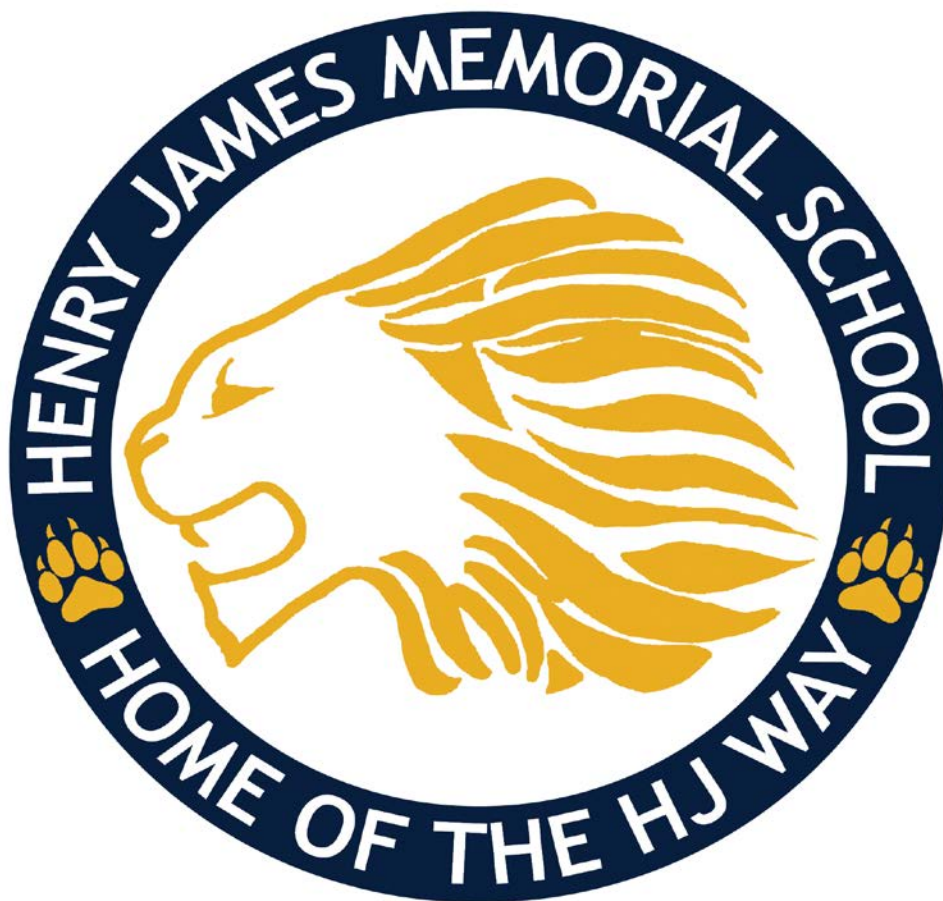


Henry James Memorial School

Annual Report 2017- 2018



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Part One

Purpose of the HJMS Continuous Improvement Plan

The HJMS Continuous Improvement Plan is a public document, the intent of which is to inform the Simsbury community of our professional work as educators, our progress toward identified improvement priorities, and the effect of that work on student learning. Our improvement efforts are closely aligned with the district's five-year goals, our HJMS mission statement and our HJMS school goals. The plan outlined in the following pages communicates our areas of focus as a learning institution for the 2017 - 2018 school years.

Henry James Memorial School has a well-established professional culture focused on the cycle of continuous improvement and the application of effective teaching practices to increase student learning. To achieve continued success, our educational programs are constructed on the foundation of the Simsbury School District's core values of rich and rigorous academic foundations, cultivation of personal relationships, and attention to the whole child. The faculty and staff are committed to this goal, and work to accomplish it through professional collaboration.

We prepare our students with the skills and knowledge to become successful at the high school level and beyond. Our program of studies is carefully designed to meet the intellectual, physical, and emotional needs of the middle level learner. We provide our students with a rigorous, standards-based, curriculum that promotes critical thinking, problem solving, creativity, risk taking and resilience, while instilling in our students the responsibility and character development necessary to become productive and civic-minded individuals in the 21st century.

Part Two

District Vision and Core Beliefs

District Vision for the Simsbury Public Schools
The Simsbury Public Schools cultivate the mind, body, and character of each student. We engage students with a meaningful and rigorous academic foundation so that they can contribute to a global society with integrity, compassion, and resilience.



Goals

Student achievement: All students will participate in a rigorous and engaging learning experience that balances academics with personal, social, civic, and physical development, enabling them to be successful.

Professionalism: All staff will contribute to a challenging, collaborative, and focused environment that fosters continuous improvement.

School culture: Simsbury Public Schools will provide a physically and emotionally safe and supportive environment.

Communication: The district will effectively communicate with stakeholders and engage them in the district's improvement efforts.

Resources: All resources will be utilized efficiently and effectively towards the district's vision and goals.

Core Beliefs

We believe in setting challenging expectations and supporting all students to achieve high standards of performance.

We believe in developing a passion for lifelong learning.

We believe in academic and extracurricular experiences that emphasize intellectual, physical, artistic and social/emotional well-being.

We believe in the value of collaboration and communication among faculty throughout the district.

We believe in the power of building relationships between staff, students and community.

We believe in the importance of effective communication between families and school personnel to nurture the educational experience of each child.

We believe that family and community partnerships enhance and enrich the learning experiences for all students and staff.

We believe that the school community must strive for continuous improvement and excellence.

Part Three:

School Mission/Beliefs/School Description & Description of School Based Leadership Teams

Henry James Memorial School

Mission Statement



“Preparing all students for success at the high school level and beyond by inspiring lifelong learning and developing citizens of strong moral character.”

Henry James Memorial School

Core Values and Beliefs

In philosophy and practice, Henry James Memorial School's core values of, "*Connections, Challenge, Character,*" are a reflection of the fundamental principles of middle level education essential to the experience that we provide our students. These three concepts encompass our collective beliefs as a faculty about what our students need to be *high school ready*.

Connections

We foster an inclusive learning community that provides a welcoming and caring environment, which is physically, socially and emotionally safe for every student.

