

Edinburg Consolidated Independent School

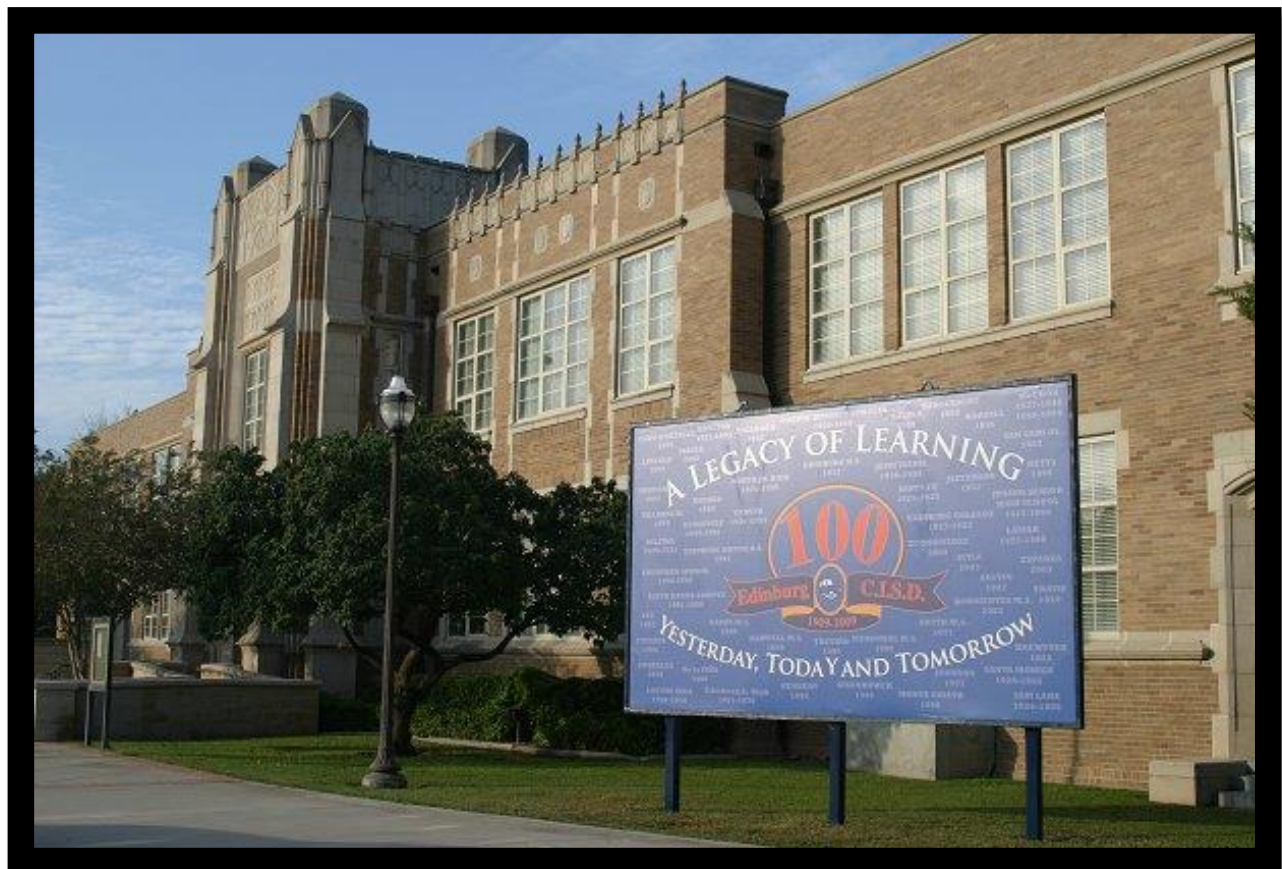
District

Federal Programs Department



2015-2016

Migrant Education Program Guide



June 8, 2015

Migrant Education Program Plan



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Goals:

All migrant students in the district will be *identified and recruited* for the Migrant Education Program (MEP) following state and district migrant student identification protocol.

