

# HPS CURRICULUM COMMITTEE

## On Track to Success: A Holistic Approach to 9th Grade Success

**Our Mission:** To ensure every 9th grader remains "on-track" for graduation through proactive monitoring and targeted, holistic support.

# GRADE 9 ON TRACK TO SUCCESS CRITERIA

## Hamden High School Grade 9 On Track to Success



### On-Track Criteria

The On Track to Success criteria provides students with clear guidelines to follow to stay on the right path to success in all areas, helping them make steady progress toward their goals. Grade 9 students are on track to success if they have the following:

- At least 6 credits
  - one of which is English
- B's or better (3.0+ GPA)
- Better than 90% attendance rate
  - less than 2 absences per month
- No out-of-school suspensions
- Sense of belonging

Need Support? Contact:  
Washburn House Office  
Room B110



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# RATIONALE: WHY On Track for Success (OTS) MATTERS

## The "Make or Break" Year

### Critical Predictor

Research indicates that 9th-grade performance is the strongest predictor of high school graduation rates, outweighing middle school scores or demographics.

### Credit Attainment

Students who finish 9th grade "on-track" are four times more likely to graduate than those who fall behind.

*"Shifting from reactive discipline to proactive, data-driven interventions."*

## Systemic Impact

### District-Level Need

Addressing systemic gaps in student engagement and credit attainment across Hamden High School.

### School-Level Response

Creating a unified, school-wide response to early warning signs in holistic performance data.

### Holistic Focus

Targeting the root causes of disengagement by looking beyond grades to attendance and behavioral patterns.

# STRATEGIC PARTNERSHIPS

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## PEL Partnership

Strategic leadership guidance from the Partners for Educational Leadership

- Organizational excellence
- Strategic planning support
- Systemic framework design

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## CT RISE Network

Implementation of proven data tools and on-track strategies.

- Data-driven decision making
- Early warning systems
- Cross-school collaboration
- Specialized coaching
- Collaborative conferences
- Virtual learning communities

*These partnerships provide the external expertise necessary to sustain high-level intervention work.*

# GRADE LEVEL PILOT TEACHER TEAM

Algebra, English, Biology, Modern World History, Special Education

## Core Team Identity

A group of 9th-grade educators focused on collaboration and timely intervention.

## Network Learning

Visiting network schools to adopt on-track practices.

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## Regular Collaboration

Meet regularly to review student progress and share strategies.

## Intervention Design

Create targeted in-class strategies to support learners.

## Incentive Creation

Design positive systems to celebrate growth and attendance.

# THE GRADE LEVEL HOUSE TEAM

House Principal, School Counselors, School Psychologist, School Social Worker, Dean of Students

## Administrative Backbone

### Caseload Management

Overseeing the administrative and counseling needs of the entire 9th-grade cohort.

### Family Coordination

Serving as the primary bridge between the school's intervention efforts and student households.

Ensuring alignment with the broader school and district SRBI (Scientific Research-Based Interventions) plans.

## Roles & Responsibilities

### Data Trend Monitoring

Analyzing high-level attendance, behavior, and academic trends across the grade level.

### Strategic Communication

Facilitating critical information flow between teachers, administrators, and support staff.

### Intervention Oversight

Managing large-scale interventions and resource allocation for students in need of Tier 2 and Tier 3 support.

# COLLABORATION BETWEEN HOUSE AND TEACHER TEAM

## Teacher Team Inputs

### Classroom Insights

Real-time feedback on student engagement and academic struggles.

### Intervention Feedback

Direct observation of how students respond to specific classroom supports.

## House Team Resources

### Student History

Broader context on attendance patterns and behavioral history.

### Resource Access

Connecting students to counseling, social work, and external services.

## On-Track Conferences

Jointly held meetings where staff and students review data, set goals, and celebrate progress through an integrated support framework.

# MEASURING IMPACT

## Program Successes

- Improved collaboration among 9th-grade staff and support teams.
- More timely identification of student needs through data analysis.
- Stronger culture of "on-track" awareness across the pilot team.

## Continued Challenges

- Addressing chronic absenteeism and its impact on credit attainment.
- Refining the "Tier 2" intervention menu for specific student needs.
- Managing staff capacity for intensive, individualized support.

### Grade 9 Student Performance Data (N=402)

**86.0% (346/402)** passing 6+ classes in S1

**59.7% (240/402)** with estimated GPA  $\geq$  3.0

**84.3% (339/402)** with ADA > 90%

**94.0% (378/402)** with 0 OSS

*Using these insights to iterate and strengthen the program for the next academic cycle, ensuring sustained improvement in student outcomes.*

# EXPANSION STRATEGY

## Strategic Launch

FALL 2026

A comprehensive re-launch to ensure full community buy-in and cultural alignment.

### School-Wide Promotional Plan

Moving beyond the pilot phase to embed the "Why" of OTS into the broader school culture. This includes targeted messaging for students, families, and staff to emphasize holistic success.

### PBIS Integration

Partnering with the **Positive Behavioral Interventions and Supports (PBIS)** team to tie OTS success criteria directly to existing reward systems and school-wide recognition.

*Focusing on the 'Why' for OTS through a unified, school-wide promotional plan.*

# OTS: LOOKING AHEAD

## OTS Communication Campaign

- Starting in March, a multi-channel campaign to promote OTS awareness:
  - = Posters across the school campus.
  - = Features in school news publications.
  - = Dedicated segments during school assemblies.
  - = Integration into advisory period discussions.

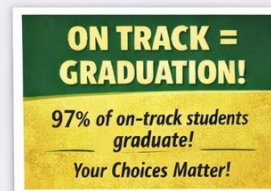
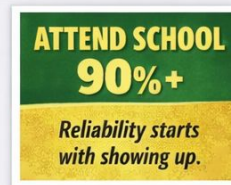
## Integrating OTS with PBIS (2026/27)

- Reinforcing and celebrating students who are consistently “on-track” for success.
- Quarterly, grade-level competitions tied to OTS criteria:
  - = Positive behaviors and engagement.
  - = Consistent attendance records.
  - = Strong academic performance.

*Aligning incentives to foster a school-wide culture of on-track success.*

# OTS: LOOKING AHEAD

## Display Example:



**At High-Traffic Areas:**  
Main "What" Poster  
with the Six "Why" Posters.

# NEXT STEPS: PREPARING FOR THE FUTURE

## 01 **Scaling Success**

Finalizing the Grade 9 house team and leadership roles for the coming year.

## 02 **Professional Development**

Scheduling focused summer planning and targeted training for the team.

## 03 **Resource Alignment**

Preparing data tools, interventions, and tracking for Day 1 readiness.

## COMMITMENT TO EXCELLENCE

*Continuing our strategic partnership with PEL and CT RISE to drive sustained, data-driven improvement in 9th-grade outcomes.*

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