- We believe in the power of building relationships between staff and students. Interpersonal relationships and advocacy for every student are the basis for strong connections to our school community.
- We value our partnership with families and the Simsbury community, which enhances and enriches the learning experiences for all students. Working together with our families, we seek to create a positive school culture, which values mutual respect and individual responsibility for all of its members.
- We are committed to developing the team model and other organizational structures that foster purposeful learning and meaningful relationships.

Challenge

We engage all students in a diverse and rigorous educational experience that meets the needs of every learner, challenging them to realize their full potential.

- We believe in high academic and behavioral standards for all students.
- We understand that young adolescents have unique academic, behavioral and social needs, which requires an equally unique approach to promoting their intellectual, physical, social/emotional, and civic development.
- We believe that excellent educational programs are designed to meet the abilities needs of every individual learner, and encourage all students to reach their full potential in and out of the classroom.
- We share our passion for learning and intellectual curiosity with our students.
- We provide a rich and rigorous academic foundation for all students by providing curricula that are exploratory, integrative and relevant to our modern, dynamic, global society.

- We implement multiple teaching and learning approaches in the classroom to effectively engage all students at high levels. By emphasizing teaching methods designed to promote critical thinking, problem solving, collaboration, innovation, application and creativity, we promote active learning.
- We provide extracurricular experiences that present students with opportunities to challenge themselves as they explore a broad range of activities and discover individual interests and talents.

Character

Through our collaboration with families, we support the character development of our students by encouraging individual responsibility, empathy for others, and civic mindedness.

- We expect that all members of the HJMS community will actively demonstrate the tenets of the *HJ Way: Be Respectful, Be Kind, Be Responsible, Be Fair, Be Trustworthy*. Or put simply, “Do the Right Thing.” These values promote positive social development, healthy peer relations, student leadership, and guide our students to become considerate, thoughtful members of our school community.
- We provide our students with opportunities to work collaboratively with others and to develop their own personal leadership potential.
- We provide our students with frequent opportunities to share responsibility for the learning process.
- We guide students in the areas of perseverance, accountability, resilience, reflection and self-reliance. We work to cultivate these traits and recognize their increasing importance as our students mature into young adults.

Middle School Philosophy

Henry James Memorial School has a proud tradition of excellence. In philosophy and practice, Henry James Memorial School reflects the fundamental principles of middle level education:

- challenging and rigorous academic programs,
- an understanding that young adolescents have unique academic, behavioral and social needs which require an equally unique approach to education,
- safe, engaging and supportive learning environments which demonstrate a community of respect and personal responsibility, and most importantly
- the belief that ALL students can achieve at high levels

Henry James Memorial School's mission statement, "**Connections, Challenge, Character,**" is a reflection of the middle school philosophy that is essential to the experience that we provide all of our students with during their time at our school. We utilize the team structure, which enables our faculty and staff to know the interests and strengths of each student, thus meeting their individual learning needs. The teaming concept at Henry James memorial school affords our students the opportunity to be a part of smaller, more personalized learning environments that support positive relationship-building throughout our school. Research demonstrates that such structures enhance student performance. Henry James Memorial School currently has six interdisciplinary teams, three teams in grade seven and three teams in grade eight. Each team has a member from the English, mathematics, social studies, science, and special education departments. Additionally, members of our school guidance department, special services, and student support services (school social worker, school psychologist, school nurse) play active roles in supporting the functioning of our interdisciplinary teams. Our teams meet routinely to discuss individual and group student progress in meeting the academic, social, and behavioral expectations of Henry James Memorial School. Currently, world language, unified arts, music, reading and physical education/health teachers are not assigned to teams. However, concerted efforts are made to keep those faculty members abreast of pertinent student issues, and we will continue to examine scheduling mechanisms to more formally include these members on our interdisciplinary teams. While unassigned to teams, several of the teachers from these departments are part of our school Connections program.

We are committed to providing our students with a supportive environment in which they can learn and grow as individuals. Our mission states, "HJMS is an inclusive community that promotes **Connections**, both interpersonal and curricular. Interpersonal connections are cultivated between and among all contributors to the HJMS community so that all feel valued and have a voice. Curricular connections between classroom practice and the global society are paramount."

Students at Henry James Memorial School are encouraged to **Challenge** themselves and realize their full potential through classroom experiences and through our many extracurricular programs. We are proud to offer our students numerous opportunities outside of the classroom to discover personal strengths through a wide array of activities that appeal to their many interests and talents. These opportunities foster creativity, intellectual curiosity, "out-of-the-box" thinking and help to lead our students on the path to becoming life-long learners.

We support the **Character** development of our students through the [HJ Way](#). The HJ Way is based on five principles: **Be Respectful, be Kind, Be Responsible, Be Fair, and Be Trustworthy**. The HJ Way embodies our behavioral expectations for all of our students. These values promote positive social development, healthy peer relations, student leadership, and guide our students to become considerate, thoughtful members of our school community.

HJMS School Description

Currently, 659 students are enrolled in Henry James Memorial School (Grade 7 – 304; Grade 8 – 355). Students participate in an eight period day that includes classes English/Language Arts, math, science, social studies, world language (Latin, Spanish, French, Chinese), physical education and unified arts (family and consumer sciences, health, art, and technology education). In addition, many of our students choose to participate in our performing arts program. Students may select one or two music opportunities if their individual schedules allow, including Band, Orchestra and Chorus or Music Technology.

Our school schedule consists of eight periods; however on two days of the week, only four of the eight periods meet for an increased time period referred to as a block. During block periods, (which are 72 minutes in length) teachers can provide students with more in depth instruction to promote sophisticated levels of understanding about key concepts, more rigorous skill development and higher order thinking.

One special feature of our middle school schedule is our Connections program. Newly created during the 2017-18 school year, this program meets twice a week for 42 minutes. Students are assigned to a Connections period with other students from their team. The purpose of this period is to provide time for team and community building, as well as the delivery of character education lessons and elements of our developmental guidance curriculum for students.

The Simsbury Board of Education makes a conscientious effort to support smaller class sizes as a means to enhance student learning. With some exceptions, our class sizes typically meet those guidelines defined to be appropriate by the Simsbury Board of Education.

