

Howard County Public School System

2019 - 2020 School Improvement Plan

School Name: **Homewood Center**

Resource: [SIP Feedback Form](#)

Focus Area: Discipline Practices (OSS/ISS, ODRs, MIRs)

[Hoonuit: Waffle menu > My Focus > SIP > SIP: Disposition](#)

Baseline Data (2017 - 2018)

<p style="text-align: center;">Overall (1st Hoonuit metric)</p> <p>Total # of students (2017-2018 Total N): 172 - Active and Inactive</p> <p>Overall # of Dispositions (2017-2018 # Dispositions): 97</p> <p>Overall Disposition rate (2017-2018 Rate): 56.4%</p>	<p style="text-align: center;">Identified Student Group (scroll down in Ht): AA</p> <p>Total # in the student group (2017-2018 Total N): 88 Active and Inactive</p> <p># Dispositions in the student group (2017-2018 # Dispositions): 64</p> <p>Student group Disposition rate (2017-2018 Rate): 72.7%</p>
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Targets

2018 - 2019				2019 - 2020		2020 - 2021	
(Rate, # Dispositions, Target columns in Hoonuit, 2018-2019 row)				(Target columns in Hoonuit, 2019-2020 row)		(Target columns in Hoonuit, 2020-2021 row)	
Overall		Student Group		Overall	Student Group	Overall	Student Group
Target met? No (Total Students - 184)		Target met? No (Total Students - 108)		(*.85 = 15% decrease)	New Group Identified? N (* .75 = 25% decrease)	(*.85 = 15% decrease)	(*.75 = 25% decrease)
Target	Actual	Target	Actual	# Dispositions (Target # Dispositions): .85 x 126 = 107	# Dispositions (Target # Dispositions): .75 x 103 = 77	# Dispositions (Target # Dispositions): 91	# Dispositions (Target # Dispositions): 58
Disposition Rate (Target # Rate): 42.3 %	Disposition Rate (Rate):68.5 %	Disposition Rate (Target # Rate): 54.5%	Disposition Rate (Rate): 95.4%	Disposition Rate (Target # Rate): .85 x 68.5 = 58.2%	Disposition Rate (Target # Rate): .75 x 95.4 = 71.6%	Disposition Rate (Target # Rate): 49.47%	Disposition Rate (Target # Rate): 53.7%

Cultural Root Cause (required): Our current behavior interventions are reactive and focus on behavior management and student compliance and do not provide appropriate therapeutic/trauma-informed responses.

Resource: Equity Inquiry (coming soon)

Cultural Strategies (not to exceed 3; at least 1 focuses on identified student group; addresses PL; linked to root cause): **Resource:** Restorative Justice practices (coming soon)

1. Learn and develop trauma sensitive responses and strategies for staff and students, in order to create a more proactive versus reactive environment.
2. All staff will consistently implement, minimally, two self-selected trauma sensitive strategies when interacting with students resulting in an increase in positive engagement in the school community.
3. Develop and deliver professional learning opportunities to staff on trauma-sensitive environments and trauma-informed instruction/interventions through PIP, professional learning groups, and The Trauma Informed School book study. Staff will implement this professional learning through the use of two self-selected trauma sensitive strategies.

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Cultural Milestones		Resource: Monthly Suspension Review
Staff actions: How will fidelity of implementation be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback): Walkthrough look-for data, on-going student and staff feedback (program, content, and PIP meetings)		
Student results: How will student progress toward targets be measured? (e.g., MIRs, ODRs, other behavioral data): MIRs, ODRs, and suspension data		
Checkpoint 1 <u>date</u> - What is your progress toward the targets?		Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
Checkpoint 2 <u>date</u> - What is your progress toward the target?		Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
Instructional Root Cause (optional):		
Instructional Strategies (not to exceed 1; addresses professional learning; linked to root cause):		
Instructional Milestones (how is fidelity of implementation being measured):		
Staff actions: How will fidelity of implementation be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback):		
Student results: How will student progress toward targets be measured? (e.g., classroom performance, F&P, MAP, student group MAP growth):		
Checkpoint 1 <u>date</u> - What is your progress toward the targets?		Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What instructional strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What instructional strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
Checkpoint 2 <u>date</u> - What is your progress toward the target?		Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What instructional strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What instructional strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
Structural Root Cause (optional):		
Structural Strategies (not to exceed 1; addresses professional learning; linked to root cause):		
Structural Milestones		
Staff actions: How will fidelity of implementation be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback):		
Student results: How will student progress toward targets be measured? (e.g., classroom performance, F&P, MAP, student group MAP growth):		

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Checkpoint 1 <u>date</u> - What is your progress toward the targets?			Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What structural strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What structural strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?	
Checkpoint 2 <u>date</u> - What is your progress toward the target?			Resource: SIP Data Dive Check-in (MS/ES) SIP Data Dive Check-in (HS)
What structural strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What structural strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?	