.00</b>
<b>\$48,216.90</b>
<b>\$9,122.33</b>
<b>\$0.00</b>
<b>\$0.00</b>
<b>\$0.00</b>
<b>\$350.00</b>
<b>\$831.42</b>
<b>\$9,234.48</b>
<b>\$0.00</b>
<b>\$150.00</b>
<b>\$11,244.29</b>
<b>\$13.20</b>
<b>\$109.30</b>
<b>\$0.00</b>
<b>\$0.00</b>
<b>\$100.00</b>
<b>\$200.00</b>
<b>\$0.00</b>
<b>\$943.00</b>
<b>\$0.00</b>



Totals
Line total
\$1,900.00
\$250.00
\$730.00
\$650.00
\$350.00
\$0.00
\$0.00
\$400.00
\$0.00
\$0.00
\$474.08
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00



Kentucky Migrant Education Program Grant Applications for  
2016-2017 (311C), 2017-2018 (311D), AND 2018-2019 (311E)

Standalone

Totals
Line total
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
Total



**Marion County Public Schools**

**Out of School Youth (OSY) Goals**

**State Performance Target:** *Provide and coordinate support services that meet the needs of all students.*

**Measurable Program Outcome 1:** *Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.*

**Measurable Program Outcome 2:** *Increase the percentage of OSY who are participating in structured education programs (GED or HS Diploma/Credit Recovery) to 4%.*

**Service Delivery Strategy OSY 5.1:** Regional and local programs will provide opportunities for development of basic English and life skills through mini-lessons and resources for independent learning using instructional and assessment resources from the GOSOSY consortium and website.

**Required Activities OSY 5.1a:** Provide at least one Life Skills lesson along with the appropriate pre- and post-tests within 30 days after completing the COE and the OSY Profile. In addition, one instructional service must be provided monthly for districts and quarterly for regions.

How will the local MEP address the service delivery strategy and required activities during the school year?

OSY profile as well as student interviews will be used to identify student needs. MEP staff will provide life skills mini-lessons that will be tailored to their needs, and provide pre and post assessments to measure learning and progress. MEP staff will make monthly home visits to provide instructional services to meet the required activities and the unique needs of OSY.

Marion County MEP will continue to utilize OSY profile to identify the unique needs of OSYs. The OSY English Language Screener will also be used to assist staff/educators to make informed decisions about where to begin English language instructions, language skills need work, and instructional materials to use. Based on their needs, MEP staff will provide a life skills lesson with the appropriate pre and post assessments to measure progress within 30 days of completing the COE/OSY Profile. Assessment results will be shared to student and educational support staff involved. Furthermore, staff will provide a mini-lesson once a month that will be tailored to their needs.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year. MEP staff will also utilize GOSOSY instructional materials, English in Minutes Books/CDs, and teacher generated materials.

**Required Activities OSY 5.1b:** Use the GOSOSY consortium resources to assess needs (OSY profile), use an education/career plan (\*OSY Personal Learning Plan-TBD), and coordinate with schools and community agencies.

How will the local MEP address the service delivery strategy and required activities during the school year?

Marion County MEP has utilized the GOSOSY resources to assist and provide instructional services. Additionally, MEP will utilize OSY Personal Learning Plan when it is available. MEP will continue to collaborate with and refer OSY to community partners such as Family Literacy, ESL program, the extension office, Community Action and Adult Education. In addition, MEP will utilize mini-lessons in Schoology for those OSYs that have internet access.

MEP staff will continue to use the GOSOSY resources to assess OSY needs and develop OSY Personal Learning Plan. MEP staff will collaborate with community partners such as the Family Literacy (provides ESL classes for adults and children), Marion Co. Extension Office with cooking and financial classes, and Adult Education to assist them with career pathways.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

**Required Activities OSY 5.1c:** Contact OSY at least monthly about needs (using OSY's preferred method of communication).

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP staff will review each OSY profile to determine the best way to communicate with them. MEP staff will use different ways to communicate with OSYs, such as Remind 101, MEP Facebook page, via phone, email, home visits, and text message.



Marion County Public Schools

Out of School Youth (OSY) Goals

**State Performance Target:** Provide and coordinate support services that meet the needs of all students.

**Measurable Program Outcome 1:** Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.

MEP staff will revisit OSY profile to ascertain OSY's preferred method of communication due to their work schedules. MEP staff will stay in contact with OSYs at least once a month using multiple ways of communication (i.e., Remind 101, MEP Facebook page, phone calls, home visits, and text messages) to ensure needs are being met.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

**Service Delivery Strategy OSY 5.2:** Local projects will support recovery youth in articulating personal educational goals and accessing educational opportunities.

Required Activities OSY 5.2a: Develop a need-based education plan for identified recovery youth upon completion of OSY Profile (within two weeks of recruitment). Potential support may include assisting youth with: credit accrual, mentoring, alternative education, GED, etc.

How will the local MEP address the service delivery strategy and required activities during the school year?

**Marion County MEP will continue to partner with the adult education and the family literacy programs to develop educational goals and plans for recovery youth. MEP staff will assist recovery youth in completing forms necessary to enroll in GED and other educational programs.**

In addition to the aforementioned activities, MEP staff will search for other alternative education programs available in our district and online. OSY can use resources such as KET Fast forward, Khan Academy, and the Kaplan to help them prepare for the GED test. It is an online program so students can work on their own pace. Staff can monitor their progress and see what skills they need to work on.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year. MEP will also coordinate with the Career Center personnel for available educational and career opportunities.

Required Activities OSY 5.2b: Assist recovery youth with formulating short-term and long-term education goals. (\*GOSOSY OSY Personal Learning Plan-TBD).

How will the local MEP address the service delivery strategy and required activities during the school year?

Short term goals involve MEP staff with providing resources necessary to dialogue with employers and navigate around the community. Long term goals include effectively communicating with others and be successful in the transition to the world of work.

For short term goals, MEP staff will aid recovery youth in enrolling GED classes onsite or online. Long term goals comprise successful completion of the GED program and passing all parts of the test.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year. MEP staff will also assist and guide recovery youth on the steps they need to take to achieve their goals.

Required Activities OSY 5.2c: Train MEP staff at the regional level in strategies for providing job training advice and skill building.

Although this is a regional level activity, please list job training resources in your community that may be of interest to recovery OSY.

Marion County Adult Education has an online program that offers "Soft Skills Training Program for Work Readiness" that teaches individuals to build work readiness skills, gain new insights into employer expectations in the workplace, mentally shift their own outlooks to be more successful on the job, and develop interpersonal skills needed to manage difficult workplace situations. Participants receive a certificate of completion at the end of the course. Additionally, individual businesses in our community offer their own "job training at the workplace".

MEP staff will continue to partner with Adult Education with potentially helpful offerings for those preparing for a specific career. The local Kentucky Career Center agency exists to educate recovery OSY on available career, skills/education requirements, career exploration resources and job trainings.



Marion County Public Schools

Out of School Youth (OSY) Goals

**State Performance Target:** *Provide and coordinate support services that meet the needs of all students.*

**Measurable Program Outcome 1:** *Increase the percent of OSY who demonstrate improved language proficiency on the GOSOSY English Language Screener after receiving 20 or more hours of English instruction to 75%.*

In addition to previously mentioned activities, MEP staff will collaborate with the community education director and the career center for accessible job training resources and skill building workshops.







Marion County Public Schools

Preschool Goal

**State Performance Target:** Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

**Measurable Performance Objective:** Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

**Service Delivery Strategy 4.1:** Train MEP service providers on how to promote school readiness and model activities for migrant parents.

**Required Activities Pre 4.1a :** Use MEP staff and/or hire trainers to conduct statewide training.

Measurable Performance Objective: Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-14 baseline.

**Required Activities Pre 4.1b:** Familiarize district MEP staff about the skills required in their district screener and/or Brigance.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP staff works closely with the Community Action Head Start program and the district's preschool program to ensure that parents of Migrant preschool age students receive information on how to register for programs and to be screened. MEP will utilize the state-wide preschool screener for students not enrolled in a preschool program to ensure Kindergarten readiness. Migrant students who are enrolled in Community Action Head Start programs utilize Brigance readiness screening tools and district preschool programs will utilize Teaching the Strategies (TS) Gold/Developmental Indicator for the Assessment of Learning (DIAL-4) screeners. MEP staff will obtain screening results to assist in developing instructional plans to use during tutoring services.

