



TITLE I PART C

Education of Migratory Children



Best Practice: Communicating with Teachers

Project: Grand Island Migrant Education Program

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Program Location: Grand Island, NE

Age/Grade Level/Target Population: K-5

Goal Area: English Language Arts and Mathematics

MPOs Addressed:

- **MPO 2a** By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.
- **MPO 2b** By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.

Program Description:

Every elementary migrant-qualified student brings with them a unique set of strengths and needs that requires a collaborative effort to develop an individualized pathway to success. The K-5 Academic Support Program outlines a process for Migrant staff to work with classroom teachers, building principals, students, and parents/guardians to establish goals and outline action steps to improve aspects of English language arts and mathematics.

Steps:

1. Meet with classroom teachers and building principals to determine the individual needs of the migrant-qualified students. Use document below to guide conversations.
2. Create an academic goal and develop a timeline with specific action steps.
3. Administer a pre-test to the student in the area of English language arts or math.
4. Hold a formal meeting with the student's family to discuss the academic goal areas and to provide support materials and activities for students to complete at home to reach their goals.
5. Maintain regular academic support (one-on-one or small group) at designated time of day. Provide weekly or bi-monthly updates to the classroom teacher and building principal.
6. Celebrate with students and parents/guardians as they complete individual action steps and goal attainment (e.g. positive office referral, recognition note to the classroom teacher, end of year Migrant celebration).

7. Administer the post-test and review results with classroom teacher to continue support or set a new goal.

Program Purpose/Anticipated Outcome(s):

- Provide high-quality supplemental instructional support services that leads to improved demonstration of mastery of personalized reading, writing, and math goals
- Align migrant services to grade-level content standards and classroom expectations
- Engage parents/guardians in the learning process and connect them to support services as needed
- Deepen relationships between the Migrant Education Program, classroom teachers, and building principals

Curriculum: Supplemental activities aligned to district ELA and Math Curriculum

Assessment/Evaluation: Pre/Post Assessments based on personalized goals; NWEA MAP

Impact:

During our first year of implementation, we had four school readiness families participate.

- 100% family participation and positive reviews of the program.
- *Out of the four students assessed with the NePAT,*
 - *2 students demonstrated proficiency or showed 20% growth in Literacy*
 - *4 demonstrated proficiency or showed 20% growth in math*

Staffing: MEP Coordinator, Migrant Education Facilitators (e.g. Service Providers, Tutors)

Cost: Wages and benefits for MEP staff; supplemental materials

Resources Needed:

- Migrant Student Support Document (*collaborative conversation with classroom teacher*)
– see example below
- Goal Setting Guide – see example below in English & Spanish
- Pre/Post Test
- K-5 Academic Support Records
 - Google Sheet with the following column headings
 - Student ID, Student Name, Goal, Pre-test Name, Pre-test Score, Post-test Name, Post-test Score, Growth Percentage, Comments
- Activity Sheets and corresponding hands-on materials
- Monthly Activity Calendar

Migrant Student Support

This student has qualified for the Migrant Education Program. All students are provided instructional and support services by the Migrant Education Facilitator to support their academic success and well-being. Please answer the questions below to provide feedback on how the student is performing in school.

Student ID # _____ Formal Last Name(s) _____ Formal First Name _____

Grade _____ School _____ Classroom Teacher _____

Migrant Education Facilitator _____ Date _____

Student Strengths and Needs	Yes	No	Comments and Recommendations
Is the student receiving any special services (i.e. Rtl, EL, Special Education, Gifted and Talented)?			
Does the student need additional supports in reading and/or writing?			
Does the student need additional supports in math?			
Is the student participating in any extended learning opportunities (i.e. before or after school) for academic support?			

Does the student need additional support services (i.e. guidance, clothing, health, transportation, and interpretation/translation)?			
Is the parent(s) or family engaged in the student's education?			

Recommendations

Based on observations and answers to the above questions we recommend that (check option(s) below):

- **Continue to monitor progress.** The Migrant Education Facilitator will check in with classroom teacher or staff member on the following date: _____
- **Provide instructional support.** The Migrant Education Facilitator will provide specific support under the direction of the classroom teacher (i.e. before or after school, during allowed times during the school day) or provide support to encourage students to attend extended learning opportunities.
 - Define the academic goals and develop a timeline for implementation using goal-setting template.
- **Provide support services.** The Migrant Education Facilitator will work with social worker to contact the parent(s) and follow up on additional support services.
- **Develop engagement plan.** The Migrant Education Facilitator will work with classroom teacher and principal to communicate and engage the parent(s) and family in the student's education.

Comments and Progress:

Teacher/Staff Signature: _____

Migrant Education Facilitator: _____

My Goal Setting Worksheet

Name _____ Grade ____ School _____

My SPECIFIC Goal:

How will I know when I reach my goal? (*What will I see, hear or feel when I have achieved my goal?*)

What steps am I going to take to meet my goal? (*What must I do each day to make it happen?*)

- 1.
- 2.
- 3.

When will I achieve my goal? (*Start and end date, What will my checkpoints be...end of day, end of week?*)

Student's Signature:

Date:

Facilitator's Signature:

Date:

Follow-up Date _____

How did I do?

___ YES, I met my goal. ___ I am still working on my goal. ___ NO, I have changed my goal.

Reflection:

Hoja Para Establecer Mi Objetivo

Nombre _____ Grado ____ Escuela _____

Mi objetivo ESPECÍFICO:

Como voy a saber cuando ya logre mi objetivo? (*Que voy a ver, escuchar o sentir cuando ya logre mi objetivo*)

Que pasos debo tomar para lograr mi objetivo? (*Que tengo que hacer cada día para llevar a cabo mi objetivo?*)

1.

2.

3.

Cuando voy a lograr mi objetivo? (*Fecha de inicio y fecha final, Cuales son mis puntos de revisión.... final del día, final de la semana?*)

Firma de Estudiante:

Fecha:

Firma del Facilitador:

Fecha:

Fecha de Seguimiento _____

Como lo hice?

___ Sí, Alcancé mi objetivo. ___ Todavía continuó trabajando en mi objetivo.
___ NO, he cambiado mi objetivo.

Reflección: