

Priority for Service (PFS) Action Plan for Migrant Students as of 10/13/17

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: United ISD	Priority for Service (PFS) Action Plan	Filled Out By: Nancy Newsome Migrant Coordinator
Region: 1	School Year: 2017 - 2018	Date: August 21, 2017

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
<ol style="list-style-type: none"> 1) Using migrant students data vs, PFS migrants, migrant-funded teachers, tutors and other staff will plan implement effective instructional strategies. 2) Migrant-funded staff will schedule all campus interventions to each PFS students at the beginning of every day before any other students are served. 3) Migrant-funded interventions for PFS migrants will be monitored on a weekly or bi-monthly basis in order to align with students need determinations and resources coordination. 	<ol style="list-style-type: none"> 1) To increase PFS state assessment scores by 5% or more each year 2) To assure 100% of PFS students will graduate on-time 3) To assure that 100% of PFS students secure post-secondary access to four-year or two-year college scholarships, technology prep schools, armed force or other workforce-oriented options

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Sept. 2017 to May 2018	Migrant Coordinator NGS Specialist	Read & Delivery Rcpts, PFS Student Files
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2017	Migrant Coordinator	Completed documents on file
Additional Activities			

<ul style="list-style-type: none"> Train migrant-funded staff on utilization of plan/documentation 	Sept. 2017 to May 2018	Migrant Coordinator	PFS student files
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Sept. 2017 to May 2018	Migrant Coordinator NGS Specialist Migrant-funded staff	Meeting agendas Sign-in sheets PFS student files Campus coordination logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Parent newsletters Home visit forms Student files
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Home visit forms Student files
Additional Activities			
<ul style="list-style-type: none"> Presentations to campus staff regarding migrant and priority for service student needs and available service 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Agendas Sign-in sheets
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Coordination logs Student files
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Coordination logs Student files Home visit forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Student files Coordination logs
Additional Activities			
<ul style="list-style-type: none"> Utilization of the study buddy for each grade level PFS student in core subject as appropriate. 	Oct. 2017 to May 2018	Migrant Coordinator Migrant-funded staff	Student files Coordination logs

LEA Signature

Date Completed

ESC Signature

Date Received