MEP staff will continue to collaborate with both programs (head start and preschool). The district's preschool and the head start program use different screener tools. Head start utilizes Brigance and our district preschool uses Teaching the Strategies (TS) Gold/Developmental Indicator for the Assessment of Learning (DIAL-4) screeners. MEP staff is familiar with the skills required in both assessments.

Marion Co. MEP staff has attended early childhood trainings and will revisit available trainings/webinars to enhance the knowledge of school readiness and the skills required. During in-home tutoring, MEP staff will demonstrate activities for migrant parents that promote school readiness. MEP will continue to collaborate with both the district's preschool and head start programs to familiarize and be aware of any changes on the screening tools being used.

**Service Delivery Strategy 4.2:** Assist parents with enrolling their children in preschool programs and Kindergarten.

**Required Activities Pre 4.2a:** Inform parents of all available preschool programs/Kindergarten before their children are eligible or at least by the end of the school year prior to entry.

How will the local MEP address the service delivery strategy and required activities during the school year?

Marion County MEP collaborates with the district's Head Start and preschool programs to obtain screening schedules, preschool requirements, and registration forms. MEP staff will continue to participate with district Preschool Over the Top registration each year. MEP will encourage Migrant parents to attend and assist them during the registration process. Migrant families will also be informed of any scheduled activities and resources available to prepare students for Kindergarten, such as the Kindergarten Jump Start Program.

MEP staff will continue to work closely with the Community Action Head Start program and the district's preschool program to ensure that parents of migrant preschool/Kindergarten age students receive information on how to register for programs and to be screened. Staff will review current enrollment report in a monthly basis to make certain that parents of all migrant preschool/Kindergarten students has been informed of the available programs in the district especially children that are not yet in the programs, no school aged siblings, and new comers.

In addition to the aforementioned activities, Marion Co. MEP staff will assist parents with forms/registration completion and needed appointments to meet the requirements for entry in the program.



Marion County Public Schools

Preschool Goal

**State Performance Target:** Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

**Measurable Performance Objective:** Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

**Required Activities Pre 4.2b:** Educate parents about logistics (e.g. Open House, registration, screening dates, etc.), basic requirements and what documents they need to produce.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP will collaborate with district preschool/Head Start directors to obtain a list of required documents necessary to successfully enroll in appropriate programs, and assist with acquiring documentation as needed. If necessary, MEP will assist Migrant parents in making appointments for physical exams, and hearing/vision exams as needed. MEP will also make sure that parents receive information in native languages to ensure understanding.

Marion County MEP has established good relationship with migrant families. Each year, MEP staff communicate with parents about the district wide "Over the Top Preschool Registration". Assist parents in completing registration forms, set up dates for screening, and provide them a list of required documentations (i.e., birth certificate, eye exam, dental screen, immunization certificate, and physical exam).

In addition to the activities previously mentioned, 2018 MEP staff will keep in contact with parents to ensure participation in the scheduled screening or events. MEP staff will disseminate information regarding programs available in the community such as the "Toddler's Tale" offered by the Marion County Public Library.

**Service Delivery Strategy 4.3:** Develop a statewide preschool screener for MEP service providers to use with migrant families.

**Required Activities Pre 4.3a:** Form a committee to develop a preschool checklist that supports Kentucky Kindergarten readiness standards. The committee will also develop guidance on how the screener should be administered and how mastery will be measured.

This is a state activity underway in 2016-17. Districts will be asked to volunteer for piloting the screener.

**Required Activities Pre 4.3b:** Pilot the MEP screener in 2016 in a few districts/regions. Make necessary revisions and prepare for implementation of the screener in 2017.

This is a state activity underway in 2016-17. Districts will be asked to volunteer for piloting the screener.

**Required Activities Pre 4.3c:** Provide (SEA)/Attend (LEA) training on the use of the preschool screener for all beginning in 2017 and at least once on the regional level every year.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP staff will participate in any available preschool screener training offered by our district, regional as well as the state level. The Marion Co. MEP staff has attended several trainings on the use of preschool screener. MEP staff has implemented the MEP Screener and utilized the results to identify student needs.

**Service Delivery Strategy 4.4:** Provide home-based services for those who do not attend a preschool program.

**Required Activities Pre 4.4a:** Use the MEP screener (in development) as a guide for developmentally appropriate preschool activities.

How will the local MEP address the service delivery strategy and required activities during the school year?

This is a state activity underway in 2016-17. Districts will be asked to volunteer for piloting the screener.

Marion County MEP has already implemented the state MEP Preschool Screener. MEP staff will continue to use the screener for preschool students that are not enrolled in head start or preschool programs. Results will be analyzed and utilized to assist staff/educators in developing instructional plans and appropriate preschool activities and materials to use.



Marion County Public Schools

Preschool Goal

**State Performance Target:** Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5% in 2018-2019.

**Measurable Performance Objective:** Reduce the kindergarten readiness (KSCREEN) gap between migrant students who received migrant funded pre-kindergarten services and state funded childcare recipients by 5 percentage points each year from the 2013-2014 baseline gap of 24 percentage points.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year as well as results will be shared with parents.

**Required Activities Pre 4.4b:** Migrant staff will make a home visit at least every quarter to provide services to young learners and their families that are based on district school readiness requirements.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP will utilize the district's preschool curriculum standards and readiness requirements to develop instructional plans for migrant preschool-aged students that are not enrolled in the program. Home visits will be conducted at least once a month to deliver tutoring services, materials, resources, and any other necessary components that will promote student developmental learning experiences. For students that are enrolled in head start or district's preschool program, MEP staff will collaborate with regular teachers and provide tutoring services at least once a week.

Preschool aged students who are in head start or preschool programs receives tutoring in a weekly basis. Staff collaborates with teachers in delivering services. For students that are not enrolled in any programs, MEP staff provides in-home tutoring at least once a month or every other week. Staff/educator will use instructional plans, materials, and activities that are based on the district school readiness requirements and/or align to the Kentucky Preschool Standards. The use of technology will also be incorporated into the instruction (i.e., iPads and Nook Tablets) to engage students and creates active learning.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

**Required Activities Pre 4.4c:** Provide parents with a bag of developmentally appropriate preschool materials and model how to use them.

How will the local MEP address the service delivery strategy and required activities during the school year?

During the school year, MEP staff will continue to provide parents of Migrant preschool-aged students with backpacks containing educational supplies, manipulatives, and other materials that are necessary to develop cognitive skills. Migrant parents will receive an English or Spanish Parent Guide of the KY Early Childhood Standards that will provide them with information about the standards and ways they can help their child develop essential skills. In addition, MEP staff will provide parents with a training on how to use materials to aid in student learning in the home.

In addition to the aforementioned activities, MEP will furnish the home with technology such as Leap Frogs or Nook Tablet with appropriate preschool apps to promote school readiness. Staff will teach and show parents how to use these devices to help their child learn and develop necessary skills when staff/tutor is not available.

In addition to previously mentioned activities, Marion Co. MEP staff will provide parents with a list of early childhood related free apps/educational games that can be access on any mobile devices and educate parents on how to use them.







**Marion County Public Schools**

**Graduation and Dropout Prevention Goals**

**State Performance Target:** *Increase the average four-year graduation rate for migrant students to 86.7% by 2019.*

**Measurable Performance Objective:** Increase the four-year graduation rate for migrant students by 2 percentage points each year from the 2014 baseline of 75.3%.

**Service Delivery Strategy Grad/DOP 3.1:** Ensure that migrant secondary students receive essential information and resources about career choices and continuing education.

**Required Activities Grad/DOP 3.1a:** Train MEP staff to use the MEP College and Career Ready (CCR) checklist and how it is designed to supplement the district CCR. (\*Form a committee to develop guidance on how to utilize the MEP CCR/ILP as a supplement to district efforts.)

How will the local MEP address the service delivery strategy and required activities during the school year?

During the regular school year, MEP staff will advocate for migrant students to address barriers to learning and help students set post-secondary goals as well as stay on track for graduation. Every nine weeks, MEP staff meets each student one-on-one to discuss ILP, grades, and to complete/update Migrant CCR checklist. MEP staff works closely with the school counselors to ensure students' ILPs are up to date and align with student interests.

