

## Migrant Student Plan of Action

Meet with student and family (when possible) to develop and monitor progress of plan. Plans should be individualized for each student. It is recommended that monitoring of plan is performed informally on an ongoing basis and at least once per quarter.

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Intended School and State of Graduation:** \_\_\_\_\_

**\*Anticipated Date of Graduation:** \_\_\_\_\_



<b>ACADEMIC</b>	<b>STEP 1: ENSURE STUDENT HAS HIGH SCHOOL AND BEYOND PLAN</b>
	<input type="checkbox"/> <b>Student has completed HS and Beyond Plan (IMPORTANT NOTE: All 8<sup>th</sup> and 9<sup>th</sup> grade Dare to Dream participants developed a HS and Beyond Plan at the academy. Ask for copy and place in school file.)</b> <input type="checkbox"/> <b>Student must:</b> <input type="checkbox"/> Develop plan <b>OR</b> <input type="checkbox"/> Update plan
	<b>A. Ensure plan is aligned with graduation requirements for intended school of graduation in the following areas</b> (minimum Washington State Requirements – 20 credits- <a href="http://www.k12.wa.us/GraduationRequirements/default.aspx">www.k12.wa.us/GraduationRequirements/default.aspx</a> ): <input type="checkbox"/> Courses (including meeting minimum college entrance requirements – CADR) <input type="checkbox"/> Culminating Project <input type="checkbox"/> Assessment(s) and Exam(s) or state approved alternative
	<b>B. *Ensure plan includes applicable graduation date adjustments and testing waivers/appeals that may apply due to student situation based on their highly mobile lifestyle:</b> <input type="checkbox"/> Migrant students are allowed up to 5 years to satisfy graduation requirements (school will not be penalized) <input type="checkbox"/> ELL students are allowed up to 7 years to satisfy graduate requirements (school will not be penalized) <input type="checkbox"/> See state guidelines for Unavoidable Circumstance and 11 <sup>th</sup> /12 <sup>th</sup> Grade Transfer Students <a href="http://www.k12.wa.us/assessment/waiverappeals/specialcircumstances.aspx">www.k12.wa.us/assessment/waiverappeals/specialcircumstances.aspx</a>
	<b>Notes:</b>
	<b>STEP 2: REVIEW TRANSCRIPT AND OTHER EXISTING EDUCATIONAL RECORDS (i.e. MSIS, Skyward, CEDARS, etc)</b>
	<b>Verify student is:</b> <input type="checkbox"/> taking courses in alignment with plan <input type="checkbox"/> receiving at least a 2.0 (3.0 or higher GPA is recommended) <input type="checkbox"/> credited with all partial work <input type="checkbox"/> on track to graduate
	<b>Notes:</b>
<b>POSTSECONDARY/CAREER</b>	<b>STEP 3: Review HS &amp; Beyond Plan and discuss with student:</b>
	<input type="checkbox"/> Current Career Interest <input type="checkbox"/> Current Postsecondary Education Interest
	<b>A. Identify and refer student to counselor for placement in activities that support his/her career education plans:</b> <input type="checkbox"/> Available Career Technical Education (CTE) courses <input type="checkbox"/> Connect students with professional mentors <input type="checkbox"/> Available job shadow programs/internship opportunities <input type="checkbox"/> Take a career interest survey <input type="checkbox"/> Conduct goal setting
	<b>Notes:</b>
	<b>B. Identify and refer student for access to activities that support his/her postsecondary education plans:</b> <input type="checkbox"/> Awareness of tech/trade school, community college and university courses <input type="checkbox"/> Local workshops/events or campus visits to prepare and educate students on postsecondary options, funding options for education, admission requirements, etc. (what can students do now to be favorable candidates for scholarships, admissions into college/university or technical trade school?) <input type="checkbox"/> Connect students with postsecondary mentors <input type="checkbox"/> Running Start Program <input type="checkbox"/> Advanced Placement (AP) <input type="checkbox"/> Conduct goal setting
	<b>Notes:</b>
<b>SOCIAL/STUDENT ENGAGEMENT</b>	<b>STEP 4: INTERVIEW STUDENT</b>
	<b>A. Identify Interests</b> (sports, clubs, community activities, etc) _____, _____, _____, _____
	<b>B. Family Background</b> (who does student live with, do they have siblings in school/district, mobility patterns?) _____, _____, _____, _____
	<b>C. Responsibilities/Obligations</b> (chores, babysitting siblings, work, etc.) _____, _____, _____, _____

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### STEP 5: DEVELOP STUDENT PLAN OF ACTION:

#### ACADEMIC: (academic achievement, instructional support, tutoring, etc)

- Attendance/Promptness: Absences – no more than \_\_\_\_ per quarter / Tardies – no more than \_\_\_\_ quarter
- Long Term Goal (1 year): \_\_\_\_\_

**Short term goals**

- Quarter 1: \_\_\_\_\_
- Quarter 2: \_\_\_\_\_
- Quarter 3: \_\_\_\_\_
- Quarter 4: \_\_\_\_\_

People who will		Things that will	
Help/Support Progress	Hinder Progress	Help/Support Progress	Hinder Progress

Action Steps/Activity	Outcome	Person Responsible	Projected Completion Date

Positive reflection: \_\_\_\_\_

Unanticipated Obstacles: \_\_\_\_\_

Goal Modification, if needed: \_\_\_\_\_

Student is:  Making Progress Towards Goal  Need Attention/Revision of Goal  Meeting Goal Timelines