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

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

Objectives:

1. To identify every eligible migrant student residing in the district at the beginning of each school year and continuously throughout the school term in a timely fashion by the migrant recruiters/NGS clerks.
2. To provide appropriate, coordinated services that address the special academic and social needs of migrant students.
3. To include all migrant students in the district assessment plan; to collect achievement data from the District Benchmarks, STAAR—STAAR Modified / EOC (End-of-Course), TELPAS, and any other District Assessments

Recruitment and Identification:

All eligible migrant students will be identified at the beginning of each school year during our registration process and continuously throughout the school term. The *Migrant Recruiters/ NGS Clerks* will identify all newly enrolled students at each school by interviewing each parent/student during the registration process in each campus. The *Migrant Recruiter/NGS Clerk* will identify **potential migrant students** from all newly enrolled students. The *Migrant Recruiter/NGS Clerk* will contact all families of potential migrant students to determine through appropriate interviewing techniques and questions, if they meet migrant student eligibility criteria using state approved certificate of eligibility forms (COE). All families meeting the migrant eligibility criteria will need to complete a **Certificate of Eligibility (COE)** as certification that they are an eligible migrant family.



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Once families and students are identified as migrant, the COE will be sent to the LEA for formal review. The Central Office Migrant NGS Specialist will review the COEs for accuracy and allow the campus migrant recruiter/NGS Clerk to enter the information contained on the COE in the New Generation System (NGS) the Texas migrant data base system.

Instructional Program:

All migrant students in the district will be provided with services to help them be successful in their school setting. Once identified, the migrant student's name will be added to the district's data base and will appear in the enrolled campus under the special population category and coded as migrant. The NGS Clerk/Recruiter will inform the Curriculum Assistant and the campus principal that the student meets migrant eligibility criteria.

Core program instruction such as English, Math, Science and Social Studies will be provided to all migrant students before supplemental migrant services are provided. All migrant students in the district will be placed into a general education classroom along with every other student. All campuses will use standards based on the Texas Essential Knowledge and Skills (TEKS) and aligned with the State of Texas Assessment of Academic Readiness (STAAR) to ensure success for all students. Full engagement for all students and active, continuous assessment will be actively monitored by curriculum assistants, deans, migrant middle school counselors, migrant high school counselors and campus principals.

All elementary campuses will have access to a Curriculum Assistant to provide on-going instructional guidance and coaching to meet the needs of the migrant students.

Each campus uses on-going assessment and teacher collaboration to identify all students at risk of failure. This allows a RTI team to develop a systemic interventions based on student's needs which increases potential for student success. Those students who fail to meet expectations after being administered a beginning of the year assessment or who failed the first administration of the STAAR test are referred to the RTI program which utilizes a more intensive structure to identify root causes for student lack of success.

Migrant students' program of instruction will consist of core instruction, tier 2 interventions, and migrant services that will be based on service priority. The migrant services will consist of supplemental instruction utilizing intervention program(s) in all campuses.

All migrant students will be provided service in relation to their priority for service determination to insure that the students with the greatest needs are provided services first. The



district will have the opportunity to create extended day educational opportunities for the migrant students. This will be accomplished in collaboration with existing district initiatives and programs. Extended day educational opportunities are intended to increase the instructional time for migrant students to increase their probability of academic success. The district will also provide a coordinated Migrant Summer School Program called Project Smart Math MATTERS Math Achievement Through, Teacher Education, and Research Strategies K thru 8. For grades 9 thru 12 the Migrant Summer Program is called CTCOHS. The Central Texas College On-line High School is designed for migrant students' grades 9 through 12 to gain high school credits in all core areas such English, Math, Science, and Social Studies as well as elective classes using the modular model concept.

Coordination of Services:

All migrant students in the district will be provided services to help them be successful in their school setting through the district's core instructional program, the district's Title 1 Programs, the language development programs and the migrant program. All migrant students in the district will be placed into a general education classroom along with every other student to benefit from the district's core instructional program. All planned lessons are based on the Texas Essential Knowledge and Skills (TEKS) and aligned with the State of Texas Assessment of Academic Readiness (STAAR) to ensure success for all students. Learning is aligned with state/district curriculum and continuous assessment will be actively monitored by the building principal.

