

Seguin Migrant Education Program

Priority for Services Action Plan

September 17, 2014

Jonathan C. Flores, Coordinator of Academic Support

PFS Definition

- ▶ As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action plan is required program activity for the Migrant Education Program.
- ▶ Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic standards, and whose education has been interrupted during the regular school year (P.L. 107-11)
- ▶ The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP student funds. Students are identified as PFS if they meet both the following criteria:

PFS Criteria

Grades 3-12

- ▶ Students who failed one or more sections of the STAAR, or are LEP exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the STAAR testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; **and** have their school interrupted during the previous or current regular school year.

Grades K-2

- ▶ Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program component, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.

PFS Action Plan

- ▶ In Seguin ISD, the NGS report provides the most current listing of migrant students and is distributed to campus counselors on a monthly basis to assure that MEP services are first targeting those identified as PFS. The report contains enrollments from the current regular school year and assessment data from previous or the current school year.
 - ▶ In accordance with section 1304 (d) of the NCLB Act of 2001, the district must ensure appropriate delivery of services to migrant students who are failing or who are failing or who are most at risk of failing, to meet state's academic content standards and student achievement standards **and** who have had their schooling interrupted are given priority for services under Title I, Part C.
 - ▶ For the implementation of this provision effectively, Seguin ISD has developed a **Priority for Services Action Plan** based on activities conducted as part of the district's ongoing, comprehensive needs assessment and to meet the needs of the Seguin ISD Migrant student population.
- ▶ The LEA must maintain auditable documentation that the PFS Action Plan has been implemented and incorporated into the District's Improvement Plan (DIP).
 - ▶ Campus must also implement and incorporate these goals and activities in Campus Improvement Plan (CIP)

PFS Identified Needs

- ▶ Goal: Ensure that identified PFS Migrant students have the same opportunity to meet the state's academic content standards and student achievement expected for all students by providing academic, non-academic and support services that will ensure student success.
- ▶ Objectives for Migrant Students 3-12
- ▶ **Identified Need #1** Provide appropriate placement and programs for students not meeting the state content standards or mastering STAAR objectives , such as tutoring, EOC tutorials, credit recovery and summer school. **C&I + Campus**
- ▶ Hand-schedule students in appropriate academic intervention support systems, conference and follow-up with campus counselor & coordinate Migrant tutor schedule. **C&I + Campus**
- ▶ **Identified Need #2** Provide technology resources to Migrant students to develop academic vocabulary, reading comprehension and study skills. **C&I + Campus**
- ▶ Assign iPads to PFS students in grades 3-11 to use during classroom instruction, tutoring block, and class projects. **C&I + Technology and Curriculum Support**

- ▶ **Identified Need #3** Provide Migrant reading book club for students in 6th grade to build reading comprehension, vocabulary development and fluency. **C&I**
- ▶ Provide 4 Migrant book club sessions to build academic vocabulary, reading comprehension, short-answer responses while reading assigned book, technology read-aloud and comprehension page completion with Migrant Coordinator and tutor during Matador time. **C&I**

- ▶ **Identified Need #4** Provide leadership academy to PFS students during the Seguin Youth Leadership Summit while acquiring speech credit, building communication and leadership skills as well as an awareness of college admission and requirements. **C&I**
- ▶ Collaborate with the Bilingual/ESL program and Homeless Program to coordinate and provide the SYLS program for active PFS students to build leadership skills while earning credit for speech. **C&I + Student Support Services**

- ▶ **Identified Need #5** Provide Empowerment sessions to PFS high school students to include topics on leadership, self-esteem, goal-setting and community service opportunities. **C&I**
- ▶ Provide four Empowerment sessions during a block of time to PFS high schools students at SHS and MBLC to include leadership, goal-setting, time-management and stress strategies to support academic success, college readiness and study skills. **C&I + Campus**

Seguin Youth Leadership Summit

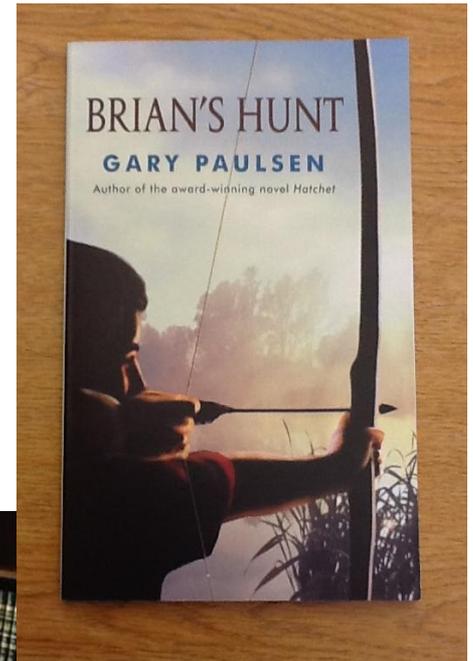
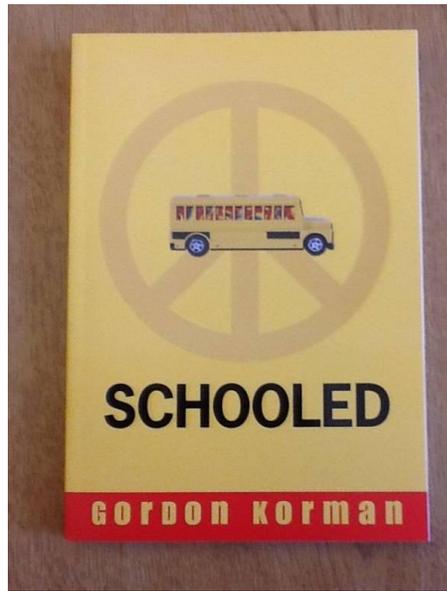


2014 SHS Migrant Graduates



- ❖ *Jose Dimas*
- ❖ *Elizabeth Gomez*
- ❖ *Patricia Cruz*
- ❖ *Marcel Martinez*
- ❖ *Jasmine Perales*
- ❖ *Jose Montelongo*

Migrant Book Club



5 Ways to Build Self-Confidence

- 1. Learn to handle your feelings.**
When you learn to cope with your feelings in positive ways, you'll feel stronger inside.
- 2. Know that you're responsible for your behavior.**
Realize that you always have a choice- and that is the choice is to what's right for you.
- 3. Become a decision maker.**
Making decisions takes confidence and builds confidence. Give yourself the opportunity to make more decision in your life.
- 4. Focus on your life, not on other people's lives.**
Don't let yourself fall into the trap of comparing yourself to others. Instead, focus on your life and your goals.
- 5. Be your own cheering section.**
Remember that how you talk to yourself plays a big part in how you see yourself. Instead of focusing on what is going wrong in your life, tell yourself what you 're doing right .

Youth Empowerment Session on Self-Confidence