MEP staff will further address barriers to learning by including an analysis of COMPASS Learning reports, Measure of Academic Progress results (given three times per year), and KPREP results to identify growth areas. Staff will continue to complete professional development in this area including mandated Career Cruising webinars and district-level provided opportunities on personalized learning. Parents will also be invited to participate in one-on-one meetings with students regarding their academic progress with special attention to graduation requirements. A focus on the district's Portrait of a Graduate work will also be an emphasis during staff development focusing on work with the Next Generation Leadership Network.

Marion Co. MEP staff has been trained to use the MEP College and Career Ready checklist and attended Career Cruising webinars to supplement the district CCR. During the first nine weeks, MEP advocate will communicate with the school counselor at each school (MCMS, MCKA, and MCHS) to obtain login information for all 6th through 12th grade migrant students. Then MEP advocate will meet with the students during their lead time or electives to complete parts of their CCR/ILP. The MEP CCR checklist in web app will be updated every nine weeks. MEP staff will continue to collaborate with the school counselors to ensure students' ILPs are up to date. Furthermore, parents will be invited to participate in one-on-one meetings with students regarding academic progress, graduation requirements, and FAFSA application process.

**Required Activities Grad/DOP 3.1b:** Monitor courses for each student (in grades 8-12) every grading period to confirm that course selection is aligned with his/her goals.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP staff will monitor migrant students' courses on a quarterly basis to ensure students are taking the appropriate courses that are aligned with students interests and goals. MEP staff will work closely with school counselors to advocate migrant students to choose courses that relate to their career path. During students' 8th grade year, MEP staff will assist students with selection of elective courses and registration materials to ensure that students are aligned with current and future academic and career goals.

MEP staff will work with students prior to scheduling (with an emphasis on key transition grades) to ensure student course selection is aligned with identified goals and interests. Staff will meet with counselors (or other school personnel assigned with scheduling classes) to provide needed input. Staff will stay current with M6 information when working with transfer students.

In addition to the aforementioned activities, MEP advocate will monitor student progress on courses that student selected to ensure course completion via Infinite Campus. MEP staff will also meet with students on a regular basis to assist in meeting their goals.



<b>Marion County Public Schools</b>
<b>Graduation and Dropout Prevention Goals</b>
<b>State Performance Target:</b> <i>Increase the average four-year graduation rate for migrant students to 86.7% by 2019.</i>
<p>Required Activities Grad/DOP 3.1c: Assist migrant students to develop personalized learning plans focused on college or career ready pathways. Introduce migrant students to "career ready" options that may be of interest to them. How will the local MEP address the service delivery strategy and required activities during the school year?</p> <p>During the regular school year, MEP staff meet with individual students on a regular basis to discuss student goals for high school completion. MEP staff use the migrant college and career ready checklist to ensure that each student is on track for graduation and college ready. The Advocate provides tutoring twice a week during academic time and after school in reading and math as well as other core content areas. Students grades and assessment results will be monitored very closely. MEP staff will utilize the mynextmove.org website to guide migrant students in choosing college and career ready pathways. Migrant students will have opportunities for job shadowing, visiting colleges/universities and work sites/companies.</p> <p>Kahn Academy will be used for high school students to complete College and Career Readiness lessons. Additionally, staff will participate in personalized learning professional development, meet concurrently with students in a one-on-one setting, and assist regular classroom teachers with differentiating lesson plans.</p> <p>Marion Co. MEP will continue to utilize the mynextmove.org website to assist migrant students in choosing college or career ready pathways. Student will use this site to search and explore the different types of careers by industry and acquire information such as education requirements for each job. After student find their career interest, MEP advocate will aid them in developing their personalized learning plans. MEP will provide high school students with Pathways to Scholarship to help them in deliberate goal-oriented planning which will promote scholarship attainment. MEP staff will coordinate college visits or job shadowing opportunities relevant to students' career paths.</p>
<b>Service Delivery Strategy Grad/DOP 3.2:</b> Collaborate with school-based programs to ensure equal access to college and career resources. Partner with counselors, CCR counselors (available in some districts), CCR resource labs, etc.
<p>Required Activities Grad/DOP 3.2a: Check student progress monthly/quarterly based on student tier (College Ready, Career Ready, College and Career Ready).</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p> <p>MEP staff will monitor migrant student progress on a regular basis and advocate them to ensure they have access to college and career resources that are available in our district. MEP staff will collaborate with school counselors and the College and Career Ready counselor to review migrant student educational goals, ILP, and/or career readiness pathway successes. MEP staff will collaborate with families, students, guidance counselors, and the College and Career Readiness coach to discuss and complete necessary steps for post-secondary career options including FAFSAs, college applications, scholarship applications, and exploration of necessary requirements for specific career paths.</p> <p>In addition to the aforementioned activities, staff in 2017 will participate in the new senior Bump Out event for seniors which will provide classes on life skills and other "after graduation" needs (e.g., financial literacy, organization, soft skills, interviewing, basic car maintenance, etc.). Staff will collaborate with high school CCR coaches and offer assistance in classrooms focusing on CCR activities.</p> <p>The Marion Co. MEP will continue to perform the above activities as well as update students College and Career Ready checklist quarterly to ensure students are achieving their goals.</p>
<p>Required Activities Grad/DOP 3.2b: Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan.</p> <p>How will the local MEP address the service delivery strategy and required activities during the school year?</p>



<b>Marion County Public Schools</b>
<b>Graduation and Dropout Prevention Goals</b>
<b>State Performance Target:</b> <i>Increase the average four-year graduation rate for migrant students to 86.7% by 2019.</i>
MEP staff will collaborate and meet with school counselors/CCR counselor quarterly to obtain information needed to complete migrant student college and career readiness plan. MEP staff will meet with students and parents on a quarterly basis to complete and review CCR goals to ensure alignment with student academic and career pathways.
Establish a timeline for completing necessary components for college and career readiness plans. Information will continue to be shared with counselors and any additional necessary personnel. Concurrent meetings with students will continue to monitor progress.
Marion Co. MEP will continue to perform the aforementioned activities for 2018-19 school year.
<b>Service Delivery Strategy Grad/DOP 3.3:</b> Review Persistence to Graduation tool information (K-12 report in Infinite Campus) to identify early indicators of "at risk" migrant students.
Required Activities Grad/DOP 3.3a: Attend district/state professional development on the use of the Persistence to Graduation tool.
How will the local MEP address the service delivery strategy and required activities during the school year?
MEP staff will attend district and/or state professional development on the use of Persistence to Graduation Tool and ILP trainings. MEP staff will work to find alternate resources such as webinars to supplement the need for a Persistence to Graduation tool within the district.
Staff will revisit available trainings/videos to ensure proficiency when using the Persistence to Graduation Tool. Staff will intentionally plan to include information gleaned in one-on-one meetings with students and parents.
Marion Co. MEP will continue to perform the aforementioned activities for 2018-19 school year.
<b>Service Delivery Strategy Grad/DOP 3.4:</b> Migrant students will have improved access to involvement in co-/extra-curricular activities.
Required Activities Grad/DOP 3.4a: Educate migrant students on the full range of co-/extra-curricular activities and the benefits of participating.
How will the local MEP address the service delivery strategy and required activities during the school year?
MEP staff will encourage and assist migrant students to be involved in extra-curricular activities. MEP staff will partner with appropriate school staff to explore and collect options for extra-curricular activities specific to migrant student interests and supply that information to students and parents during transitional school years (e.g., elementary to middle school and middle to high school transitions). MEP will assist migrant students and families with any necessary steps and requirements for active involvement within activities.
In addition to the activities mentioned above, staff will include a discussion of available opportunities during scheduling sessions as well as include a discussion of available opportunities on agendas for parent meetings.
In addition to the aforementioned activities, MEP staff will continue to educate migrant students and their families about the importance of being involved in extracurricular activities. If students are unable to participate due to certain fees, MEP staff will make an effort and collaborate with community partners to ensure student participation.
Required Activities Grad/DOP 3.4b: Cultivate opportunities/options that address co-/extra-curricular needs of migrant students (e.g. Heritage/Migrant clubs, church groups, volunteering, virtual communities).
How will the local MEP address the service delivery strategy and required activities during the school year?
MEP staff will develop a Migrant Club for middle and high school students enrolled within the program. Once per month, MEP staff will hold meetings with participants to address specific topics such as academic issues, family needs, social issues, team building, and mentoring with Migrant youth. Students will also have the opportunity for community outreach. MEP staff will collaborate with community partners such as Community Education and organizations to incorporate Migrant students into activities.