At the conclusion of the 2017 - 2018 school year, 12.7% of students were enrolled in special education programs. In addition, there are currently two students enrolled in our ELL program; however we do not offer any bi-lingual courses in our middle school.

Our teaching faculty is 69 in number. Currently, well over 90% of our faculty holds at least a Master's degree in their field. Our teachers represent a wide variety of talents and interests both in and out of education. We have published authors amidst us and we are continually impressed by their commitment to our students and their learning at HJMS.

HJMS School Leadership Team Description

The following outlines building leadership at HJMS. In addition, many faculty and staff are members of multiple teams, both building and district based, that support student learning. Please note that a (*) indicates a person newly appointed (within the last year) to that position.

HJMS Administration

Scott Baker	Principal
Anjanette Belmonte	Assistant Principal

HJMS Department Supervisors

Department Supervisors are certified evaluators with specific expertise in their content areas. In addition to teaching classes, they are responsible for the supervision of teachers, curriculum development within their department, professional learning community (PLC) progression, and other aspects of department management.

William Antonitis	English
Jacqueline Petrella	Math (<i>Interim</i>)
Betsy Gunsalus	Reading
Greg Kuhr	Science
Allan Amundsen	Social Studies
Amy Klebart	World Language
Heather Tanis	Special Education

HJMS District Supervisors

District Supervisors function in a similar capacity as department supervisors, but hold these roles across multiple buildings/levels throughout the Simsbury School District.

Wendy Ku	FACS/Tech Ed./ 7-12
Amy Muska	PE/Health K-12
Jane Ellen Peregrin	Guidance 7-12
Shannon Gagne	Art K-12
Angela Griffin	Music/Performing Arts, K-12

HJMS Department Coordinators

Department coordinators assist department supervisors with the myriad of responsibilities outlined above. Although they do not serve in a supervisory capacity, they do have a significant role in the continuous improvement efforts of their respective departments.

Janet Black	Family & Con. Sci. (FACS) 7-12
William Sickinger	Physical Education
Kurt Dougan	Technology Ed. 7-12
Sarah Maher	Guidance
Charlotte D'Aleo	Music

HJMS Team Leaders

Team leaders facilitate the many team meetings and activities that occur on our interdisciplinary teams. They are leaders in setting agendas, managing interdisciplinary/team tasks, and overseeing the Hands-Up process.

Grade 7

Kelly Lester	Red Team
Kim West	Yellow Team
Katie Wallace	Blue Team

Grade 8

Allison Young	Green Team
Kelly Reese	Orange Team
Brenna Cunningham	Purple Team

HJMS Parent Teacher Council (PTC)

The HJMS PTC is a group of committed parents and teachers who support the culture, instruction and overall growth of HJMS. The group of parents meets each month to discuss issues relevant to our school programs. They volunteer their time, offer financial assistance and provide cultural and material support to HJMS each year. The PTC also has a teacher representative who reports to the Council about first-hand teacher issues. Additionally, building administration attends each month to inform parents of events and upcoming activities at HJMS.

Student Council

Student Council is our student-led governing body. Consisting of team representatives, the Council works with two teacher facilitators and building administration to incorporate ideas about events and activities into practice at HJMS. Subcommittees meet each month in addition to a full council meeting. All students are welcome to participate in the full council.

Principal/Student Advisory

This group consists of student representatives from each team and meets monthly with the principal to discuss issues related to the school and to provide input into decision making about a range of issues that impact the quality of student life at HJMS. This year's topics included homework practices, Connections period, the new schedule and school climate.

Leadership Academy

Our Leadership Academy is comprised of seventh grade students who receive direct instruction after school regarding a variety of leadership skills. Students are encouraged to use their learning in different capacities at HJMS, including but not limited to open houses, and seventh grade orientation activities. The students who participate in this program serve as role models to the student body by exhibiting the "HJ Way".

School Climate Committee

Our School Climate Committee is now in its fifth year at Henry James. The committee meets monthly to discuss issues pertaining to our school climate as well as to evaluate the effectiveness of our school character education program through the analysis of data and results of climate surveys administered to teachers, building administration, and a parent representative. The committee will also participate in broader district wide meetings and conversations about school climate.

HJMS Student Support Services

Henry James Memorial School has a school counseling department consisting of three counselors. Additionally, we have a full-time student transition specialist, psychologist, social worker, and behavior interventionist. This team of student support staff coordinates closely together to support the social and emotional needs of our students. Our Student Support Team meets once every week to discuss and review student data and school wide climate. Our Student Support Services facilitate our Hands-Up process, a Tier 1 intervention to identify areas of student need and develop strategies to support individual students. Our Student Support Services also facilitate our SRBI program, titled S.I.T. or Student Intervention Team. Collectively, our Student Support Services, provide a range of services to promote a positive school climate and support the individual needs of the students in our learning community.

Academic Support and Interventions at HJMS

At Henry James Memorial School, we have staffing and a schedule that allows us to offer our students support in the areas of writing and mathematics through our support tutors in our Academic Support Center. Additionally, we offer a reading program that is designed to meet the needs of our students. Our reading teachers provide instruction in the classroom setting through various interventions and support classes. Our reading teachers also serve as resources for our faculty to provide effective literacy strategies in all content areas. Our Student Support Center is an after-school program that assists students with extra help on study skills, organization, and homework. This program is available to students on a recommended basis and is typically used as an intervention by our Hands-Up process.

HJMS Intervention Process

Tier 1

Teacher/Team Based:

- Contact home about student concerns.
- Implement classroom practices and interventions to address specific student areas of concern.
- Establish goals of student improvement and progress monitor regularly to determine the effectiveness of the intervention(s).
- If student is not making desired progress or meeting with success after a predetermined period of time, then the Tier 2 level of support is initiated.

Tier 2

Teacher/Team/Counselor:

- Communicate with parent/guardian making aware of the concern and the effort by staff involved to support the student.
- Review current interventions and identify and implement additional or different interventions and practices that may support the student achieve better results.
- Establish goals of student improvement and progress monitor regularly to determine the effectiveness of the intervention(s).
- If student is not making desired progress or meeting with success after a predetermined period of time, then the Tier 3 level of support is initiated.

