

Homewood Center

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2025-2026

Homewood: VISION & MISSION

Vision:

The Homewood Center empowers students to build skills and confidence. We provide the access and opportunity necessary to prepare students to successfully navigate their chosen paths after high school.

Mission:

The Homewood Center provides an individualized learning experience with high support and expectations for every student.

HCPSS EQUITY FRAMEWORK

1. **Belonging:** All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.
2. **Opportunity & Access:** All students, staff, and families can access pathways that expose them to high-quality learning experiences.
3. **Instructional Excellence:** All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.
4. **Engaged & Inspired Learners:** All students and staff are empowered to shape their teaching and learning experiences.

HCPSS PRIORITIES

SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

On Track CCR Strategy 1: Implementing effective tier 1 differentiated supports during first instruction.

Statement of Commitment: At Homewood, we are committed to engaging in constructive and meaningful differentiated instruction so that students will get the instruction that they need the first time.

Action Steps:

- Teachers operate within an MTSS framework and understand how to differentiate Tier 1 instruction well and the process for identifying and matching students with Tiers 2 and 3 supports as informed by data
- Use a variety of instructional strategies, materials, and activities to meet the diverse needs of students in the classroom. This may include flexible grouping, tiered assignments, varied pacing, and scaffolding techniques.
- Administrators and ITLs collaborate with curriculum leadership to norm content teams regarding expectations of effective instruction in the content area AND coordinate professional learning for staff

On Track CCR Strategy 2: Monitoring student progress toward College and Career Ready (CCR) and creating pathways to achieve CCR by grade 12.

Statement of Commitment: At Homewood, we commit to monitoring student progress and intervening as needed. We will develop innovative pathways for students to achieve College and Career Readiness (CCR) by grade 12.

Action Steps:

- Review attendance and academic performance with students in relation to

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction



2. Cultivate Student Belonging & Well-Being



3. Foster Staff Growth & Engagement



4. Enhance Systemic Planning & Procedures



5. Partner with Families & Community



G9 on-track criteria AND the future G10 CCR standard (consider ACCESS levels)

- Teachers communicate with families regarding student progress toward on-time graduation/CCR and provide actionable guidance for how to support learning
- Ensure that differentiated Tier 1 instruction has been implemented as expected; use data to inform implementation of Tiers 2 and 3 supports and resources for identified students

Attendance Strategy: Using Motivation Interviewing to connect students with resources while maintaining communication with families about student attendance.

Statement of Commitment: We commit to engaging students in motivational interviewing and developing plans of support to connect students with appropriate resources so that students are more likely to come to school.

Action Steps:

- Convene monthly career team meetings to:
 - Engage appropriate instructional and support staff (i.g. Administrator, CRA, CRD teacher, GT/Mentor Teacher, Transition Teacher, School Counselor, Liaisons, etc..)
 - Address gaps in opportunities through internal and external stakeholder collaboration to meet school community needs, setting measurable goals and measuring outcomes in student access
- Provide personalized education and career plans for students for post-HS that are aligned to students strengths and individual interests.
- Use Cluster teams to assist in focus on students interest areas, and identified needs in alignment with the statewide career development framework
- Identify an attendance team
 - Targeting attendance- using HCPSS attendance procedures and guidelines identify students that need individualized support.
 - Create a multitiered attendance strategy
 - Tier 1- HWC PBIS Team, structure created to reinforce positive behavior expectations, Token Economy
 - Tier 2- Cluster teams focus, student monitoring

- Tier 3- Individualized students supports, PPW, Social Worker, Wraparound Service
- Identify a data review process that focuses on chronically absent students
 - Attendance team will meet biweekly
- Create opportunities for Student Voice
 - Identify existing student groups to focus on strategies of belongingness
- Using the HCPSS Attendance Implementation Guide, create process to reach out to families
 - [Attendance Implementation Guide](#), [HCPSS Attendance Procedures](#)
 - Building a staff system for home school communication
 - Mini-PL on Cultivating Student Belonging and Well-Being
 - Program based implementation

Discipline Strategy: Engaging in data analysis protocols with a focus on disproportionality in discipline data.

Statement of Commitment: At Homewood, we commit to engaging in monthly discipline data analysis so that students will experience equitable disciplinary actions as evidenced by less disproportionate discipline.

Action Steps:

- Designated staff will engage in the monthly discipline protocol
- Administrative teams will engage in a consultation protocol with other members of their leadership team prior to assigning a suspension.
- Quarterly communication with families regarding the Student Code of Conduct and discipline practices.
- Quarterly communication with students that includes clear expectations around the student code of conduct.
- Partnering with student support staff and community organizations to communicate expectations in the Student Code of Conduct for multilingual students and families.
- Soliciting student feedback on how to make school more welcoming and engaging
 - Professional learning about engaging student voice authentically
 - Structures for engaging students in student voice efforts