<b>Marion County Public Schools</b>
<b>Graduation and Dropout Prevention Goals</b>
<b>State Performance Target:</b> <i>Increase the average four-year graduation rate for migrant students to 86.7% by 2019.</i>
Staff will continue to grow the established migrant club by partnering with various groups to create volunteer and service learning opportunities. The staff will explore the possibility of partnering with a neighboring migrant program (border district) to cultivate a greater opportunity to teach the importance of being active, responsible citizens. Students will also volunteer to pass out free reading material and other giveaways at the two largest community events in our district (i.e., Marion County Country Ham Days and Dickens Christmas Celebration).
Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year. Also, MEP will provide opportunities for high school migrant students to volunteer as after school tutors to our younger students.
Required Activities Grad/DOP 3.4c: Educate potential service providers/district staff on unique barriers to participation faced by migrant students and families. How will the local MEP address the service delivery strategy and required activities during the school year?
Throughout the school year, MEP will attend meetings (i.e., staff meetings in schools) to increase school staff awareness of barriers and unique needs of Migrant students and families. MEP staff will collaborate with school staff to address barriers and ensure that each school has a plan to address barriers, such as utilizing district bilingual staff and creating a welcoming environment for Migrant parents. At the beginning of the school year, special programs such as MEP, 21st Century, ESL, Gifted and Talented, Adult Education, Community Education, and Family Literacy staff will have a PR tour in all schools within the district to inform about each program. This tour will help staff to understand the qualifications and specifications of each program.
MEP staff will continue its annual PR Tour of schools as well as participate in other staff meetings, board of education meetings, and other community events. Staff will also collaborate more closely with school counselors to streamline the in-take process for new students who enroll in the district to ensure that ALL students are properly identified and referred to the appropriate personnel for services.
During the school year, Marion Co. MEP will continue to attend staff meetings at each school in the district as well as community events to promote awareness of barriers and unique needs of migrant students and families. During the meetings, MEP staff will share strategies to alleviate barriers to successful educational attainment.
<b>Service Delivery Strategy Grad/DOP 3.5:</b> <i>Develop informational packets with graduation requirements for families that address the specific needs of students who are moving/highly mobile.</i>
Required Activities Grad/DOP 3.5a: MEP staff will explore and document district-specific procedures to obtain student records and share with key stakeholders to ensure students are on track for graduation (e.g. credit history, EL status, health conditions, other unique needs). How will the local MEP address the service delivery strategy and required activities during the school year?
Marion County MEP has a good rapport and works closely with school counselors to obtain student records/transcripts. MEP staff has access to Infinite Campus and student ILPs. MEP staff meet on a regular basis with teachers, counselors, ESL teacher, interventionists, and special education teachers to review and discuss cognitive and non-cognitive progress or issues and to address the unique needs of migrant students.
MEP staff will continue to revise and improve existing informational packets by providing more information in multiple languages and collaborating with a district interpreter to educate families.
In addition to the aforementioned activities, MEP advocate will utilize MSIX to obtain student records from previous school and share with the school counselor to place student in appropriate courses, ELL status, as well as verify credits that student has accrued for graduation. Parents can also request MEP staff to print out their child's student record especially if they are planning in moving to another district or state.
Required Activities Grad/DOP 3.5b: Differentiate and disseminate informational materials by grade levels (e.g. required courses, grading systems and what they mean, school expectations, testing requirements and interpretation of results). How will the local MEP address the service delivery strategy and required activities during the school year?



**Marion County Public Schools**

**Graduation and Dropout Prevention Goals**

**State Performance Target:** *Increase the average four-year graduation rate for migrant students to 86.7% by 2019.*

During parent involvement meetings throughout the year, MEP will discuss and provide parents with information regarding required courses for graduation, number of credit hours, school culture, grading systems, attendance policy, testing requirements, and interpretation of test scores. Parents will be provided with essential information in their native language to ensure understanding. For parents or families that do not attend PAC Meetings, the advocate will disseminate the information during parent involvement or schedule an individual appointment/home visit.

The staff will continue to disseminate materials through regular PAC meetings and utilize the services of a new district interpreter as well as provide more documents in native languages.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

**Service Delivery Strategy Grad/DOP 3.6:** Educate migrant parents with children in grades 8-12 on high school graduation requirements.

Required Activities Grad/DOP 3.6a: Collaborate with guidance counselors and/or appropriate school personnel to provide parents with training on how to access the parent portal of Infinite Campus and student Individual Learning Plans.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP has provided parents with training on how to access parent portal in Infinite Campus. MEP staff will collaborate with school guidance counselors in developing student ILP workshops for parents as well as educate parents about school graduation requirements and college and career readiness pathways. MEP will work with technology specialists to provide links for parents to access resources, such as the Career Cruising website.

Staff will place a special emphasis on Career Cruising in 2017. This will enable students to create a personalized plan for college and career readiness through autonomy. Staff will partner with teachers to learn more about existing and new career pathways with an emphasis on career and technical education (Area Technology Center).

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

Required Activities Grad/DOP 3.6b: Include in PAC/PI meetings practical information on how to access the parent portal.

How will the local MEP address the service delivery strategy and required activities during the school year?

During one of our PAC/PI meetings, MEP has provided parents with training on how to access parent portal in Infinite Campus. Migrant parents received assistance in creating username and password as well as how to access their child's grades, courses, assignments, and attendance. The Remind 101 feature will be used to remind parents to check children's grades via the district website portal. District website has translation capabilities for parents who are non-English speakers to use when accessing Infinite Campus.

The Marion County MEP will continue to provide parents with Infinite Campus Parent Portal Training at the beginning of the school year. During the training, parents will receive their assigned username and password. This workshop will aid parents on how to access/monitor their child's grades, assignments, assigned courses, and attendance.

To address the service delivery, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.







Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

**Required Activities Math 2.1a:** Identify students who are at-risk in math and develop an instructional plan (\*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress.

How will the local MEP address the service delivery strategy and required activities during the school year?

During the school year, migrant students are being monitored through monthly meetings with multiple forms of data through Infinite Campus, teacher/parent input, RTI meetings, ARC Meetings covering both cognitive and non-cognitive progress necessary. Students who are identified as priority for service (PFS) and students who are at risk of failing/below grade level in math will be provided with supplemental tutoring services at least twice a week. Tutoring services will be provided before, during, and/or after school whichever best meet their needs. In-class collaborations/work one-on-one and after-school ESS programs will be offered for these students. MEP will collaborate with regular teachers and special education/ESL teachers to develop an instructional plan that will be tailored to each individual students' needs. MEP staff will monitor very closely student progress reports, daily course grades in IC, Measure of Academic Progress (MAP) scores, K-PREP scores, and attendance. MEP staff will communicate on a weekly basis with classroom teachers, ESL teacher, parents, and other educational support staff. MEP will also refer these students to other programs available in our district and community.

MEP Staff will continue to collect and analyze multiple sources of data including grades on Infinite Campus, MAP scores, Compass Learning, RTI meetings, parent/teacher input, and other math assessments. Student who are PFS or at risk of failing/below grade level in math will receive tutoring services at least twice a week with intensive monitoring. Students will be referred to other instructional programs offered at each school such as math recovery, RTI or ESS. Staff will meet once a week to discuss student needs and progress. Each identified student will have a written instructional plan that will be updated every nine weeks. Instructional plans will be share with parents during conferences. Resources will additionally shared with parents/guardians to assist with home instruction. Staff will collaborate and communicate with all stakeholders (including parents, classroom teachers, ESL teacher, RTI tutors, and special education staff) on a regular basis to ensure student needs are being met.