#### CAREER/POSTSECONDARY EDUCATION: (Preparing for postsecondary education, career education, etc)

- Long Term Goal (1 year): \_\_\_\_\_

**Short term goals**

- Quarter 1: \_\_\_\_\_
- Quarter 2: \_\_\_\_\_
- Quarter 3: \_\_\_\_\_
- Quarter 4: \_\_\_\_\_

People who will		Things that will	
Help/Support Progress	Hinder Progress	Help/Support Progress	Hinder Progress

Action Steps/Activity	Outcome	Person Responsible	Projected Completion Date

Positive reflection: \_\_\_\_\_

Unanticipated Obstacles: \_\_\_\_\_

Goal Modification, if needed: \_\_\_\_\_

Student is:  Making Progress Towards Goal  Need Attention/Revision of Goal  Meeting Goal Timelines

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### SOCIAL/STUDENT ENGAGEMENT: (club, extracurricular, community service, etc.)

Long Term Goal (1 year): \_\_\_\_\_

Short term goals

- Quarter 1: \_\_\_\_\_
- Quarter 2: \_\_\_\_\_
- Quarter 3: \_\_\_\_\_
- Quarter 4: \_\_\_\_\_

People who will		Things that will	
Help/Support Progress	Hinder Progress	Help/Support Progress	Hinder Progress

Action Steps/Activity	Outcome	Person Responsible	Projected Completion Date

Positive reflection: \_\_\_\_\_

Unanticipated Obstacles: \_\_\_\_\_

Goal Modification, if needed: \_\_\_\_\_

Student is:  Making Progress Towards Goal  Need Attention/Revision of Goal  Meeting Goal Timelines

### PHYSICAL/HEALTH: (health needs, exercise, nutrition, etc)

Long Term Goal (1 year): \_\_\_\_\_

Short term goals

- Quarter 1: \_\_\_\_\_
- Quarter 2: \_\_\_\_\_
- Quarter 3: \_\_\_\_\_
- Quarter 4: \_\_\_\_\_

People who will		Things that will	
Help/Support Progress	Hinder Progress	Help/Support Progress	Hinder Progress

Action Steps/Activity	Outcome	Person Responsible	Projected Completion Date

Positive reflection: \_\_\_\_\_

Unanticipated Obstacles: \_\_\_\_\_

Goal Modification, if needed: \_\_\_\_\_

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### STEP 6: MIGRANT GRADUATION SPECIALIST/STUDENT ADVOCATE COMPLETE THIS SECTION

Quarter 1: <u>Review Date</u>	Quarter 2: <u>Review Date</u>	Quarter 3: <u>Review Date</u>	Quarter 4: <u>Review Date</u>
<p><b><u>INTERVENTIONS:</u></b>  <b><u>Student is participating in the current interventions</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Other recommended interventions:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Referral made to:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Follow up with:</u></b>  <input type="checkbox"/> Student   <input type="checkbox"/> Parent  <input type="checkbox"/> Advisory   <input type="checkbox"/> Counselor  <input type="checkbox"/> Other _____  <input type="checkbox"/> Other _____</p>	<p><b><u>INTERVENTIONS:</u></b>  <b><u>Student is participating in the current interventions</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Other recommended interventions:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Referral made to:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Follow up with:</u></b>  <input type="checkbox"/> Student   <input type="checkbox"/> Parent  <input type="checkbox"/> Advisory   <input type="checkbox"/> Counselor  <input type="checkbox"/> Other _____  <input type="checkbox"/> Other _____</p>	<p><b><u>INTERVENTIONS:</u></b>  <b><u>Student is participating in the current interventions</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Other recommended interventions:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Referral made to:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Follow up with:</u></b>  <input type="checkbox"/> Student   <input type="checkbox"/> Parent  <input type="checkbox"/> Advisory   <input type="checkbox"/> Counselor  <input type="checkbox"/> Other _____  <input type="checkbox"/> Other _____</p>	<p><b><u>INTERVENTIONS:</u></b>  <b><u>Student is participating in the current interventions</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Other recommended interventions:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Referral made to:</u></b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____</p> <p><b><u>Follow up with:</u></b>  <input type="checkbox"/> Student   <input type="checkbox"/> Parent  <input type="checkbox"/> Advisory   <input type="checkbox"/> Counselor  <input type="checkbox"/> Other _____  <input type="checkbox"/> Other _____</p>
<p><b>Notes:</b></p>	<p><b>Notes:</b></p>	<p><b>Notes:</b></p>	<p><b>Notes:</b></p>

**TIPS FOR STUDENTS TO GRADUATE ON TIME**

**Moves between schools.** Always formally withdraw from school before moving from the district in the middle of a grading period. Ask that partial credit be awarded. Enroll again *as soon as possible* after the move. Try for perfect attendance. Take your High School and Beyond Plan to your counselor each time you meet! Ask to complete unfinished courses without repeating what you already learned, whether in the classroom, in summer school, or through a credit accrual alternative (such as PASS).

**Plan to continue your education after high school.** Keep your options open by completing the courses required for university admission. Sign up for Running Start Program and earn college credit in high school! Education after high school increases job security, salary and opportunities for advancement, whatever career is chosen.

**Role models and parent support.** Choose and learn from role models. Help parents get engaged in school.

**Set goals, hold yourself accountable, and get help when you need it! Believe in yourself and be your own best advocate!**