Tier 3

Teacher/Team/Counselor/Support Staff/Administration:

- For students who are still not making desired progress after the first two levels of intervention, then that student is referred to our SIT (Student Intervention Team)
- SIT reviews referral and creates intervention plan with targeted goal.
- Communicate with parent/guardian making aware of the concern and the effort by staff involved to support the student.
- SIT communicates the plan back to teachers and implements any additional supports that are appropriate (ASC, SSC, increased Tier 2 interventions, etc.)

Hands – Up Process

HANDS UP

Hands-Up is our Tier I intervention protocol.

Every team initiates this protocol on a cyclical basis to ensure that every student on the team is being considered and identified when academic social or emotional concerns arise.

Function of hands-up – to improve the structure and effectiveness of team meetings in order to decrease teacher, counselor, and administrator frustrations and to identify the most effective strategies and interventions to help ALL students

Step 1: Read through all students names. Raise hands for students with concerns. Read through the names of the students who received a hands up and identify if it's Academic, Behavioral or Social/Emotional Concern. List specific concerns, develop intervention(s) and assign member(s) responsible.

Step 2: Facilitator reads the names of each student that received a hands-up, name(s) of the team member with the concern, intervention(s), and the name(s) of the members responsible for completing the intervention(s). As each name is called, the intervention(s) will be discussed by the member responsible for carrying out the intervention. Recorder documents the intervention and who is responsible. Trends are reviewed with an emphasis on what team members may do to improve learning.

Step 3: Trends will be discussed and documented in an effort to educate, explore possibilities and reduce behaviors of concern.

Step 4: Positive recognition and catch up. Students' names are read again from the same roster by the reader for the purpose of positive recognition for a job well done. Team determines the manner in which to recognize positive achievements. Students who have not received an academic or behavior concern are generally considered for recognition

Hands-up overview – It's a program with a 4-step cycle designed to enhance the functionality of team meetings. It is a planned, focused, efficient model for early intervention designed to measure every student's progress and areas for improvement.

Every meeting:

- Excel table available to team, administration, support services personnel on the I drive (I:\HANDS-UP)
- One team member = time keeper/facilitator to ensure we stay on task

- Reader reads each student's name
- Recorder records information on Excel table
- For students you intend to mention or who are identified during Hands-up, please bring any data you have on that / those students

Step 1:

- The name of each student is called
- Any person at the meeting with a concern about that child puts a hand up when that student's name is called or says "yes" and recorder marks an "x" by the student name
- Recorder puts initials of people with concern by student's name
- People with concern then offer if it's an academic, behavioral, or social/emotional concern
- Interventions are discussed by team then roles assigned

Step 2:

- Reader reads name of each student that received a Hands-up; name of those with concerns; the intervention(s); and names of those responsible for intervention(s)
- As each name is called, the results of intervention(s) are shared and documented
- Tweaks are made as needed

Step 3:

- Trends that present ongoing concern, cross-subject difficulties are discussed
- Emphasis placed on what teachers, counselors, administrators can do to improve all students' learning
- Focus on "why" behind trends so that solutions are customized

Step 4:

- Recognition and catch-up. We repeat reading through the entire list of student names to note which we would like to acknowledge with an accolade (to be chosen during Hands-up)

Benefits of Hands-up – team trust, teachers feel better supported, teams co-create new strategies, protocol = mechanism for addressing all students, noting trends, fostering ownership and accountability, and recognizing positives

SIT (Student Intervention Team)

SIT (Student Intervention Team) meets weekly to review individual student cases that have risen to the level of Tier II intervention. This structure provides a more intensive look at students who are struggling to meet academic or behavioral expectations despite classroom-based interventions.

Part Four: **Progress Indicators**

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Indicator #3: Student Achievement – Grade 8

All students will be prepared for success in high school, demonstrated by grade level in reading by the end of grade 8, as measured by:

- Degrees of Reading Power (DRP): percentage of students scoring at or above district goal (65)

80% or greater of all eighth grade students will meet or exceed the HJMS High School Readiness Standard as measured by the following:

- Perform at or above standard on Science CMT
- Perform at or above standard on ELA Composite Score (SBAC)
- Perform at or above standard on Math Composite Score (SBAC)

Results:

SBAC ELA Composite Score

Measure	2018	2017
The percentage of students performing at or above standard on the ELA Composite Score (SBAC)	83.9	74.5
The percentage of students exceeding standard on the ELA Composite Score (SBAC)	44.4	33.0
The percentage of ESS students performing at or above standard on the ELA Composite Score (SBAC)	43.6	31.1

SBAC Math Composite Score

Measure	2018	2017
The percentage of students performing at or above standard on the Math Composite Score (SBAC)	66.7	60.0
The percentage of students exceeding standard on the Math Composite Score (SBAC)	43.8	37.6
The percentage of ESS students performing at or above standard on the Math Composite Score (SBAC)	13.5	43.6

Degrees of Reading Power (DRP)

Measure	2018	2017
The percentage grade 8 students performing at or above standard (65) on the Degrees of Reading Power (DRP)	90.5	88.1
The percentage of ESS students performing at or above standard (65) on the Degrees of Reading Power (DRP)	48.7	59.6

Science CMT

The State of Connecticut did not administer the Science CMT in the 2017-18 school year. The test was discontinued. In its place the State of Connecticut administered a pilot test designed to measure student achievement relative to the Next Generation Science Standards.

Accomplishments:

Reading

- Research based instructional strategies were implemented to meet the individual needs of all learners with an emphasis on comprehension.
- Professional Learning Community (PLC) time was utilized to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers.
- Data teams and the Student Intervention Team (SIT) process were utilized to monitor the effectiveness of interventions in the area of reading instruction.

Writing

- Research based instructional strategies aligned with the SPS trait-based analytic writing rubric were implemented, along with tenants of the Teacher's College workshop model.
- Student writing was evaluated with consistency using common grade level writing assessments and applying the writing rubrics to evaluate student growth.
- PLCs monitored the effectiveness of interventions and instructional strategies across all tiers, to improve writing instruction.