The Marion Co MEP will gather and analyze student's MAP scores, KPREP as well as teacher generated data to determine the math proficiency level of each student. Instructional plan will be developed by MEP staff for priority for service students (PFS) and students who are at-risk of failing or below grade level. This instructional plan will be updated every nine weeks and will be shared with classroom teachers and parents during individual parent/teacher conference. Students who are PFS or at risk of failing will receive tutoring services at least twice a week as well as intense monitoring of their progress through infinite campus and communication with all district staff working with the students. Tutoring services will be provided before school, during or after school whichever best meet student needs. MEP staff will also refer students to other instructional programs offered at each school such as day time ESS, RTI, math recovery, and after school tutoring for additional support.

**Required Activities Math 2.1b:** Identify and train teaching/tutoring staff to support the math instructional needs of migrant students.

How will the local MEP address the service delivery strategy and required activities during the school year?

The Marion County school district provides opportunities for teachers and staff to attend professional development trainings throughout the year as well as in the summer. MEP staff have had trainings in Compass Learning, Tenmarks Math, Moby Max, and others. Also, once a month our district provides opportunities for certified teachers and tutors to attend PD Academy trainings which include reading, math technology, and more.



Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

During the school year as well as in the summer, Marion County School District provides ample of professional development opportunities in math. MEP staff will participate in any available math PD offered by the local district, regional or state level. Staff will also collaborate with math teachers and consult the district's math instructional coach for guidance and resources.

Marion Co. MEP staff has attended various math PDs or trainings and will continue to do so each year. Marion Co. School District provides PD opportunities in the summer to prepare teachers for the upcoming school year and a PD Academy is offered throughout the year as well. MEP staff will make plans to attend these trainings to meet the required 6 hours of math PD instruction. We will also contact our regional coordinator for math PD offerings.

**Required Activities Math 2.1c:** Establish and implement other avenues to instructional access such as: technology and internet services, online courses/tutoring (ALEKS, Khan Academy, etc.), in-home iPad/technology-based lessons, after school programs, credit recovery options, etc.

How will the local MEP address the service delivery strategy and required activities during the school year?

One of Marion County Schools "Six Big Dreams" is expanding technology to enhance 24/7 learning experiences. Marion County MEP will continue to implement and incorporate technology into instruction throughout the year. MEP staff will collaborate with the Next Generation Lab instructors to provide supplemental instructional services for migrant students that need college credits or for credit recovery alternatives. Migrant students have access to online blended learning through Compass Learning, Moby Math, Khan Academy, Tenmarks Math, and other technology-based programs. Migrant students will be able to check out Nook Tablets to use at home to assist them in developing math concepts and skills.

In addition to the aforementioned activities, students will receive services at least twice per week including weekly reports to support staff, progress monitoring, tutoring before, during or after school, and communication with families (home visits, phone calls, email).

Marion Co. MEP has iPads and Nook tablets that can be checked out by students. These devices are pre-loaded with educational apps that can help students to instill basic/complex math skills and build math fluency. Online resources such as Accelerated Math, Moby Max, Prodigy Math, Khan Academy, Tenmarks, ABC ya, Splash Math, and various math apps will be utilized for instruction. Students at the Marion Co. Knight Academy and Marion Co. HS are allowed to take home their assigned chrome books. Student will be able to work on their assignments at home through google classroom. MEP staff will continue to collaborate with the Next Generation Lab to provide migrant students with assistance in taking college credit or credit recovery courses.

**Service Delivery Strategy Math 2.2:** In the summer, local projects will provide at least 80 hours of summer instruction (that includes math and STEM development) through programs that are at least three days per week for four to six weeks. [704 KAR 3:292, Section 2(2)].

**Required Activities Math 2.2a:** Provide individualized math instruction during the summer for PFS students and those who are below grade level in math.

How will the local MEP address the service delivery strategy and required activities during the summer?



Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

In the summer months, MEP will provide four weeks of summer learning program and at least three days per week. Summer learning program activities will center around STEM curriculum/activities, math, reading, art, health education, and social studies. Programming offered by MEP and through community partners will continue to focus on math, extension office cooking classes which emphasize real-world mathematical concepts, 21st Century programs that include math tutoring services with certified teachers, and the Family/Consumer Science offers banking transactions and budgeting. PFS students and students who are at risk or below math grade level will also be provided with math instruction tailored to their individual needs as well as weekly logs and materials/technology that are used to enhance math concepts and skills. These students will also be referred and will be given the priority to participate in other available summer learning opportunities offered by our district, community, and regional migrant center.

During the summer months, Marion County MEP will continue to provide at least three days a week for four to six weeks or on site and/or in-home instruction. MEP will also collaborate with the different summer programs offered by the district's Summer Dream Academy as well as the regional center. Summer learning activities will focus on STEM curriculum, math, reading, art, science, social studies, and health education. PFS and students who are below grade level will receive an individualized math instruction based on student growth needs. Additionally, staff will collaborate with Title 1 program to provide an optimum experience for summer learning.

**Service Delivery Strategy Math 2.3:** Local projects will support all migrant students (not only the most at-risk) using these recommended practices:

- a) Tailor supplemental academic instruction to student needs;
- b) Review formative/interim assessment data as an early warning/progress monitoring process;
- c) Use research-based math interventions that are consistent and promote student growth.

**Required Activities Math 2.3a:** Collect student math-related data using a minimum of two grading cycles.

How will the local MEP address the service delivery strategy and required activities during the school year?

All migrant students have pre/post curriculum-based assessments in math. During the school year, MEP staff will monitor student progress very closely via Infinite Campus, using Measures Academic Success (MAP) scores, as well as baseline determination in RTI. MEP Staff communicate with parents on a regular basis to address concerns about student grades, missing assignments, and/or attendance. During supplemental instruction, MEP staff will utilize research-based math programs which include COMPASS learning, Tenmarks Math, Moby Max, Brain Child, Khan Academy, and Accelerated Math as well as Starfall Math. The MEP goal is to have at least 85% of our migrant students to show progress on pre and post assessments based on instructional supplemental support that meets their individualized needs. Data is collected with MAP on a tri-annual basis, grades on IC on a quarterly basis and with state assessments on an annual basis. Based on multiple forms of data collected, individualized student instruction is adjusted for intervention (Response to Intervention) or for acceleration in math content areas.

Staff will continue monitoring progress and utilize aforementioned programs during the next academic year. Additionally, new RTI teachers at the elementary and secondary level will provide supports for identified students. Students at Lebanon Elementary will also have access to a math recovery teacher.



Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

Marion Co. MEP will continue to monitor students' grades and progress via Infinite Campus in a regular basis. MAP scores, grades, KPREP, other math assessments, and teacher recommendations will be utilized to determine student needs. MAP scores will be analyzed three times a year as well as SRI and DRA2 scores to see student growth. If a student is not showing any progress, then intervention will be implemented. MEP will meet with the child's teacher, RTI teacher, and instructional coach to see how we can help move student towards math proficiency. Accelerated Math, Moby Max, Starfall, Khan Academy, Splash Math, Prodigy Math, and Tenmarks will be utilized for interventions.

**Required Activities Math 2.3b:** Review other sources of data to support the urgency of need (e.g. math credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs.

How will the local MEP address the service delivery strategy and required activities during the school year?

During the school year, MEP staff meets once a month to review and analyze multiple forms of data collected. Monthly MEP meetings with analysis enables us to better meet the cognitive and non-cognitive needs of students and families. Based on multiple forms of data, grades in IC, attendance, web app, MSIX, MAP scores, classroom performance, AIMS web, SRI, Discovery Education, and ACCESS results will assist MEP in planning and implementing individualized student instruction. PFS students and students who are below grade level in math will receive supplemental instruction or support at least twice a week. Referrals will be made for these students to receive additional help in math through ESS and/or math intervention programs.

In addition to the aforementioned data sources, staff will utilize data gleaned from Moby Max and Kahn Academy to support the urgency of need. Teachers will also provide student progress reports and parents will complete a parent survey to assist with the development of priority services.

Marion Co. MEP advocate or staff will utilize MSIX to look up student's previous history of moves and student records. MEP staff will review this record and meet with the school counselor to determine credit needs and appropriate classes that the student will be placed. If the student has been in the migrant program, the MEP staff will contact that agency to see how the student was doing in that county and if there is any concerns that need to be addressed immediately such as failing grades or truancy problems. We will check and review data weekly via Infinite Campus as well as frequent contacts with teachers and parents to ensure students are on track, no missing assignments, making sufficient grades to obtain credits, and attending school regularly. A plan will be developed to meet student needs especially at risk students.

