

Edinburg Consolidated Independent School District



FEDERAL PROGRAMS

Migrant Education Program



Title I Part C Migrant

District Plan of Action for

Identification and Recruitment

Priority For Services

Plan of Action



2015-2016

EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



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Priority for Services Definition

According to Section 1304 (d) of federal statute, NCLB P.L. 107-110, the Migrant Education Program is required to give Priority for Services to migrant children who:

1. are failing, or most at-risk of failing, to meet the **State's challenging academic content and achievement standards;**
- AND
2. whose education has been interrupted during the regular school year.

In Texas, the NGS report provides the most current listing of migrant students at a campus coded as *Priority for Service (PFS)*. The report is generated by all campuses NGS Clerks and is required by TEA on a monthly basis to facilitate the information to the administrators and to assure that MEP services are first targeting those identified students as *Priority for Service*. The report contains enrollments from the current regular school year and assessment data from previous regular school year or the current school year.

The State's criterion used by NGS to identify PFS students includes:

- § Students who have had their education interrupted during the previous or current regular school year;
- AND
- § Students who are in grades 3—12 or identified as Un-Graded (UG) or Out of School (OS) and have failed one or more sections of the STAAR, End of Course, or who are designated as Absent, Exempt, Not Tested or Not Scored;
 - § Students who are in grades K—2 and have been designated as Limited English Proficient (LEP) in the Student Designation section of the NGS Supplemental Program Component or who have been retained, or are over-age for their current grade level.

- 1 The Title I Part C Migrant Coordinator, will use NGS “Priority for Services” reports to give priority placements to these students in Migrant Education Program activities.**

The Migrant Service Coordinator (MSC) will ensure that the Priority for Service Reports will be generated by the NGS Clerks every month (September—May) and be delivered to the campus principal via (Principal’s Binder), curriculum assistant, counselor, teachers, and appropriate staff. A thorough explanation of the PFS reports will accompany the reports in order to assist the administrators with the appropriate placement of the migrant students into the instructional area most in need. If the PFS report indicates that the migrant student is lacking an area of STAAR, End of Course the curriculum assistant and/or dean of instruction, counselor, and/or the migrant counselor will ensure that the students receives an accurate placement into the **STAAR, or End of Course remediation class/tutorial session** in order to provide an equal opportunity for the migrant student to experience academic success. An individual migrant student PFS Action Plan will facilitate the documentation to the MSC Migrant Service Coordinator and the migrant counselor of all required information to support that the PFS students are being provided the various opportunities to catch-up and/or stay current during a six week period. The PFS Action Plan also becomes part of the on-going comprehensive needs assessment required by the MEP Migrant Education Program to ensure that PFS migrant students are given priority to services if they are failing or most at-risk of failing and further strengthens the ECISD goal of ensuring the success of the Priority for Service migrant students. In middle school and high school the migrant campus clerks will submit core subject progress reports every six weeks to the migrant counselor who in turn will do follow-up visits with the students and/or parents of those students showing failure. The migrant counselor will also work collaboratively with the academic counselors and teachers to ensure that the students are receiving the tutorial opportunities for success and any other appropriate intervention(s).

- 2. The Title I Part C- Migrant Coordinator will ensure that “Priority for Services” students receive priority access to instructional services, as well as social workers and community social services/agencies.**

It is the goal of Edinburg CISD to ensure that the PFS students receive instructional services in all of *the eight areas of need* identified in the Migrant Statewide Service Delivery Plan. The success of the PFS student is first priority. The Title I Migrant Service Coordinator (MSC) will ensure that the Priority for Service students receive priority access to instructional services as well as social workers and community social services/agencies. The late entry, early withdrawal and the interrupted schooling places the Priority for Services students at risk of failure.

- 1. First graders will develop sufficient skills needed for promotion to 2nd grade**

The MSC and the district migrant counselor will utilize all available district resources to ensure the progress of the first grade migrant students. On-going monitoring will occur. Supplemental support services will be provided to the first grade students who are performing below the expected level of development. Grade appropriate tutorials will be encouraged so that 1st grade migrant students will have the opportunity to align their skill development to other successful 1st grade students.

- 2. Students who failed STAAR, End of Course, must participate in summer STAAR, End of Course remediation**

All migrant students will have the opportunity to attend the district’s summer STAAR remediation opportunities, the MSC will work collaborate with other district departments and utilize the data program(s) to secure the names of students needing remediation support. For migrant students traveling during the summer months, ECISD MEP program will work collaboratively with the Texas Migrant Interstate Program (TMIP) to provide them with the names of the students needing remediation support.

- 3. Middle school students must use learning and study skill appropriate to learning**

4. Middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related

▶ **Middle school student must have necessary homework assistance and tools at home essential for academic success**

2. The Title I Migrant Coordinator will ensure that “Priority for Services” students receive priority access to instructional services, as well as social workers and community social services/agencies. (Continued)

5. Middle school students must have necessary homework assistance and tools at home essential for academic success

During the spring semester and/or summer a workshop will be held for middle school migrant students and their parents to provide them the opportunity to engage in skill building activities to develop their self-esteem, self-confidence, communication also facilitate the students and parents the knowledge needed to fully engage in achieving academic success.

6. Secondary student must earn the required core credits for on-time graduation

7. Secondary students must make up course work they lack due to late enrollment or early withdrawal

Upon arrival, the secondary PFS student’s transcript/NGS Student Transfer Document will be reviewed by the migrant counselor/MSC to determine the credits needed for on time graduation. Whenever a credit adjustment is needed the migrant student will be assigned to CTCOHS-(Central Texas College On-Line High School to catch-up and aligns his/her credits for on time graduation. If coursework needs to be made up, the counselor/MSC will work collaboratively with the student, parent and academic counselor to ensure that the missing coursework due to late entry/early withdrawal is made up. Whenever necessary, the migrant counselor will contact the out-of-state counselor, migrant program and/or TMIP to secure assistance with the clarification of the student’s transcript/coursework. When the migrant students withdraw early, the CTCOHS teacher, migrant clerk, and migrant counselor will secure the work to complete the coursework for the respective grading period. The campus migrant clerk will provide the student with a copy of the NGS Student Transfer Document in order to facilitate a smoother enrollment at the receiving site. This document makes available comprehensive information of the student’s history in the areas of academic, assessment, health, immunization and migrant travel. Awareness sessions will be provided for migrant students, their parents, and campus staff by the migrant counselor/MSC and CTCOHS teachers on the availability of instructional services during Red Bag training.

8. Migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination

For PFS students who withdraw early and will be migrating during the summer months, the campus migrant clerks will e-mail TMIP and the migrant counselor/MSC, a listing by state with the student's name, NGS #, and grade level. In turn TMIP will provide the receiving states with the names and summer locations of the students to ensure placement of students into the receiving states' summer program. The migrant teachers, counselor and MSC will attend the Annual TMIP Secondary Credit Accrual Workshop in February in order to meet with the receiving states migrant contacts and further ensure smoother enrollments into the receiving states' migrant programs.

3. Federal, state, and local programs that serve "Priority for Services" students.

Priorities for Services students have many options to accrue credits. A variety of resources are available at the federal, state, and local level for the PFS students.

- ❖ At the federal level, National Association Directors of State Migrant Education (NADSME) support services: PASS courses for credit; the Texas Migrant Interstate Program (TMIP) assists with the inter/intra state coordination of student records; the New Generation System (NGS) facilitates reports to view the Secondary Course history, partial grades, final grades, formal assessment and STAAR.
- ❖ At the state level, students can accrue credits through the UT Austin migrant program; the St. Edward's Migrant University Student Experience, the UT-Pan Am Migrant University Student Experience (MUSE); and the Secondary Math Plus Summer Program.
- ❖ At the local level, the students have the following options to accrue credit through (CTCOHS)-Central Texas College On-Line High School; A+; Plato; Texas Tech Credit by Exam; migrant labs; summer tuition for regaining and acceleration. In addition, tutorials are provided and available to Priority for Students. (Through these credit accrual options, migrant students have readily available opportunities for next grade promotions and on-time graduation.)