

# MGS/MSA Strategy Sharing/Action Planning Template

Date: \_\_\_\_\_

Name(s): \_\_\_\_\_

Position: \_\_\_\_\_

School/District: \_\_\_\_\_

Identify the Issue/Problem:	Which MGS/MSA job function does this problem hinder you from achieving?	What current practice(s) are implemented for all students?	What unique migrant student needs are not addressed by the current practices?	What modified or new strategies can be implemented for migrant students?
	<input type="checkbox"/> Academic Guidance <input type="checkbox"/> Non-Academic Guidance <input type="checkbox"/> Career Ed./ Postsecondary Preparation <input type="checkbox"/> Student Engagement <input type="checkbox"/> Social Work/Outreach			
<b>From whom do you need support</b> to implement the modified or new strategies?			<b>What additional resources are needed</b> to implement the modified strategies?	
<b>What will be different as a result of implementing the new or modified strategies?</b>				

**Next steps:** Complete a personalized action plan and do it!

## MGS/MSA Strategy Sharing/Action Planning Sample

Identify the Issue/Problem:	Which MGS/MSA job function does this problem hinder you from achieving?	What current practice(s) are implemented for all students?	What unique migrant student needs are not addressed by the current practices?	What modified or new strategies can be implemented for migrant students?
<b>Ex. 1:</b> Migrant girls feel left out and need support with attendance issues?	<b>Ex. 1:</b> <input checked="" type="checkbox"/> Academic Guidance <input checked="" type="checkbox"/> Non-Academic Guidance <input checked="" type="checkbox"/> Student Engagement	<b>Ex. 1:</b> Attendance clerk discipline.	<b>Ex. 1:</b> Student not engaged in English class due to absence and English teacher concern.	<b>Ex. 1:</b> Noon time writing club for girls to promote social interaction, sense of belonging, and foster student voice/empowerment through literacy skill building.
<b>Ex. 2:</b> Migrant students not meeting state academic achievement standards?	<b>Ex. 1:</b> <input checked="" type="checkbox"/> Academic Guidance <input checked="" type="checkbox"/> Non-Academic Guidance <input checked="" type="checkbox"/> Student Engagement	<b>Ex. 2:</b> Refer students to tutoring services and summer school.	<b>Ex. 2:</b> Students not identifying applicability of core content to real life.	<b>Ex. 2:</b> Host math, science, and student engagement focused summer academy to promote real life application of content, access to direct instruction in content areas, conduct student engagement activities, and introduce career and postsecondary exploration.
<b>Ex. 3:</b> Migrant students are discouraged to apply to higher education because of financial limitations.	<b>Ex. 1:</b> <input checked="" type="checkbox"/> Academic Guidance <input checked="" type="checkbox"/> Non-Academic Guidance <input checked="" type="checkbox"/> Career Education/Postsecondary Preparation	<b>Ex. 3:</b> Refer students to college fairs, college preparation events, campus visits, etc.	<b>Ex. 2:</b> First generation students lack adequate support to draft polished essays.	<b>Ex. 3:</b> Utilize structured, "Path to Scholarships®" lessons with students promoting literacy skill building, assisting students with writing essays (personal statement, college admissions, or scholarship), and encourages organizational skills for portfolio building.
<b>From whom do you need support</b> to implement the modified or new strategies?	<b>Ex. 1:</b> FPD, English Teacher, Principal	<b>What additional resources are needed</b> to implement the modified strategies?	<b>Ex. 1:</b> Location to meet, Journals, folders, writing tools.	
	<b>Ex. 2:</b> FPD, Content Teachers, Field Offices, and SEMY, CAMP, migrant students			<b>Ex. 2:</b> Math/Science Content, Student Engagement Activities, Location, Transportation, Meals, Teachers, Site Coordinator
	<b>Ex. 3:</b> FPD, English Teacher.			<b>Ex. 3:</b> "Path to Scholarships®" workbooks, Computer Lab Access, Access to Portfolio materials
<b>What will be different as a result of implementing the new or modified strategies?</b>	<b>Ex. 1:</b> Migrant girls will learn and apply new literary skills, contributing to academic achievements, while increasing level of self-confidence and self-esteem.			
	<b>Ex. 2:</b> Students will gain motivation from former migrant or other culturally relevant role models while developing an interest in math and science. Students will learn about different higher education and career opportunities.			
	<b>Ex. 3:</b> Students will learn and apply literary skills, contributing to academic achievements, while writing their college admissions or scholarship applications. Students will secure scholarships, alleviating some of the financial burden, and will likely be more motivated to continue into higher education and seek funding alternatives.			

**Next steps:** Complete a personalized action plan and do it!