**Required Activities Math 2.3c:** Collaborate with educational support staff (classroom teacher, ESL staff, ESS program, RTI teacher, SPED teacher, counselor, curriculum specialist) to help identify and take next steps.

How will the local MEP address the service delivery strategy and required activities during the school year?

Throughout the school year, MEP staff work closely with classroom teachers, ESL teacher, Special Ed teachers, ESS programs, Math interventionist, Next Generation Lab instructors, counselors as well as curriculum specialists and meet regularly to review each individual student's data and work together to make any necessary adjustments for all migrant students to succeed.

In addition to the supports listed for the 2016-17 year, staff will also be able to collaborate with district instructional coaches as well as new gifted and talented consultants to refine service delivery strategies that align with their needs of all students (i.e., students meeting benchmarks as well as students not performing at the expected academic level).

Marion Co. MEP will continue to communicate and collaborate with classroom teachers, district's ELL teacher, GT, RTI teacher, school counselor, reading intervention teacher, and other support staff that works directly with the student. Based on the results of this communication, MEP staff will gather data and information to identify student needs and develop a plan for interventions to meet those needs.



Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

**Service Delivery Strategy Math 2.4:** Provide home visits to parents that focus on math literacy development.

**Required Activities Math 2.4a:** Supply families with materials and activities that match their children's math level – bilingual/in their native language and English if applicable.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP provides students with bilingual educational supplies and resources throughout the year, or as needed, to promote student growth in math literacy. Each year, MEP will continue to host Family Math Night in collaboration with Family Resource Centers, 21st Century Learning, ESL, Gifted/Talented program, Adult Education, and Community Education. During this event, students and families receive real world hands-on math activities, resources, and strategies they can apply to strengthen math skills.

Staff will continue with the same activities in 2016-17 with special emphasis on key transition points (i.e., grades 6, 8, and 10). Provide families with bilingual educational materials and math activities that are appropriate to the child's age and math level in a regular basis to enhance math skills. Additionally, families who have internet access at home will receive a list of online math resources.

Marion Co. MEP staff will continue to make home visits throughout the year. During home visits, MEP staff will provide families with learning materials, manipulatives as well as related activities that correspond their child's math level. Bilingual educational materials and math activities will be provided to families as needed. We will continue to have our annual Family Math Night to provide families with opportunity to participate in various hands-on math activities.

**Required Activities Math 2.4b:** Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the math needs of their children. (Ask teachers for suggestions)

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP provides parents with educational materials and resources for students to use at home to help them in completing their homework and to develop math literacy skills. Bilingual educational resource materials, as well as manipulatives such as flash cards, are also available for students and families. MEP staff collaborate with other programs to provide middle school and high school migrant students with calculators, graph paper, and other math resources/materials that are necessary to develop student grade-level math skills.

MEP provides parents with educational materials and resources for students to use at home to help them in completing their homework and to develop math literacy skills. Bilingual educational resource materials, as well as manipulatives, such as flash cards, are also available for students and families. MEP staff collaborate with other programs to provide middle school and high school migrant students with calculators, graph paper, and other math resources/materials that are necessary to develop student grade-level math skills. Parents can also access material on the district's website which is available in multiple languages. Additionally, student may check out program Nooks or iPads that will be pre-loaded with educational apps.

To address the service delivery strategy, Marion Co. MEP staff will continue to perform the aforementioned activities for 2018-19 school year.

**Required Activities Math 2.4c:** Identify and share technology resources that can be accessed in the home (e.g. iColorin Colorado!).

How will the local MEP address the service delivery strategy and required activities during the school year?



Marion County Public Schools

Mathematics for Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Mathematics migrant student percent proficient to 64.3% for elementary school students and 62.7% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the K-PREP Mathematics proficiency gap between migrant elementary school students and the non-duplicated GAP group by 3 percentage points each year. Eliminate the K-PREP Mathematics proficiency gap between migrant middle school students and the non-duplicated GAP group by 2017-2018.

**Service Delivery Strategy Math 2.1:** During the school year, PFS students and those who are below grade level in math will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up).

Marion County MEP provides parents a list of online math programs that can be accessed at home or anywhere as long as there is an Internet connection. The following programs have been implemented and utilized: Accelerated Math, Starfall Math, Khan Academy, Colorin Colorado, Math Central, TeAchnology, Superkids Math, Tenmarks, Moby Max, Education World, and Compass Learning. Migrant students can also check out Nook Tablets with different math apps installed for all grade levels. During the summer months, students will have access to the district Dream Academy bus equipped with learning materials and Wi-Fi connection to enable students to utilize resources to improve math skills.

Marion County MEP will continue to share with parents a list of free math apps and online math programs that can be accessed at home or on any mobile devices. The following programs have been implemented and utilized: Accelerated Math, Starfall Math, Khan Academy, Colorin Colorado, Math Central, Crash Course Kids, Illustrative Mathematics (K-12th grades), Illuminations, TeAchnology, Superkids Math, Tenmarks, Moby Max, Education World, and Compass Learning. Migrant students can also check out Nook Tablet with various math apps installed for all grade levels. The district provides all high school students with Chrome books to use in school and at home.

During the school year, MEP staff will update our list of educational online programs and free apps. This updated list will be shared to the parents during PAC or PI meetings. We will educate students/families on various resources such as Accelerated Math, Moby Max, Colorinn Colorado, Math Central, Khan Academy, Illustrative Mathematics, Illuminations, Prodigy Math, and ABC ya. Parents with younger children can check out Nook tablets with pre-loaded educational apps. Students at Marion Co. Knight Academy and Marion Co. High School are allowed to take home their assigned chrome book. This enable students to work on their assignments at home through google classroom and access online programs



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

**Service Delivery Strategy R/L.A. 1.1(1):** During the school year, PFS students and those who are below grade level in reading (grades K-5/6) will receive MEP support\* at least twice a week. (\*Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up)

**Required Activities R/L.A. 1.1(1)a:** Identify students who are at-risk in reading and develop an instructional plan (\*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress.

**How will the local MEP address the service delivery strategy and required activities during the school year?**

During the school year, students who are identified as priority for service (PFS) and students who are at risk of failing/below grade level in reading will be provided with tutoring services at least twice a week. Tutoring services will be provided before, during, and/or after school whichever best meet their needs. In-class collaborations/work one-on-one and after-school ESS programs will be offered for these students. MEP will collaborate with regular teachers and special education/ESL teachers to develop an instructional plan that will be tailored to each individual student needs. MEP staff will monitor very closely student progress reports, daily course grades in IC, Measure of Academic Progress (MAP) scores, K-PREP scores, and attendance. MEP staff will communicate on a weekly basis with school staff including principals, teachers, counselors, and special programs teachers. MEP staff will meet monthly to review student progress and discuss student/family needs. MEP will partner with other programs available in the district and community to provide other services. Feedback from parents and teachers through conferences and surveys is collected to guide necessary program adjustments.

MEP Staff will continue to gather and analyze multiple sources of data (i.e., MAP score, SRI, RTI, KPREP, and WIDA ACCESS scores). Student who are PFS or at risk of failing/below grade level in reading will receive tutoring services at least twice a week and intensive monitoring. Student will be referred to other instructional programs available at each school such as reading recovery, RTI or ESS. Each identified student will have a written instructional plan and will be updated every nine weeks. Staff will meet once a week to discuss student needs and progress. Additionally, staff will collaborate and communicate with all stakeholders including parents in regular basis to ensure student needs are being met

During the school year, Marion Co MEP will gather and analyze student's MAP scores, SRI, DRA2 scores, WIDA scores and KPREP. After data is analyzed, MEP staff will develop an instructional plan for priority for service students (PFS) and students who are at-risk of failing or below grade level. This instructional plan will be updated every nine weeks and will be shared with parents during individual parent/teacher conference. Students who are PFS or at risk of failing will receive tutoring services at least twice a week as well as intense monitoring of their progress through infinite campus and communication with all district staff working with the students. Tutoring services will be provided before school, during or after school whichever best meet student needs. MEP staff will also refer students to other instructional programs offered at each school such as day time ESS, RTI, reading recovery, and after school tutoring for additional support.

