

Howard County Public School System
2021 - 2022 School Improvement Plan
High School Name: Homewood Center

Focus Area: Readiness for Postsecondary Success Academic Indicators

[Hoonuit: Waffle menu > My Focus > SIP > SIP: Readiness for Postsecondary Success](#)

Class of 2019

Overall

Total # of Grade 12 students (2018-2019 Total N):
 Overall # of Grade 12 students meeting at least one indicator (2018-2019 Actual n met): **12**
 Overall % of Grade 12 students meeting at least one indicator (2018-2019 Actual %): **38%**

Identified Student Group (scroll down in Hoonuit): **AA**

Total # of Grade 12 students in the student group (2018-2019 Total N):
 # Grade 12 in student group meeting at least one indicator (2018-2019 Actual n met): **7**
 % Grade 12 in the student group meeting at least one indicator (2018-2019 Actual %): **46%**

Targets

Class of 2020

(Actual & SIP Target columns in Hoonuit, 2019-2020 row)

Class of 2021

(Actual & SIP Target columns in Hoonuit, 2020-2021 row)

Class of 2022

(SIP Target columns in Hoonuit, 2021-2022 row)

Overall Target met? Yes		Student Group Target met? Yes		Overall (SIP Target n & %)		Student Group New Group Identified? If yes, specify: (SIP Target n & %)		Overall (SIP Target n & %)		Student Group (SIP Target n & %)	
Target	Actual (Actual n & %)	Target (SIP Target n & %)	Actual (Actual n & %)	Target:	Actual:	Target:	Actual:	# met: 5	# met: 1	% met: 50%	% met: 60%
# met: 9	# met: 10	# met: 4	# met: 5	# met: 6	# met: 6	# met: 1	# met: 3				
% met: 47.5%	% met: 50%	% met: 41%	% met: 41.7%	% met: 52.3%	% met: 26.1%	% met: 43.6%	% met: 27.3%				

Instructional Root Cause (required): While our instruction focuses on skills supporting students' post-secondary success, differentiation for individual needs and alignment to student plans is not evident.

Instructional Strategies (not to exceed 3; at least 1 focuses on the identified student group; makes reference to professional learning):

1. Content teams will collaborate to create specific classroom lessons and flexible assessments in order to emphasize specific skills that best align to students' post-secondary goals

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Instructional Milestones <i>Staff Actions:</i> School-wide focus on targeted skills and strategies aligned with students' post-secondary goals <i>Student Results:</i> Measure of student growth through reflective conversations and rubrics		
Checkpoint 1 <u>date</u> - What is your progress toward the targets?		Resource: SIP Data Dive Check-in
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
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)?
Cultural Root Cause <i>(optional):</i>		
Cultural Strategies <i>(not to exceed 1; makes reference to professional learning):</i> `		
Cultural Milestones <i>Staff Actions:</i> How will fidelity of staff implementation of strategies be measured? <i>(e.g., walkthroughs, content-specific look-fors, mtg observations, staff feedback):</i> <i>Student Results:</i> How will student progress toward targets be measured? <i>(e.g., classroom performance, PSAT/AP Potential, SAT, ACT, CTE completer/certification, course enrollments, ASVAB score, Seal of Biliteracy):</i>		
Checkpoint 1 <u>date</u> - What is your progress toward the targets?		Resource: SIP Data Dive Check-in
What cultural strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What cultural 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

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What cultural strategies are working? How do you know? <i>Include staff actions and student results data (overall & student group).</i>	What cultural 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 <i>(optional):</i>		
Structural Strategies <i>(not to exceed 1; makes reference to professional learning):</i>		
Structural Milestones		
Staff Actions: <i>How will fidelity of staff implementation of strategies be measured? (e.g., walkthroughs, content-specific look-fors, mtg observations, staff feedback):</i>		
Student Results: <i>How will student progress toward targets be measured? (e.g., classroom performance, PSAT/AP Potential, SAT, ACT, CTE completer/certification, course enrollments, ASVAB score, Seal of Biliteracy):</i>		
Checkpoint 1 <u>date</u> - What is your progress toward the targets? Resource: SIP Data Dive Check-in		
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		
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)?