Mathematics

- The math department successfully implement the first year of Math in Focus, our new mathematics program in grade K-8 in Simsbury. At HJMS, our department teachers, worked to develop and implement new units of study the emphasized higher order, critical thinking and analysis skills. Additionally, teachers were able to capitalize on our new block scheduling to provide deeper and richer mathematics instruction.
- Data teams and the Student Intervention Team (SIT) process were utilized to monitor the effectiveness of interventions then student mathematic performance will improve.
- Professional Learning Community (PLC) time was utilized to analyze data and to monitor the effectiveness of instructional strategies and academic interventions across all student groups to improve student performance.

Science

- Research based instructional strategies were implemented to meet the individual needs of all learners with an emphasis on reading comprehension (of content specific text), problem solving, critical thinking, and the skills associated with the NGSS (Next Generation Science Standards) to improve overall grade level science performance.
- Professional Learning Community (PLC) time was utilized to analyze data and to monitor the effectiveness of instructional strategies and academic interventions across all student groups to improve student performance.

Next Steps:

Reading

- Continue to revise curriculum in accordance with the implementation of Columbia Teacher's College units of study.
- Continue to develop and implement closed reading strategies.
- Continue to develop questioning, modeling, feedback, and use of exemplars.
- Implement STAR assessment model to measure student growth relative to Common Core Standards

Writing

- Continue to revise curriculum in accordance with the implementation of Columbia Teacher's College units of study.
- Continue to develop approach to interdisciplinary writing instruction.

Mathematics

- The 2018-19 school year will represent the second year of implementation of the Math in Focus Program. This effort will be a 3-5 year process.
- Implement STAR assessment model to measure student growth relative to Common Core Standards.

Science

- Our science department will engage in ongoing professional development to increase their understanding of the new (NGSS) Next Generation Science Standards.
- The Science department will work to develop a timeline for the full implementation of the new Science standards.
- The science department will work to develop new units of study to integrate the new standards into our curriculum.

For the 2018-19 school year, the following additional instructional initiatives at HJMS will supplement and enhance the next steps outlined above:

- HJMS will continue its school-wide instructional focus on Inquiry in all subject areas.
- HJMS will move into its second year of block scheduling. Our teachers will continue to develop instructional approaches to capitalize on increased instructional time during block periods to provide students with more challenging, rigorous instruction in each subject area.
- A PLC-Based rounds model was utilized to support teacher work based on an identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and ongoing reflection for improvement.
- The Social Studies Department will continue their work implementing the new Social Studies curriculum framework titled C3. This new set of curricular standards places a stronger emphasis on critical thinking skills.

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Indicator #5: Student Achievement – Positive Choices

Focus Area 5:

All students will demonstrate positive social choices at the elementary, middle and high school levels, as measured by:

1. 100% of students will receive school-based positive behavioral recognition
2. 95% of students at the secondary level (SHS and HJMS) will have 1 or no office referrals

Results:

1. 94.0 % of students received school-based positive behavioral recognition
2. 92.0 % of students at the secondary level (SHS and HJMS) will have 1 or no office referrals

Celebrations:

For the 2017-18 school year, the theme at HJMS was *Show Your Awesome!* Students were encouraged during school wide spirit assemblies, through our character education program and school events, and in our day to day work with students to come to school every day and make positive decisions and to always do their best academically and behaviorally. This theme was integrated in our broader efforts to promote a positive and safe learning environment for all students at HJMS.

We are very proud that these efforts resulted in an even more positive school environment, as evidenced by our school discipline trends.

Accomplishments:

- During the 2017-18 school year, HJMS implemented our Connections program as a component of our new school schedule. This program provide student with two meeting time per week to meet with a group of student from their team and one of our teachers to promote team building, and to establish positive relations hips between student peers as well as students and teachers. This effort helps ensure that every student at our school is connected to at least one adult they can turn to if they ever need support or assistance.
- During the 2017-18 school year, the HJMS administration provided our faculty and staff with training and support in Restorative Disciplinary practices to empower teachers to mediate student conflict and resolve student disciplinary issues appropriately at the classroom level. By developing a consistent approach to our work with students and teachers, the HJMS administration was able to support teacher to reduce the number of incidents requiring administrative intervention to correct student behaviors.
- Faculty participated in a professional development series on Effective Classroom Behavioral Interventions and Implicit Bias and Cultural Competency.

- The tenants of our Character Education program, the HJ Way, were reinforced through character education lessons designed to promote respectful behaviors and improve students' sense of social and emotional security in school.
- Systems were utilized to track recognition for positive social choices and interventions for behaviors that require correction, allowing our Administration, Support Services Team and Climate Committee to develop action plans to address specific school-based needs.
- School Climate Committee met routinely to review discipline trends and discuss strategies for improving school culture and reducing referral rate.
- Henry James School Counseling Department implemented developmental guidance lessons reinforcing the tenants of our school character education expectations.
- Our School Resource Officer presented to students on social media.
- Teams held individual assemblies to positively reinforce expectations.

Next Steps:

- School Climate Committee will continue to lead the school-wide work of promoting our HJ Way character education program.
- Henry James School Climate Committee Support Service Team and Team Leaders will engage in the work of analyzing school discipline trends and making recommendation to HJMS Administration.
- Henry James will begin professional development series on Restorative Discipline model.

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Indicator #6: Professionalism - Highly Effective Teaching and Leading

Focus Area 6:

Highly effective teaching in every classroom supported by highly effective instructional leaders in every school building, as measured by:

- Leader: Creation of leadership team that identifies a leadership challenge, engages a Leadership Team in a *rounds* model of observation, debriefs, reflects, commits to follow-up cycle, and shares learning/outcomes as a school community with a focus on improving teaching and learning
- Teacher: Participation in teacher/PLC Rounds which is driven by the “host teacher” identifying a problem of practice, feedback is provided through a cycle of observation, questions, learning, reflection and commitments that positively impact teaching and student learning

SMART Goals:

Leader:

By the end of the year every School-Based Team (Leadership Team) will have gone through at least three high quality *cycles of rounds* that provides professional colleagues to work together to reflect on current practices; refine and build new skills; share ideas; teach one another; conduct classroom research; and/or solve problems of practice that result in documentation of effective instructional strategies and methodologies that positively impact student learning across the school.

Leaders will engage all faculty in reflection of the Rounds process by asking the following:

- How can we measure the effectiveness of the professional learning we have been engaging in throughout the year?
- What has been the impact on student learning?
- In what ways did we improve our teaching this year?

