Homewood Center Community School

Enrollments by Race/Ethnicity

- Asian 3.8%
- Two or More Races 8.4%
- Hispanic/Latino 18.3%
- White 26.7%
- Black/African Amer. 42.0%

131 — Enrollment

76.0% — Attendance Rate
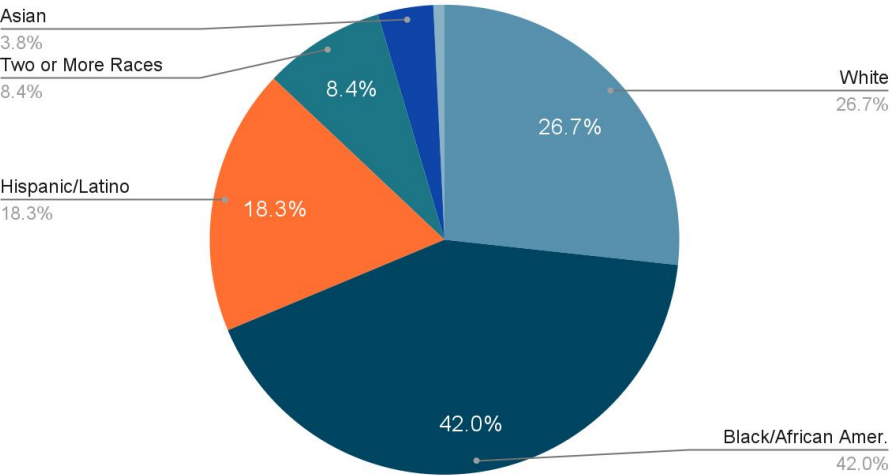
54.9% — 4-year Graduation Rate
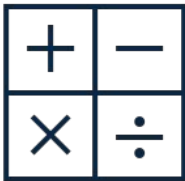
<=5% — Percent Proficient in Mathematics
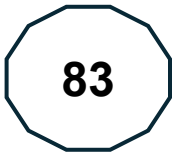
<=5% — Percent Proficient in English Language Arts

<=5% — Multilingual Learners Making Progress Towards Learning English

Students by the Numbers		Current partners engaged with the community…
9	ADA 504	**56 Partners and Growing**
76.34%	FARMs/Economically Disadvantaged	
5	Multilingual Learners	• Columbia Community Cares
82	Students with Individualized Education Plans	• Howard Community College • Making Change, Inc. • Grace Community Church
17	Middle School Students	• Howard County Library System

MSDE Community School

Who participated in our Assets and Needs Assessment?
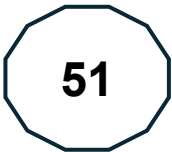
83 Students

34 Families

138 Staff
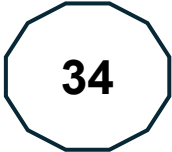
51 Community Members

What did we learn?

Summary of Student Feedback:
- Student feel staff care and try to meet needs.
- Students appreciate small class sizes and many learning supports.
- Students want programs and extension opportunities during and after school to support with childcare, food, health care, etc.

Summary of Family Feedback:
- Families feel welcomed
- Families want to change perception of Homewood Center
- Families want more opportunities for students to engage positively with their comprehensive schools

Summary of Staff Feedback:
- Staff feel community support and want system-level support and safety concerns addressed.
- Staff want more opportunities for class choices for students.

Summary of Community Feedback:
- Community feels welcomed
- Community desires to have accessible whole family - approach programs for school community
- Community would like Homewood Center to be seen as an extension of neighborhood schools

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	Increase enrichment opportunities that connect to post-secondary education and career paths and increase support to families to understand academic/school system platforms.
Collaborative Leadership, Shared Power, and Voice	Increase access to information and utilization of resources that support family understanding of policies, resources, student performance; Increase opportunities for families and students to participate in planning and implementing programs and activities within the school; and utilize models provided by programs such as Title I to ensure that systems and processes are in place and inclusive leadership is practiced with fidelity.
Integrated Systems of Support	Leverage partnerships with government and community agencies to provide support to students and families on-site and within the community.
Culture of Belonging, Safety, and Care	Increase intentional communications that foster welcoming and inclusion; integrate cultural awareness themes into curricular activities and career and life readiness initiatives; develop consistent policies and procedures for implementing PBIS strategies that support appropriate student and staff behaviors in an academic/professional environment.
Powerful Student and Family Engagement	Leverage community partners to support increased opportunities for family engagement events that build trust and rapport among members of the school community.