

Middle School 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:** _____



| | |
|----------------------------------|---|
| ACADEMIC | STEP 1: ENSURE STUDENT HAS DEVELOPED A MIGRANT STUDENT PLAN OF ACTION <input type="checkbox"/> 6th and 7th GRADE STUDENTS: Review a sample High School & Beyond Plan with student. <input type="checkbox"/> 8th GRADE STUDENTS AND BEYOND: <input type="checkbox"/> Has developed... <input type="checkbox"/> Needs to develop... a High School and Beyond Plan |
| | A. Ensure HS and Beyond Plan and/or Plan of Action are aligned with graduation requirements for intended school of graduation in the following areas: <i>(minimum Washington St. Credit Requirements - 20 credits www.k12.wa.us/GraduationRequirements/default.aspx)</i> <input type="checkbox"/> *Ensure HS and Beyond Plan and/or Plan of Action include applicable graduation date adjustments and testing waivers/appeals that may apply due to student situation based on their highly mobile lifestyle: <ul style="list-style-type: none"> • Migrant students are allowed up to 5 years to satisfy graduation requirements (school will not be penalized) • ELL students are allowed up to 7 years to satisfy graduate requirements (school will not be penalized) <input type="checkbox"/> Postsecondary admission requirements (minimum college entrance requirements – CADRs) <input type="checkbox"/> Culminating Project <input type="checkbox"/> Assessment(s) and Exam(s) or state approved alternative |
| | Notes: _____ _____ |
| | STEP 2: REVIEW REPORT CARD AND OTHER EXISTING EDUCATIONAL RECORDS (i.e. MSIS, Skyward, CEDARS, etc) |
| POSTSECONDARY/CAREER | Verify student is: <input type="checkbox"/> enrolled in and/or successfully completed courses in alignment with plan (including Washington State History and/or other credit bearing courses if applicable e.g., Algebra) <input type="checkbox"/> receiving at least a C or higher in each course (<i>B or higher is recommended</i>) <input type="checkbox"/> on track to transition into the next grade level |
| | Notes: _____ _____ |
| | STEP 3: Review the developed HS & Beyond Plan and/or Plan of Action and discuss with student: <input type="checkbox"/> Discuss Current Career Interest <input type="checkbox"/> Discuss Current Postsecondary Education Interest |
| | A. Identify and refer student to counselor for placement in activities that support his/her career education plans: <input type="checkbox"/> Available career and technical exploration/skill building electives <input type="checkbox"/> Connect students with professional mentors <input type="checkbox"/> Available career/postsecondary exploration opportunities <input type="checkbox"/> Take a career interest survey <input type="checkbox"/> Conduct goal setting |
| POSTSECONDARY/CAREER | Notes: _____ _____ |
| | B. Identify and refer student for access to activities that support his/her postsecondary education plans: <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 (what can students do now to be favorable candidates for scholarships, admissions into college/university or technical trade school, etc?) <input type="checkbox"/> Connect students with postsecondary mentors <input type="checkbox"/> Ensure student has applied for the College Bound Scholarship (before June of their 8 th grade year) www.collegesuccessfoundation.org/collegebound . <input type="checkbox"/> Conduct goal setting |
| | Notes: _____ _____ |
| SOCIAL/STUDENT ENGAGEMENT | STEP 4: INTERVIEW STUDENT |
| | A. Identify Interests (sports, clubs, community activities, etc) _____, _____, _____, _____ |
| | B. Family Background (who does student live with, do they have siblings in school/district, mobility patterns?) _____, _____, _____, _____ |
| | C. Responsibilities/Obligations (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 |
|-----------------------|---------|--------------------|---------------------------|
| | | | |
| | | | |
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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 |
|-----------------------|---------|--------------------|---------------------------|
| | | | |
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| | | | |

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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| 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><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <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><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <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><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <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><u>INTERVENTIONS:</u> <u>Student is participating in the current interventions</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Other recommended interventions:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Referral made to:</u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p><u>Follow up with:</u> <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>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</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 Migrant Student Plan of Action 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).

8th Grader: does your family move during the school year (causing you to get behind in school?). Talk with your counselor or MGS/MSA to see if you are eligible to take PASS or other credit accrual alternative the summer between your 8th and 9th grade year to plan for future extended absences and stay on track to graduate.

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!