Migrant students not meeting grade level benchmarks as determined by the grade level cut-off scores will be referred to an intervention program. This intervention program will have content and instructional strategies that reflect current/best practices within the content area. Migrant students will also be assessed for language proficiency on a yearly basis when they are identified as "English Language learners." If a migrant student is identified as an English language learner (ELL), that student will be provided language development activities to help the student develop language fluency. These instructional activities will allow and encourage students to interact and participate fully with non-limited English speakers.

All migrant students who meet the criteria for "Priority for Services" which are the following":

- 1) Are failing, or at-risk of failing, to meet the State's challenging academic assessments
- 2) and/or identified as (LEP) Limited English Proficient.
- 3) Whose education has been interrupted during the regular school should be served first.

Each campus uses on-going assessment and teacher collaboration to identify all students at risk of failure. On-going collaboration allows for systemic development of interventions based on student's needs by a team which increases the potential for student success.



Coordination/Referral Services for Migrant Students and Families:

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

As a district, we have a successful partnership working with the Workforce Solution – Mario Galvan, Migrant Seasonal Farm Worker Outreach/Development Specialist, The University of Texas Pan American- (HEP) High School Equivalency Program – Erik Carlos Toren, Director, and Motivation Education & Training (MET) – Roland Briseno, Workforce Development Manager.

This has given our migrant department immediate access to referral services for migrant families for services ranging from medical care to enrolling migrant students in the high school equivalency program. In order to increase access to services for migrant students and families, the MEP program has developed a practice in conducting monthly meetings with migrant families through our (PAC) Parent Advisory Council. This will serve to increase communication and trust with families and have the net effect of increased referral services as families make their needs known.

Service Priority:

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

Service Priority under the migrant program will be to serve children who are failing, or most at risk of failing, to meet any portion the State's Assessments called STAAR State of Texas Assessment of Academic Readiness; and whose education has been interrupted during the regular school year described in the Texas Migrant Education Program Priority for Service guidance document.

Priority for Service will be dependent on the following:

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

- ❖ A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar or a specified academic year



- ❖ Excessive absences from school due to a migratory lifestyle

And

- 1) Migrant students whose English language proficiency is at the following levels as indicated by the Texas English Language Proficiency Assessment System (TELPAS) are:
 - Level 1 Beginning
 - Level 2 Intermediate
- 2) Migrant students receiving the indicated scores on at least one of the State content assessment below are failing or “at-risk” of failing to meet the State’s academic content standards:

State Assessment	Grade Level Administered	Passing Standards -Scale
STAAR (State of Texas Assessment of Academic Readiness)	Reading 3	1372
	Reading 4	1460
	Writing 4	3650
	Reading 5	1495
	Reading 6	1542
	Reading 7	1591
	Writing 7	3750
	Reading 8	1612
	Math 3.....	Will be set summer of 2015
	Math 4	Will be set summer of 2015
	Math 5	Will be set summer of 2015
	Math 6	Will be set summer of 2015
	Math 7	Will be set summer of 2015
	Math 8	Will be set summer of 2015
Science 5	3650	
Science 8	3650	
Social Studies 8	3650	
STAAR / EOC (End-of-Course)	English I Reading (Combined)	3825
	English I Writing	
	English II Reading	3825
	English II Writing	
	Algebra I	3650



STAAR / EOC (End-of-Course)	Biology I	3650
	U.S. History	3650

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

Assessment Plan:

All migrant students will be included in the district's assessment plan which is aligned and guided by the State assessment plan for K-12 students. All migrant students will also be included in continuous benchmark assessments to determine learning trajectory. In addition, all migrant students, at risk of academic failure will be referred to each campus intervention programs. The intervention programs are research based software packages that are able to generate reports that zero in the academic performance by specific objectives of each migrant student outlined their Plan of Action.

Local Needs Assessment:

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

- ⌚ Number of migrant students by building by grade
- ⌚ The Number of migrant students by sub populations (SPED, ELL, F & R, Hispanic) by building, by grade
- ⌚ Benchmark scores
- ⌚ Scores for grades K to 3
- ⌚ Academic grades in their CORE subjects such as (English, Math, Science, and Social Studies)
- ⌚ Graduation and Dropout rates
- ⌚ Discipline referrals for migrant students from all campuses
- ⌚ Documented social service needs from school ancillary staff (nurses, counselors, HSL)
- ⌚ Teacher Survey
- ⌚ Migrant Parents' Survey



Professional Development:

Goal:

- 1) To increase staff knowledge of the attributes and needs of migrant students and their families to more effectively meet students’ needs.
- 2) To increase each site’s capacity to identify the migrant students’ in greatest need of support

MONTH	COURSE TITLE	AUDIENCE	TOPIC
June	Migrant Education Program / Parental Involvement	Teachers	MEP-Parental Involvement
June	Building Academic Vocabulary	Teachers	Reading
June	Sheltered Math Instruction through ESL	Teachers	Mathematics
June	PK-K Calendar Math	Teachers	Mathematics
July	The Power of Vocabulary	Teachers	Reading,
August	Interactive Writing	Teachers	Writing
June	Foldables	Teachers	
July	ECISD Principal Academy	Administrators, Principals	
June	English Now C Training for HILD Teachers	Teachers	
June	English Language Proficiency Standards (ELPS)	Teachers	English Language/Bilingual
June	Ensenando la lectura	Teachers	
June	Teaching Costuming in the Classroom	Teachers	
June	Interactive Writing	Teachers	Writing
June	Integrating Technology Applications into the Classroom	Teachers	Technology
June	Interactive Word Walls in the Bilingual Classroom	Teachers	Bilingual
June	Mathematics Pre-K	Teachers	Mathematics
June	TELPAS Holistic Rating	Teachers	
June	Sheltered Instruction SIOP	Teachers	



July	Sing, Spell, Read and Write Training	Teachers	Reading, Writing
June	Spanish Accelerated Reading	Teachers	Bilingual Writing
August	Oral Language Development	Teachers	Social Studies

MEP Professional Development utilizing the “priority for service” procedure.

- 3) To increase the understanding of and involvement of migrant families at all school sites.
- 4) To meet all Federal and State regulations in regards to the education of migrant students.

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

All principals and general education staff will receive professional development to help them understand migrant students’ needs. All migrant parents will be informed of their rights and responsibilities upon identification as a migrant family. The Migrant Coordinator will provide parents with the district’s Migrant Education Plan and a brochure to increase their knowledge of the district’s migrant program.

All migrant parents will provided with a copy of the district’s Parental Involvement Policy and will be invited to participate in parental involvement opportunities for their school site and district. All migrant parents will be informed of the activities carried out by the district’s Parent Advisory Council (PAC). A parent survey as part of the program’s **Needs Assessment** will be conducted annually in May to assess parent’s perceptions and beliefs regarding the migrant program and district services to migrant students.

Parent Advisory Committee:

The district will convene a Parent Advisory Council (PAC) consisting of 5 current or formerly migrant parents, the Parental Involvement Supervisor, and the Migrant Coordinator. The committee’s purpose will be to review, advice, and support the district migrant education program. Part of their responsibilities will be to help evaluate the district’s migrant education program as it is implemented at each district site. The PAC will meet (9) times per school year and once during the summer months to review and evaluate the District’s Migrant Education Plan, the implementation of the plan at each school site, and to make recommendations for revisions to the Plan or its implementation.



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Parent Advisory Committee members:

1. Juan Rangel – PAC President
2. Maria Gonzalez– PAC 1st Vice President
3. Elizabeth Ibarra – PAC 2nd Vice President
4. Angelica Martinez - Secretary
5. Norma Davila - Parliamentarian
6. Pat Escamilla – Migrant Coordinator
7. Sandra Rodriguez – Parental Involvement Supervisor