**Required Activities R/L.A. 1.1(1)b:** MEP instructional staff should attend trainings on research-based strategies for teaching reading (6 hours that may be a combination of face-to-face and virtual sessions).

**How will the local MEP address the service delivery strategy and required activities during the school year?**

During the regular school year, professional development is job embedded. MEP staff attend trainings on research-based reading strategies that are offered by our school district as well as online trainings or webinars. Once a month, the district provides opportunities for certified teachers and tutors to attend PD Academy trainings which include reading, math technology, etc. MEP staff has attended several research-based reading strategies trainings/webinars and will continue to do so for the upcoming school year

MEP staff will continue to participate in professional development on research-based reading strategies that are offered by our school district, regional and state level, and/or web-based trainings.



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

Marion Co. MEP staff has attended various trainings on research-based reading strategies and will continue to do so for the upcoming school year. MEP staff will contact the district's PD coordinator or the principals to inquire about upcoming PD opportunities that are specifically aimed at reading instructions and will make arrangements to attend these trainings. We will also contact our regional coordinator for Reading PD offerings.

**Service Delivery Strategy R/L.A. 1.1(2):** Local projects will tailor supplemental academic instruction to student needs, use curriculum-based assessments and research-based interventions that are consistent and show progress.

**Required Activities R/L.A. 1.1(2)a:** During the regular school year, develop alternative learning opportunities for middle and high school students that best meet their needs (e.g. night school, online courses, GED/HEP classes, after school, before school, extracurricular activities).

How will the local MEP address the service delivery strategy and required activities during the school year?

All students will be encouraged to participate in various extra-curricular activities that interests them. MEP staff will have the opportunity for individualized instruction after school at the learning center. Schools will be contacted to obtain information about each student regarding academic strengths/weaknesses, personal interests, attendance patterns, and support status of the family structure. We will continue to refer our high school students to take online courses (for college credit or credit recovery) through the Next Generation Lab offered at our high school. MEP will also collaborate with Extended School Service personnel to provide extra reading interventions during after-school hours at each school.

Marion County MEP staff will continue to perform the activities mentioned above. In addition, staff will utilize research-based online programs such as Plato, Khan Academy, and Compass Learning to provide students with ample of supplemental academic instruction and learning opportunities. Students can work on their own pace to develop literacy skills.

During the regular school year, Marion Co MEP will provide an opportunity for middle/high school students to come to our learning center after school for individualized instruction. MEP staff will provide support and encourage students to participate in extra-curricular activities that interest them. We will continue to collaborate with Adult Education for GED, Family Literacy for English class, and the Next Generation Lab and refer high school students to take online courses for college credit or credit recovery.

**Required Activities R/L.A. 1.1(2)b:** During the summer provide middle and high school students with books that are assigned during the summer and/or that they will read in the fall. Include incentives for completing assigned books (e.g. field trips, book clubs, student events).

How will the local MEP address the service delivery strategy and required activities during the summer?

During the summer months, MEP will refer middle and high school migrant students to different summer camps and opportunities offered by our district and community. In collaboration with community partners such as 21st Century Learning, Public Library, Family Resource Centers, Community Action, Health Department, etc. The MEP will provide four weeks of summer learning, educational field trips as well as in home tutoring. The MEP advocate will continue to contact middle and high school Reading/LA teachers to see what books students will be reading in the fall so that we can assign those books for students to read in the summer. MEP will provide students with books to read at home as well as reading logs for students to complete. Students will participate in college summer camps offered by the migrant regional center. Students who obtain at least 80 hours of summer learning will be able to participate in our Parent/Child Event at one of the water parks in Kentucky as an incentives. Students can be provided with means to download the upcoming school year's reading material onto e-devices to acquaint them with Reading/L.A. curriculum.



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

In addition to the activities mentioned above, MEP staff will meet with middle and high school Reading/LA teachers to discuss and acquire a list of books that each grade level will be reading in the fall. Students will be provided with the assigned books as well as reading logs and culminating activity to complete during the summer months. Students will choose a reward for completing the assigned books. Furthermore, students who obtain at least 80 hours of summer learning will be able to participate in a day trip at one of the water parks in Kentucky.

During the summer, Marion Co. MEP will address the required activities by collaborating with the middle and high school reading/literature teachers and obtain their reading list for the upcoming school year. MEP staff will use the list to assign and provide students with books at their reading level. Students will read their books during onsite summer camp as well as home-based tutoring. Students will be provided with reading logs and assignments to complete. During home visits, MEP staff will do a lesson over the book and assist students in completing assignments. MEP staff will refer students and partner with the Marion Co. Public Library during summer reading program. The PAC will decide on what types of incentives students will get to choose as a reward for completing the assigned books.

**Service Delivery Strategy R/L.A. 1.2:** In the summer, local projects will provide at least 80 hours of summer instruction (that includes reading/language arts) through programs that are at least three days per week for four to six weeks. [704 KAR 3:292, Section 2(2)].

**Required Activities R/L.A. 1.2a:** Provide individualized reading/language arts instruction during the summer for PFS students and those who are below grade level in reading.

How will the local MEP address the service delivery strategy and required activities during the summer term? Describe the design, structure, subjects and partnerships used in your summer program.

MEP will provide four weeks of summer learning program and at least three days per week. Programming offered by MEP and through community partners will continue to focus on reading including public library reading programs, extension office cooking classes which emphasize real-world concepts such as reading directions/recipes, 21st Century programs that include reading tutoring services with certified teachers, the health department literature series which reinforces informational reading, and Community Action Agency financial literacy classes for students and families. Summer learning program activities will center around STEM curriculum, art, health education, music, and social studies. Throughout the summer, PFS students as well as students who are at risk or below reading grade level will be provided with weekly logs and materials that are used to practice concepts in which they are lacking to improve reading skills.

During the summer months, Marion County MEP will continue to provide at least three days a week for four to six weeks of on site and/or in-home instruction. MEP will also collaborate with the different summer programs/camps offered by the district's Summer Dream Academy as well as the regional center. Summer learning activities will focus on STEM curriculum, math, reading, art, science, social studies, and health education. PFS and students who are below grade level will receive an individualized reading instruction based on student growth needs. Additionally, staff will collaborate with Title 1 program to provide an optimum experience for summer learning.

Marion Co. MEP will provide at least 3 days a week for 4 weeks of onsite summer camps and in-home tutoring. Onsite programming camps offered by MEP will be a collaborative effort with our community partners and the district's Summer Dream Academy. We will have 2 weeks of summer camps from Tuesday through Thursday with 21st Century Program (in collaboration with the Extension Office, 4-H, and public library) at our learning center and 2 weeks - 4 days a week with FRC at Glasscock Elementary. Students who cannot participate in our onsite camps will be provided with in-home instruction. Reading will be integrated in all summer learning activities. Priority for service students and students who are below grade level will receive at least an hour each day of individualized instruction tailored to their needs and progress will be monitored closely. Additionally, we will provide books and other reading materials for students to take home each week. Parents will be trained on how to help their



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

**Service Delivery Strategy R/L.A. 1.3:** Local projects will support all migrant students (not only the most at-risk) using these recommended practices:

- a) Tailor supplemental academic instruction to student needs;
- b) Review formative/interim assessment data as an early warning/progress monitoring process;
- c) Use research-based reading interventions that are consistent and promote student growth.

**Required Activities R/L.A. 1.3a:** Collect student performance data using a minimum of two grading cycles. Monitor student progress via Infinite Campus.

How will the local MEP address the service delivery strategy and required activities during the school year?

In the Marion County district, all students have pre/post curriculum-based assessments in reading. MEP will monitor student progress very closely via Infinite Campus, using Measures Academic Progress (MAP) scores, as well as baseline determination in RTI and SRI. The MEP goal is to have at least 85% of our migrant students show progress on pre and post assessments based on instructional supplemental support that meets their individualized needs. Data is collected with MAP on a tri-annual basis, SRI on a quarterly basis and with state assessments on an annual basis. Based on multiple forms of data collected, individualized student instruction is adjusted for intervention (Response to Intervention) or for acceleration in reading content areas.

Staff will continue 2016-17 activities. Progress has been made and staff continue to adjust interventions to accommodate the special needs of students. All stakeholders will assist with addressing service delivery (special programs staff, classroom teachers, interventionists).

