

# Departmental Improvement Plan – Part A Overview

Director: Cheri Patterson

Department: Curriculum & Instruction Deb Cook, Homeless

Date: May 28, 2009

**Describe the primary focus of the department's improvement efforts for the current school year.**

**Primary Focus: Identify, enroll and serve the educational needs of all homeless students to meet with success in school.**

Efforts to implement the components of the McKinney Vento Grant:

- Homeless Coordinator and district social worker to stay current on Homeless issues/Communicate with SEA with regard to homeless issues
- Enroll homeless students promptly even without proof of residency, immunizations, schools records or other papers, while working to retrieve proper paperwork
- Make available comparable services to homeless students
- Transport homeless children and youth to school of origin when in the best interest of the student
- Implement Comprehensive Tutoring Program for homeless students
- Collaborate with Local agencies (Unmet needs, Continuum of Care, CAP, Youth Employment Training, Salvation Army Shelter, YWCA Shelter, etc) to meet needs of homeless families
- Adapt and maintain dedicated areas in homeless shelters (library-like setting)
- Check -in-Connect RPDC provide professional development for counselors, social workers, FICs and secretaries of the homeless services
- Work directly with school librarians to provide "Read for Pleasure" books for all homeless students
- Continue partnership with Masque Lodge (clothes for homeless students)
- Inform parents/guardians/youth through posting of the rights of homeless families
- Provide parent classes at the YWCA and the Salvation Army Center.
- Provide for homeless: homework supplies, educational fees, backpacks/school supplies, clothing/coats/shoes, personal hygiene items, school meals

**Describe the primary focus of the department's improvement efforts for the upcoming school year.**

**Primary Focus: Identify, enroll and serve the educational needs of all homeless students to meet with success in school. Conduct a needs assessment of the Homeless population of the SJSD and create a Homeless Program that meets the needs of the homeless students. Apply and receive the homeless grant to further support the needs of the homeless.**

**Describe parent involvement if applicable.** Homeless rights are posted throughout the community where there is a frequent presence of homeless families. For the 09/10 school year, transportation for parents to IEP meetings, Parent teacher meetings, and Family Involvement activities will be provided. The plan also includes seven parenting sessions at both the YWCA Shelter and the Salvation Army Shelter. Topics include: strengthening families, communication, balancing responsibilities, homework help, managing stress, goal setting, and Missouri grade level expectations. Qualified presenters will lead the research-based workshops. Materials that promote safe, healthy behaviors as well as academic enrichment will be available to the shelter parents and students. The purpose of this instruction is to increase family involvement and provide parent support throughout the student's school career. Harvard Family research Project of 1997 concluded that family involvement makes a significant difference in student achievement. We are promoting Learning at "home", one of Epstein's Six Types of Involvement in Schools to engage to the shelter parents.

**Describe recruitment and retention of high quality staff if applicable.**

For the 09/10 school year, the second year, RPDC is providing Professional Development for our Homeless Advocacy Team (HAT) on the Check-n-Connect model. This model, the only program in "What Works Clearing House" having strong evidence of positive retention, is data driven and grounded in research on resiliency in home/school collaboration. The HAT, comprised of school social workers and counselors from every school, will have PD in September 2009 on the referral process and ways to help students stay connected to school and on track to graduation. A panel of agency contacts offers information about community resources. HAT members then provide PD in their buildings and work closely with teachers and front line staff, gathering information, checking on students, and assessing needs. The HAT members use this model to promote regular attendance, reduce discipline referrals, and improve academic scores. The HAT uses appropriate referral procedures for tutoring, transportation, and other school/community related services. The HC and RPDC will monitor building level PD and implementation of Check-n-Connect through monthly site visits while offering technical assistance. all SJSD elementary and middle school counselors and the SJSD social workers will continue to receive professional development on the Check-n-Connect model. They in turn will share this knowledge at the building level. This model provides practical tools to help students stay connected with school and on track to graduation. Of thirteen dropout prevention programs rated by the US department of Education's "What Works Clearing House," Check and Connect is data-driven and grounded in research on resiliency and home/school collaboration. This training will continue to contribute greatly to the quality of the SJSD staff.

**Describe impact of your department on student achievement.**

As of May 4, 2009, SJSD reported serving 496 homeless students. All of these students were eligible for free lunch. Homeless students receive a nutritionally balanced meal each day in accordance with Federal and State child Nutrition Program regulations and guidelines (MSIP 8.13).

The Homeless Program arranged and transported (MSIP 8.14) homeless students a total of 6,908 miles to and from school from August 08 through April 09. Transporting students to their school of origin increases students' average daily attendance (MSIP 8.1).

Clothing and basic needs were taken care of; allowing homeless students to focus on academics.

