Atholton High School

([School Profile](#))

SCHOOL IMPROVEMENT PLAN AT A GLANCE
2024-2025

HCPSS VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

HCPSS FIVE FOCUS AREAS

1. Reading by Grade 3
2. Middle School Mathematics Proficiency
3. On Track Toward College & Career Readiness
4. School Attendance
5. Effective Discipline Practices

Career Readiness
Community Readiness
Life Readiness

On Track CCR Strategy 1: Implementing Effective Tier 1 Differentiated Supports during First Instruction

Statement of Commitment:We commit to engaging in constructive and meaningful planning to provide differentiated instruction so that students will receive the instruction that they need to be successful.

Action Steps:

- Teachers share common understanding with colleagues about expectations for standard mastery across content areas and grade levels by engaging in collaborative planning and data conversations about student performance on common assessments.

- Teachers use a variety of instructional strategies, materials, and activities such as flexible grouping, tiered assignments, varied pacing, and scaffolding to meet the diverse needs of students in the classroom.

- Teachers apply formative assessment strategies during classroom activities to provide meaningful feedback and make adjustments to lessons based on formative assessment data.

- Reading specialist, special educators, and TDL will lead professional learning on differentiation strategies.

- Student surveys at the beginning and end of the school year will help identify student needs and determine the effectiveness of implementation.

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

Statement of Commitment: We commit to monitoring student progress and intervening when necessary so students can take advantage of both standard and innovative pathways for students to achieve CCR by grade 12.

Action Steps:

Grad Rate
- SST & ITLs analyze data and develop a plan of support for students who may not be on track for CCR
- Implement innovative pathways discussed below for students not on track for CCR

On Track Grade 9
- Examine trends in student performance by group to determine gaps in services, supports, and achievement
- Identify innovative pathways in collaboration with central office instructional staff for students who are not on track in each grade level
  - Intervention
  - Tutoring
  - After-school
  - Course sequences
- Evaluate/develop student course sequences to ensure alignment to postsecondary interest and goals
- Utilize careers team at the high school to review data and hold focus groups with students to connect classroom content with future career opportunities
- 9th grade Team develop study habit lessons to be implemented with students
- Support incoming 9th graders with a built in tutorial (possibly even as part of a RaiderTime structure)
  - Send work to 2nd period teachers for kids to complete in Raider Time (similar to how it is done in a tutorial)
- Beyond School Hours
- Teacher Mentor to support struggling students
- Deliberate Raider Time lessons/check ins etc.

Attendance Strategy: Communicating with Families About Student Attendance

Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance and system policy.

Action Steps:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).

- Work with teachers through repeated communications to establish consistent and accurate attendance data collection (e.g., teachers consistently taking attendance). The attendance secretary will engage in regular reporting (e.g., entering into Synergy), and administration/the attendance team will review Hoonuit dashboards regularly to identify attendance concerns.

- Ensure attendance team meetings are occurring at least monthly.

- Teachers will initiate a "contact of care and concern" to parents when a student misses **3 unexcused consecutive days**

- Follow attendance procedures to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.

- Recognize good and improved attendance.

- Leverage technology to make student attendance data collection for secondary schools easier and more accurate; and reporting more automated including attendance kiosks at middle school (SY25) and high schools for students coming to school late

Discipline Strategy: Engaging stakeholders to understand the Student Code of Conduct and norm application by staff.

Statement of Commitment: We commit to engaging in processes to norm application of the Student Code of Conduct so that students will experience more consistent and equitable disciplinary responses as evidenced by consistent staff responses to discipline and a positive school culture that prioritizes healthy relationships and grows a culture of belonging.

Action Steps:

Professional Learning: (w/focus on culturally-responsive approaches to student behavior interventions)
- Provide staff with initial and ongoing training on HCPSS Code of Conduct, relevant HCPSS policies on behavior, and trauma-informed responses to students
  - Using Incident Reports and Disciplinary Referrals
  - Policy updates and Alignment to AHS Behavior Plan
  - Four PIP sessions for Year 2 of the Trauma Cohort

Student, Staff, and Family Engagement:
- Solicit student, staff, and family feedback on how to make school more welcoming and engaging
- PBIS Implementation with a focus on building community among students, staff, and families.
  - Monthly student and staff recognition focused on Raider's REACH
    - Attendance
    - Academic Performance
    - On-Time & Ready to Learn
    - Positive Behavior
    - School Spirit
  - Increasing sense of belonging - Student and staff recognition through PBIS and culture-building w/SGA activities

- Discipline Practices - Exploring top Level 1 and Level 2 infractions as well as ODRs
  - Quarterly data sharing and discussion through SIT and staff meetings

	Implementation:

	- Using a multi-tiered system of support for students who have frequent IRs/ODRs
	   - SST & 9th Grade Team- Staff discussion to identify issues and develop solutions
	   - Leveraging administrators, counselors, Alt-Ed staff, special educators, and other trusted adults to support teachers with behavior intervention strategies.
	   - "Reset" meetings and ongoing communication with families/students who have had disciplinary incidents to prevent further incidents.
	
	- Partnering with student support staff and community organizations to communicate expectations in the Student Code of Conduct for multilingual students and families.