Marion Co. MEP will monitor students' grades and progress via Infinite Campus in a regular basis. MAP scores, grades, KPREP and other assessments such as SRI and DRA2 will also be utilized to determine student needs as well as teacher recommendations. MAP scores will be analyzed three times a year as well as SRI and DRA2 scores to see student growth. If a student is not showing any progress, then intervention will be implemented. MEP will meet with the child's teacher, RTI teacher, and instructional coach to see how we can help student improve their scores. Raz-Kid, ABC ya, ABC Mouse, Moby Max, Starfall, Read 180, and Khan Academy will be utilized for interventions.

**Required Activities R/L.A. 1.3b:** Review other sources of data to support the urgency of need (e.g. credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP staff meets once a month to review and analyze multiple forms of data collected. Monthly MEP meetings with analysis enables us to better meet the cognitive and non-cognitive needs of students and families. Based on multiple forms of data, grades in IC, attendance, web app, MSIX, MAP scores, classroom performance, AIMSweb, SRI, Discovery Education, and ACCESS results will assist MEP in planning and implementing individualized student instruction.

In addition to 2016-17 activities, classroom teacher/counselor input will be utilized as well as results from parent surveys, WAPT scores, and state mandated tests (KPREP).

Marion Co. MEP advocate or staff will use MSIX to look up student's previous history of moves and student records. MEP staff will review this record and meet with the school counselor to determine credit needs and appropriate classes that the student will be placed. If the student has been in the migrant program, the MEP staff will contact that agency to see how the student was doing in that county and if there are any concerns that need to be addressed immediately such as failing grades or truancy problems. We will check and review data weekly via Infinite Campus as well as frequent contacts with teachers and parents to ensure students are on track, no missing assignments, making sufficient grades to obtain credits, and attending school regularly. A plan will be developed to meet student needs especially at risk students.

**Required Activities R/L.A. 1.3c:** Collaborate with educational support staff (classroom teacher, ESL staff, ESS program, RTI teacher, SPED teacher, counselor, curriculum specialist) to help identify and take next steps.

How will the local MEP address the service delivery strategy and required activities during the school year?



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

MEP works hand-in-hand with classroom teachers, ESL teachers, ESS programs, Reading interventionist, and counselors as well as curriculum specialists who meet regularly to review each individual student's data and work together to make any necessary adjustments for all migrant students to succeed.

Staff will continue with the same activities in 2017-18 with special emphasis on key transition points (i.e., grades 6, 8, and 10). Additionally, staff will continue collaborating closely with ESL, GT, RTI teacher, Reading Intervention teacher, Family Literacy, and 21st Century programs to assist with service delivery strategies.

Marion Co. MEP will continue to make contact and work closely with classroom teachers, district's ELL teacher, GT, RTI teacher, school counselor, reading intervention teacher, and other support staff that works directly with the student. Based on the results of this communication, MEP staff will gather data and information to identify student needs and develop a plan for interventions to meet those needs.

**Service Delivery Strategy R/L.A. 1.4:** Provide home visits to parents that focus on literacy development.

**Service Delivery Strategy R/L.A. 1.5:** Dedicate at least one PAC/PI meeting to the theme of literacy development. Tailor the topics to the ages and reading levels of their children.

**Required Activities R/L.A. 1.4a/1.5a:** Supply families with materials and activities that match their children's reading and interest levels – bilingual/in their native language and English if applicable.

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP provides each student with books that are on his/her reading level and interest throughout the year. MEP will continue to host Family Reading Night in collaboration with Family Resource Centers, the Public Library, 21st Century Learning, ESL, Family Literacy, Adult Education, and Community Education. During this event, students receive books and parents receive the bilingual parent's guide to help their child in reading.

Staff will continue with the same activities in 2017-18 with special emphasis on key transition points (i.e., grades 6, 8, and 10). Students will receive reading materials and activities that are relevant to the child's age and literacy level in a regular basis. MEP staff will continue to provide parents with bilingual resources from Colorin Colorado website (Parent Tips: Help Your Child Learn to Read, etc.) or if they have internet access at home we can show them how to access these bilingual resources online.

Each year during Fall, Marion Co. MEP in collaboration with the Marion Co. Public Library, Campbellsville University, 21st Century Learning, ELL, Adult Education, Community Education, and FRC will hold a Family Reading Night Event at our learning center. At this event, parents receive trainings and bilingual materials on how to read with their child at home to promote literacy skills, students receive books of their choice, and parent/child participate in reading activities suitable to their child's age/level. We will continue to distribute books and reading materials to each student through home visits and at school on a regular basis. These books and other reading materials include literature in their own native language and are appropriate to student's reading and interest level.

**Required Activities R/L.A. 1.4b/1.5b:** Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the literacy needs of their children. (Ask teachers for suggestions).

How will the local MEP address the service delivery strategy and required activities during the school year?

Throughout the year, MEP provides parents with educational and reading materials for students to use at home to assist them in completing their homework. At the beginning of the school year (and as needed) parents will be provided with educational supplies and reading materials that will help students develop literacy skills.



Marion County Public Schools

Reading/Language Arts Grades K-12 Goals

**State Performance Target:** Increase the K-PREP Reading migrant student percent proficient to 65.6% for elementary school students and 63.9% for middle school students by SY 2018-19.

**Measurable Performance Objective:** Reduce the gap between migrant student K-PREP Reading proficiency and the non-duplicated GAP group by 3 percentage points each year from the 2014-2015 baseline of 12.8 points for elementary school and 6.8 points for middle school.

MEP provides parents with educational materials and resources for students to use at home to help them in completing their homework and to further develop literacy skills. Bilingual educational resource materials, as well as manipulatives, such as flash cards, are also available for students and families. MEP staff collaborate with other programs to provide middle school and high school migrant students with bi-lingual dictionaries and books, and other resources/materials that are necessary to develop student grade-level literacy skills. Parents can also access material on the district's website which is available in multiple languages. Additionally, student may check out program Nooks which have available apps for assistance.

The Marion Co. MEP will continue to provide parents with various resources such as bilingual dictionaries, flash cards, books, and other reading materials to help their child complete their homework and to strengthen student literacy skills. MEP will collaborate with other agencies or support staff such as the district's Family Literacy, public library, and reading recovery teachers to assist parents in addressing student needs.

Required Activities R/L.A. 1.4c/1.5c: Identify and share technology resources that can be accessed in the home (e.g. Colorin Colorado).

How will the local MEP address the service delivery strategy and required activities during the school year?

MEP will provide parents a list of online reading programs that can be accessed at home. Students can also check out Nook Tablets with installed e-books and other reading programs. The following programs have been implemented and utilized: Accelerated Reader, Read 180, Starfall Reading, Rosetta Stone, Colorin Colorado, Reading Rockets, Raz Kids, Reading A-Z, K12Reader, AdLit.org, Oxford Owl, PBS Parents, Scholastic, ReadWriteThink, KY Virtual Library, Think Central, and Compass Learning. These are online programs that students can access at home or anywhere as long as there is an Internet connection. During the summer months, students will have access to the district Dream Academy bus equipped with materials, wifi, chrome books, and technological resources available to improve literacy skills.

Marion County MEP will continue to share with parents a list of free apps and online programs that can be accessed at home or on any mobile devices. The following programs have been implemented and utilized: Colorin Colorado, TeAchnology, Education World, RazKids, Starfall Reading, Accelerated reading, READ 180, and Compass Learning. Migrant students can also check out Nook Tablets with different apps installed for all grade levels. The district provides all middle and high school students with Crome books to use in the classroom and also at home.

During the school year, MEP staff will update our list of educational online programs and free apps. This updated list will be shared to the parents during PAC or PI meetings. Parents with younger children can check out Nook tablets with installed e-books, reading programs and other educational games. Students at Marion Co. Knight Academy and Marion Co. High School are allowed to take home their assigned chrome book. This enable students to work on their assignments in google classroom at home. Raz Kids, Colorin Colorado, Read 180. Satrfall Reading, PBS Parents, Read Write Think, Reading Rockets, Moby Max, ABC ya, ABC Mouse, K12Reader, Think Central, English Discoveries, Khan Academy, KY Virtual Library, Oxford Grammar, and English Zone are some of the programs that have been utilized.