Teacher:

By the end of the year every PLC (teacher team) will have gone through a high quality *cycle of rounds* that provides professional colleagues opportunities to work together to reflect on current practices; refine and build new skills; share ideas; teach one another; conduct classroom research; and/or solve problems of practice that result in documentation of effective instructional strategies and methodologies that positively impact student learning.

Teachers will reflect on his or her record of practice through the following:

- How can I measure the effectiveness of the professional learning I have been engaging in throughout the year?
- What has been the impact on student learning?
- In what ways did I improve my teaching this year?

Results:

- During the 2017-18 school year, the HJMS Teaching and Learning Committee facilitated two instructional rounds at the middle school focusing our school wide instructional priorities and gathering data.

Accomplishments:

- In addition to our Instructional Rounds model, every teacher at HJMS participated in at least 3 peer visits, going in to other classroom and observing other teach. Two of the peer visits were with members of the same professional learning community and focused on a PLC goal or other common area of focus.
- If we clearly define highly effective teaching along with a system to regularly monitor it – *School-Based and PLC-Based rounds model*, then educators will have greater focus in collecting evidence, providing feedback, and ongoing reflection for improvement.
- If we clearly define standards of highly effective teaching (with a focus on Instruction/Service Delivery Standard #4, Planning Standard #3, and Assessment Standard #5) and leading (with a focus on PE #2 Teaching & Learning) by building common language across the district for teachers and leaders, then we will have a greater ability to identify and promote highly effective teaching and leading practices.
- If we build evaluators' skill sets around the use of strategic conversations, with a greater focus on effective feedback to teachers that is specific, useful, and timely, then teachers will be able to readily incorporate such feedback into practice thereby increasing their instructional effectiveness and improving student learning.
- If we provide opportunities for educators to engage in collaborative analysis of student work and assessment results, and educators regularly work together to refine their instructional practices and leadership skills in light of those results, then student learning will increase.
- If we develop evaluator skill in designing rigorous and targeted student learning objectives that measure growth over time; share this skill with teachers as they develop their plans for student learning outcomes, then teachers will engage in skillful instruction to move student learning to higher levels.
- If we measure student learning related to individual educators' instructional practices, as well as grade level and district performance, then we can identify educators whose students are improving, share those best practices, as well as identify and support those educators whose students are not exhibiting the expected learning outcomes as defined through our curriculum-based and standardized assessments.

Next Steps:

- For 2018-19 school year, the HJMS Leadership Team is planning on facilitating three Instructional Rounds events during the school year, focused on our school-wide instructional practices to promote student inquiry.

Indicator #7: Student Safety and Social/Emotional Well-Being

Focus Area 7:

Stakeholders express satisfaction with the district's efforts related to safety and social/emotional well-being, as measured by:

- Percentages of students responding favorably on the following Social/Emotional Security Indicators:
 - "In my school, there are clear rules against physically hurting other people."
 - "If a student is bullied in school, how difficult is it for him or her to get help from an adult?"
 - "Overall, how much do you feel like you belong at your school?"
 - "Students in this school respect differences in other students."
 - "How much respect do students at your school show you?"
- Percentages of stakeholders (staff, students, and parents) responding favorably to the following Student Safety Indicators:
 - "Overall, how safe do you feel as a teacher at this school?" (staff)
 - "Overall, how safe do you feel at your school?" (students)
 - "The principal makes safety a priority." (parents)

Strategy / What must occur to accomplish the goal: (If/Then)

- If students are provided a safe, physical environment in school, then they will be able to concentrate/actively engage in their learning.
- If students feel they are in schools with positive school climates, then they will be able to devote more time to their learning.
- If faculty and staff of the Simsbury Public Schools define and implement specific, measurable actions to address the physical and social/emotional security of students, then there will be an increase in positive school climate and students will feel safer in school.

SMART Goals:

As evidenced by the results from the Spring administration of a survey modeled on the Panorama survey that was taken in 2015, favorability percentages will increase:

Secondary Students

Indicator	2016 Favorability %	2017 Goal Favorability%	2018 Favorability %
In my school, there are clear rules against physically hurting other people.	83%	85%	78%
If a student is bullied in your school, how difficult is it for him/her to get help from an adult?	62%	65%	48.3%
Overall, how much do you feel like you belong at your school?	60%	65%	65%
Students in this school respect each other's differences.	42%	50%	59%
How much respect do students at your school show you?	58%	60%	52%
Overall, how safe do you feel at your school?	87%	90%	72%

Celebrations:

This year, our faculty and staff engaged in multiple professional development opportunities to further build capacity in the area of climate and culture. The school year started off with thirty staff engaging in a book club focused on the text *The Other Wes Moore: One Name, Two Fates* by Wes Moore. This text beautifully explains

how two boys had grown up in similar neighborhoods and had had difficult childhoods. At each stage of their young lives they had come across similar moments of decision, yet their choices would lead them to astonishingly different destinies. The lesson you take away from this text, and the one the faculty held onto is the power of relationships and the positive force a mentor can be to a child. Our faculty discussed this, identified ways to further build relationships with students, and took the steps to make those additional connections happen.

In addition, our staff worked with Gloria Mengual, the Diversity and Inclusion Coordinator, from CREC. Gloria spent multiple hours at HJMS collaborating with the staff on topics such as implicit bias and culturally competent instructional practices. She engaged us in a cultural timeline experience, shared student narratives about perspectives on race and school, and provided strategies for facilitating culturally sensitive dialogues with students in the classroom. Many of the strategies and activities shared have been implemented in throughout the school.

Lastly, Stephen Proffitt, a consultant at SERC, spent time with the HJMS offering professional development in the implementation of tiered interventions for behaviors. Our teachers engaged in conversation around different scenarios for specific behaviors (i.e. defiance, disrespect, and non-compliance) and discussed the positive ways in which to address them. Multiple strategies were shared and models were provided.

<p><u>Accomplishments</u></p> <ul style="list-style-type: none">• The Faculty Safety and Security Committee (FSASC) met regularly to review and address any issues pertaining to building safety.• HJMS Climate Committee worked to identify programmatic needs for our students relative to climate and character education.• HJMS Leadership Team worked with faculty and staff to provide student and parent programs intended to educate different stakeholder groups about topics pertaining to school climate.• Student Support Services Team worked closely with grade level teams to support student concerns.
<p><u>Next Steps</u></p> <ul style="list-style-type: none">• Grade level teams will implement a new Connections period to promote positive relationship building and a sense of community on each team.• School Climate Committee – will work with the faculty to determine way to continue to improve our character education program.• School Climate Committee will work to develop and implement a climate survey to students and faculty to monitor our efforts to improve.• School Climate Committee will work to develop character education lessons connected to our HJ Way• School Safety Committee will work to develop a reunification protocol for Henry James Memorial School in 2018-2019

Part Five: Quality Indicators

Simsbury Public Schools Henry James Memorial School Quality Indicators

Academic Indicators

		2017- 2018 Current		Three Year Trend Newest to Oldest		
Smarter Balanced Assessment – Literacy (ELA)						
Percent of students attaining Level 3 or better	Grade 7	84.9		85.2	87.4	87.4
	Grade 8	83.9		75.3	81.6	85.5
Percent of Students in Level 4	Grade 7	41.6		38.1	50.0	52.2
	Grade 8	44.4		33.4	44.1	51.0
Smarter Balanced Assessment - Mathematics						
Percent of students attaining Level 3 or better	Grade 7	71.3		65.7	72.6	68.2
	Grade 8	66.7		60.5	64.2	59.8
Percent of Students in Level 4	Grade 7	47.0		42.3	39.3	44.9
	Grade 8	43.8		37.9	37.5	30.4
Other Academic Indicators						
Percent of Students Meeting or Exceeding Physical Fitness Standards on all 4 standards	Grade 8	50		63	57	64
Percent of Students completing Algebra I by the end of 8 th grade	Grade 8	51		49.0	50.9	52.1
Number of Presidential Award Recip.	Grade 8	71		78	110	136
(Students maintaining an A- average for 6 consecutive quarters AND achieving goal or advanced on the SBACs)	Grade 8	115		110	111	144
PLC survey question #1: My instructional practice has substantially improved as a result of my participating in my PLC		94.1		86.8	75.9	75.9
PLC Survey question #2: I have evidence that students learning is increasing as a result of the work of my primary PLC		88.0		90.2	87.0	83.3
Special Education Prevalence Rate (as of 6/1/16)		12.7		14.1	14.4	14.4
Character Education Indicators						
Number of Office Referrals		259		481	326	286
Percent of Students Recognized through the HJMS Character Education Program		94.0		86.8	88.0	86.4
Percent of Students Involved in a HJMS Club/Activity		68.6		71.2	81.0	71.1
School Attendance Rate - Percent of Students with 95% or Greater		74.36		78.0	80.0	75.3
School Tardy Rate		3177		2817	2487	2712

Henry James Memorial School Highlights

2017-2018

These highlights reflect the collective effort of the Henry James Memorial School community:

Community Service/Community Building/Community Relations

- Seventh grade students attended an after school Jumpin' Jivin' Jamboree in September and participated in games designed to help meet and get to know one another.
- Social Studies classes participated in 9/11 observances by discussing the events of the day, watching news clips and discussing different aspects of this tragic day in American history.
- Six local veterans spoke to students as part of the HJMS Veterans Day celebration. In addition, the cafeteria was decorated with flags on each table, the front display case showcased pictures and medals of HJMS veterans, and a huge student made paper flag was decorated with cards providing information about service members related to staff/students. The Family and Consumer Science Club presented a quilt they had made to a veteran living in town.
- HJMS participated in the annual Turkey Trot and collected \$1000 from staff and students to purchase 48 turkeys for families in the community. Canned goods were also collected for FoodShare.
- Several HJMS students took part in the Freedom Pen- A-Thon held at Simsbury High School to make pens for veterans and raise money through a fundraiser for organizations supporting veterans.
- Student Council ran a successful fall dance and participating students brought canned goods to donate to the community.
- PTC ran a Book Fair and donated books to classrooms and the media center.
- The Service Club sponsored a "Souper Bowl" can collection and students brought in cans which will be donated to families in the community.
- Students participated in a Pajama Day and raised \$673.00 for childhood cancer research.
- THE HJMS Select Choir performed on Martin Luther King Day at the Congregational Church in Simsbury.
- Henry James had two teams participating in the Relay for Life Cancer Walk and donated over \$600.00 for cancer research.
- Many students participated in the annual Lion's Peace Poster contest. Staff voted on the posters and The Simsbury Lions Club provided monetary awards for the top three winning posters. The poster of the 1st place winner was made into a HJMS holiday card and went on to win the state competition and was entered in the national competition.
- Approximately 55 students participate in the HJ Leadership Academy which prepared students to take leadership roles. Members assisted at the Open Houses in the fall.
- Two students from each team served on the Principal's Advisory Committee which met monthly with the principal to discuss topics including school climate, Connections, homework and other areas of interest.
- Twenty-four band students marched in the Tariffville Memorial Day parade.
- Sixty-five students attended a Coast Guard band concert followed by a lesson from Coast Guard Academy musicians.

Diversity Highlights

- The Anti-Defamation League (ADL) presented a program to the entire school focusing on kindness and respect for all people regardless of their race, ethnicity, culture or appearance. Students participated in lessons during Connections periods based on topics discussed in the assembly.
- To honor Black History Month in February, students made: announcements highlighting prominent black Americans; our display case featured photos and information about famous African-Americans; we had a speaker addressing the entire school at an assembly program and Connections classes made door decorations honoring notable African-Americans.

- During Connections periods, students decorated paper squares depicting their cultural heritage. The hundreds of squares were then joined on a bulletin board to form a “quilt”.
- A separate group of male students and female students participated in social justice programs.
- There was a school wide assembly during which a speaker focused on educating students and staff about transgender issues.
- A family Culture Night took place in the spring. Families were invited to bring food representing different cultures and were entertained by various student groups.
- Students on several teams celebrated Random Acts of Kindness week by demonstrating kindness to those around them. Students earned points for each of the ways they demonstrated kindness in this challenge. Parents were encouraged to discuss the kindness challenge with their child and encourage performing acts of kindness all year long not just during this week.

Student Highlights

- Seventeen 8th grade female students participated in a “Girls in Engineering” program at Simsbury High School.
- Two students were honored as the Artsonia Artists of the Week.
- Students in the Engineering Technology class took Second Place in the 2018 Connecticut SeaPerch competition.
- Under the supervision of a HJMS Art teacher and a local artist, students in the Advanced Art class painted a wall mural depicting art and music themes.
- Over 80 students participated as cast and crew members in the HJMS Musical Blockbuster, Beauty and the Beast.
- A 7th grade student, won 2nd place in the U-15 fiddle category at the regional CCE mid-Atlantic in New Jersey. This is a regional competition for traditional Irish music and the student did so well that she will be competing in Ireland this summer representing the CT Academy of Irish Music!
- Students successfully participated in the Fantastic Festivals competition. The HJMS band and orchestra won gold and the chorus won platinum.
- A student participated in the state national Geography Bee at Central Connecticut State University and finished in the top 1/3.
- HJMS held the tenth annual Spelling Bee at Barnes and Noble in Canton. A HJMS orchestra student provided musical entertainment and HJMS student artwork was on display.
- Eighteen students took the Mathematical Association of America national test in November 2017 and the average score for HJMS students exceeded the national average.
- Seventy-one students qualified for the Presidential Award for Excellence based on their academic success and were honored at an after school ceremony with their parents.
- Students in the Aeronautics Club took a field trip to the Kaman Corporation in Bloomfield and were able to take part in a “Hands on composite structure clean room experience”. They were also able to see Kaman’s helicopters up close and had the opportunity to ask questions and make a nameplate to bring home.
- Eight students received Scholastic Art Awards this year and were celebrated in a ceremony at the University of Hartford in January. HJMS students won 3 gold medals, 3 silver medals and 2 honorable mentions. One student also achieved Best in Show for his sculpture.
- A seventh grade student won 2nd place in the DAR Essay Contest and was awarded a prize at a ceremony at the Simsbury Historical Society.
- Approximately sixty students participate in the Media Center Maker-space and have shared their creative crafts with the Simsbury Public Library. The group also made items to sell to staff before the December holidays.
- Eighteen students participated in a field trip to Talcott Mountain to read poetry in honor of Chinese Double Nines Festival.
- Sixty-nine students participated in the Quebec Field Trip in February.
- Four students received a perfect score on the national Latin Exam.
- Students who are members of HJMS United Sound performed at CT SEPTO (Special Education Parent Teacher Organization) Day on Capitol Hill on March 14th.
- Thirty-five students participated in the Connecticut Northern Region Music Festival.

Faculty/Staff Highlights

- Henry James was awarded Positive School Climate Status by the Connecticut Association of Schools (CAS).
- Henry James/SHS technology education teacher/department coordinator Kurt Dougan was honored as Teacher of the Year.
- Spanish teacher, Lisa Martocchio, was awarded an educational grant to travel to Argentina this summer through the organization “Fund for Teachers”. She will spend 10 days in Argentina to explore the cultural and geographical diversity of the country to enhance the Spanish curriculum. Highlights of the itinerary include stops in Patagonia, Buenos Aires and the immense waterfalls of Iguazu on the Brazilian border.
- Twelve teachers participated in co-teaching this year.
- Stephanie Lauretano, the art teacher in charge of decorating our gallery conference room rotates art exhibits on a monthly basis and showcases the work of SHS students as well as local artists.
- Band Teacher Charlotte D’Aleo and Special Education Teacher Kristina Nordell have continued for the second year a program called United Sound, providing musical performance experiences through peer mentorship for students with special needs. Students performed at the Connecticut Capitol Building.

Concluding Remarks

At Henry James we are exceptionally proud of the consistently high academic performance of our students as well as their numerous successes and awards outside of the classroom. The 2017 - 2018 school year was one of significant progress at HJMS. The curricular and instructional work of our building continued to focus on the implementation the Connecticut Core Standards and revisions to our curricula and instructional approaches necessary to ensure that our students continue to receive a high quality educational experience, and one that is aligned to the requirements of new accountability measures – specifically the SBAC test. The work ahead will be to continue to deepen our understanding of these new measures, the performance of our students on these measures, and the actions steps necessary to ensure that our curriculum is relevant and challenging, and that our instructional methods provide the necessary rigor to ensure that our students remain among the highest performing in the state of Connecticut. In 2018-19, our school goals relating to student achievement on state accountability testing will emphasize differentiated expectations for growth among students in different performance bands. Specifically, Henry James will have clear goals at reducing the achievement gap that exists among populations of our students, with and emphasis on our High Needs population.

HJMS successfully completed year one of the new block schedule. Students benefitted by having extra time to delve more deeply into their learning and engage in inquiry-based approaches. Students also experienced a wellness approach in their PE and Health classes. This concept will continue to grow in 2018-2019. Moreover, students were provided with a study hall period in which to work on reading, homework completion, studying, organizational skills, etc. This period was received as favorable as students reported having more time at home for friends, family, and extra-curricular activities. Connections period met twice per week in small groups and allowed the climate and culture work of the building to flourish. Building relationships is at the heart of a positive school and this was a major factor in achieving this.

Our core classes continue to focus efforts on curricular initiatives. Math had a tremendously positive first year implementing its new program *Math in Focus*. Teachers worked hard to collaborate and provide our students with a curriculum-aligned, standards-based program. We look forward to bringing this program into our algebra classes next year. Social Studies and ELA continue the work around the C3 Framework and Teachers’ College Reading and Writing Workshop. Science has jumped into the work around NGSS and piloted the state assessment this spring. Inquiry is at the heart of our learning.

Our work around climate and culture has been at the forefront this year. Our work around implicit bias, culturally competent instruction, tiered behaviors, restorative practice, and school spirit helped us grow as a community and be successful. The implementation of our student leadership and principal advisory groups allowed students to voice their opinions, concerns, and celebrations for HJMS. This spring HJMS was a recipient of the Connecticut Association of Schools Climate Award for 2017-2018. We are proud of the work we accomplished and look forward to building upon our successes next year.