**Please attach an organizational flowchart of your department's governance structure used to write the Departmental Improvement Plan.**

See attachment

No.	DIP Measurable Objectives One should impact student achievement	MSIP Standard Correlation	Number(s) of BOE Goal/Strategy
-----	--	---------------------------------	--------------------------------------

I	95% of homeless students participating in a tutoring program will achieve proficiency on quarterly benchmark tests and MAP.	6.3.6 9.1	1.2
II	Student impact on attendance, discipline, and grades will be positive as a result of the implementation of the Check-n-Connect program	6.7.3	1.3.7
III	Parents will become more involved in their child's education as measured by the number of parents participating in the parent involvement training sessions.	7.5.3	1.4.1e

SAMPLE  
DOCUMENT

## Departmental Improvement Plan – Part B

### Objectives – Strategies – Action Steps – PD Plan

Department Homeless Updated for school year 2009-2010

No.	DIP Objective (One objective per page.)	MSIP Standard Correlation	Number(s) of BOE Goals
I	The Homeless Program will provide a comprehensive needs assessment/tutoring program for homeless children and youth.	6.3.4 9.1	1

No.	Departmental Strategy	Funding Source	Person Responsible	Date to Implement	Date to Complete
I.1	The Homeless Program will provide a quality tutoring program for homeless students and youth.	Homeless Grant	Deb Cook Homeless Advocacy Team members Teachers	July 1, 2009	June 30, 2010

### Action Steps

Action Steps to Implement Strategy	Action Step	Funding Source	Person Responsible	Date to Implement	Date to Complete
<p>1. Homeless students will be identified for tutoring. Tutoring will be provided for all homeless students needing tutoring as demonstrated through MAP and benchmark results. Classroom teachers will identify homeless students needing tutoring and refer them to the social workers and counselors. Social workers/counselors will refer students to Homeless Coordinator and/or District Social Worker to match students to the tutors.</p>	I.1.1	Homeless Grant	Homeless Coordinator Homeless Advocacy Team members Teachers	July 1, 2009	June 30, 2010

SAMPLE DOCUMENT

<p>2. A process will be created by the Homeless Advocacy Team for a guideline for referrals. The process will be published and distributed to classroom teachers. Teachers will work closely with the members of the Homeless Advocacy Team in their perspective buildings. When a homeless child is identified as needing additional academic help, the tutoring referral process will be utilized.</p> <p>3. The program will be implemented. The student will be matched to one of the tutoring programs.</p> <ul style="list-style-type: none"> <li>○ After-school tutoring (with transportation home)</li> <li>○ Paid tutor (homeless grant)</li> <li>○ Teacher tutor (homeless grant)</li> <li>○ Paid tutor at the YWCA Shelter and the Salvation Army Shelter (homeless grant)</li> </ul> <p>4. Monitoring will be in place. Tutors will keep attendance registers to document sessions attended. Benchmark and classroom grades will be monitored to guide the practices in the program.</p> <p>5. The Homeless Advocacy Team/RPDC analyzes collected data, reviews and adjusts the program to better serve the needs of the homeless population.</p>	I.1.2	Homeless Grant	Homeless Coordinator Homeless Advocacy Team members Teachers	July 1, 2009	June 30, 2010
---	-------	----------------	--	--------------	---------------

**Professional Development Plan  
PD Activities to Accomplish Strategies & Action Steps**

Date	Name of Activity	Description	Budget Projection & Funding Source	PD Implementation Evaluation
------	------------------	-------------	------------------------------------	------------------------------

Date	Name of Activity	Description	Budget Projection & Funding Source	PD Implementation Evaluation
July 23, 2008 School year dates to be set at this time.	Pre planning	Homeless Coordinator, Counseling Coordinator, and Julia Smith (NWMSU) will plan the PD at this meeting and set dates.	\$4,500.00 Homeless Grant	A pre and post survey will show that 100% of participants show a measurable gain in the knowledge of the McKinney-Vento Act and the best practices of serving the homeless children and youth with the focus on academic needs and tutoring. The HC and RPDC will collect, compile, and analyze the impact on student attendance, discipline, and grades to measure quantity, quality, utility, and relevance of Check and Connect PD. Time Span: July 1, 2009 - June 30, 2010

SAMPLE DOCUMENT

**Leader's Comments:** I am looking forward to working with Cindy and Julia and creating an ongoing PD that will promote the homeless students' engagement in school and learning. I believe that with the restructuring of the homeless program to focus more on meeting the academic needs of our students we, as a district, will impact the homeless population in a much more positive fashion. I expect data will support our efforts.

Submitted to Superintendent's Council: \_\_\_\_\_  
Deadline June 30, 2009

**SAMPLE  
DOCUMENT**