



**Brownsville Independent School District
Migrant Education Program**

Title 1 - Part C

**Priority For Services
Plan of Action**

Section

2008 - 2009

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 delivered to all campuses as 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 criteria 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 TAKS, 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.



Brownsville Independent School District



Priority For Services Plan of Action for Title I, Part C- Migrant Education Program

GOAL:

To better serve Priority for Services (PFS) students by providing instructional and support services that will ensure student success.

OBJECTIVES:

- 100 % of PFS students will have access to supplemental instructional opportunities
- 90 % of PFS students will be on grade level within 2 years
- 90% of PFS students will meet the state academic achievement standard (TAKS)

1. The Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the *Priority for Services* criteria and the updated NGS "Priority for Services" reports.

Required Activity	Personnel	Resources	Timeline	Evaluation
The principals, counselors, and teachers will have a thorough understanding of the criteria of the Priority for Service (PFS) student.	Migrant Services Coordinator (MSC), migrant counselor, migrant teachers, NGS data specialist, migrant campus clerks, Communities in Schools (CIS) case managers	Priority for Service Report, campus meetings, staff trainings, MSC, migrant counselor	Monthly Sept-May: Sept 15 Oct. 1 Nov. 3 Dec. 1 Jan. 6 Feb. 6 Mar 2 Apr. 1 May 15	Agendas, Sign-in sheets, Session Survey
The PFS report will be printed and distributed to all BISD campus on a monthly basis.	NGS data specialist, campus migrant clerks recruiters	NGS data base	September - May	NGS- PFS Monthly Report, Cluster Delivery Sheet
PFS Awareness Sessions will be conducted for district, campus staff and parents.	Migrant counselor, MSC, migrant teacher, campus clerk, PAC Officers	NGS PFS Reports, ESC Training Power Points, ESC Personnel	August - May	Agendas, Sign-In Sheet, Session Surveys

2. The Title I Migrant Coordinator, Migrant counselor, Migrant staff, and CIS Middle School case managers will make home and /or community visits to update parents on the academic progress of their children.

Required Activity	Personnel	Resources	Timeline	Evaluation
<p>MEP staff will make contact with the parents of PFS students every six weeks, if the progress reports and/or report cards indicate failure in any of the core subjects.</p>	<p>MSC, migrant counselor, MS CIS case mangers, migrant teachers, migrant campus clerks,</p>	<p>3rd Week Progress Reports, Six Week Report Cards, currently enrolled PFS student NGS Lists</p>	<p>September - May after the 3rd week progress reports and the 6th week report cards</p>	<p>Parent Signatures on the PFS documentation logs, and student PFS folder</p>
<p>Meetings will be held with PFS parents to explain how and why they will be contacted when progress reports or report card grades indicate their student is not passing a core academic subject.</p>	<p>MSC, migrant counselor, MS CIS case mangers, migrant teachers, migrant campus clerks,</p>	<p>3rd week Progress Reports, Six Week Report Cards, currently enrolled PFS student NGS Lists</p>	<p>September - April of the current school year</p>	<p>Agendas, Sign-in sheets, minute meetings, photos</p>
<p>Home visits will be conducted to provide information and awareness to the parents of PFS students of their child's academic and social progress in school.</p>	<p>MSC, migrant counselor, MS CIS case mangers, migrant recruiters</p>	<p>Student transcripts, NGS Migrant Reports, <i>Grade Speed</i>, Club participation</p>	<p>September - May</p>	<p>Visitation documentation forms</p>

3. The Title I 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 Report will be run every month (September - May) and delivered to the campus administrators and staff. The reports will be delivered to the the campus administrators and staff. A thorough explanation of the PFS reports will accompany the reports in order to assist the administrators with the appropriate placement of the students into the instructional area most in need. If the PFS report indicates that the student is lacking an area of TAKS, the migrant counselor, migrant teachers, migrant campus clerk and/or the MSC will ensure that the students receives an accurate placement into the TAKS remediation class / tutorial session in order to provide an equal opportunity for the student to experience academic success. A monitoring tool will be used to document the placement of the PFS student into the campus' various instructional support classes. The monitoring tool will facilitate the documentation to the MSC and the migrant counselor of the 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 tool also becomes part of the on-going comprehensive needs assessment required by the MEP 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 BISD 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 counselor will also work collaboratively with the academic counselors and migrant teachers to ensure that the students are receiving the tutorial opportunities for academic success. The middle school CIS case managers will be providing additional supplemental support to the PFS students and their families in the areas of self esteem, anger management, personal needs, drug, gang and violence prevention awareness, homework support, referrals, to community agencies for additional outreach services, family strengthening opportunities, and community service projects.

4. 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.

It is the goal of Brownsville ISD 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.

► **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. On the campuses with a migrant teacher, 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 encourage so that 1st grade migrant students will have the opportunity to align their skill development to other successful 1st grade students.

► **Students who failed TAKS must participate in summer TAKS remediation**

All migrant students will have the opportunity to attend the district's summer TAKS remediation opportunities, the MSC will work collaborately with other district departments and utilize the AEIS-IT program to secure the names of students needing remediation support. For migrant students traveling during the summer months, BISD MEP program will work collaborately with the Texas Migrant Interstate Program(TMIP) to provide them with the names of the students needing remediation support.

► **Middle school students must use learning and study skill appropriate to learning**

► **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**

During the current school year, the Migrant Education Program has contracted with the Communities in Schools Program to provide supplemental support to the PFS migrant students in the areas of academics, attendance, behavior, study skills, mentoring, social services referrals, early interventions to prevent drop-outs, and self-esteem development. The CIS case managers will also provide parental involvement and community service activities.

4. 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)

The PFS students will also have available to them the BISD Homework Hotline as another support for homework assistance. *During the spring semester 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 abilities, and explore their leadership qualities. Parental involvement activities will also be highlighted. The workshop will also facilitate the students and parents the knowledge needed to fully engage in achieving academic success.*

► **Secondary student must earn the required core credits for on-time graduation**

► **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 counselor/MSC will work with the student, parents and academic counselor so the student is assigned to the available academic opportunities (e.g., migrant lab) to catch-up and align 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 migrant 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 migrant teachers on the availability of instructional services.

► **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.

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

Priority 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 TAKS.
- * 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 American Preparatory Institute (API); 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.)