

# Henry James Memorial School

## Strategic Plan 2024-2025

Simsbury Public Schools  
Simsbury, Connecticut

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*Teaching students to meet the challenges of today and tomorrow  
with confidence and integrity*

*Connections - Challenge - Character*

Scott Baker - Principal  
Jacqueline Petrella - Assistant Principal

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## Introduction and Purpose of our School Strategic Plan

This document presents the Strategic Plan for Henry James Memorial School - an action plan inclusive of Simsbury Public Schools' strategic goals, Vision of a Graduate, information about HJMS, and school improvement indicators for the 2024-2025 school year. The goals and benchmarks set forth in this school's strategic plan were established following an analysis of state and district student performance data collected, as well as staff and school community input. In addition, the goals are aligned with the [Simsbury Public Schools Strategic Plan](#). Throughout the year, teachers will work in collaborative teams to assess student achievement with multiple indicators, monitor student progress, and adjust/refine instructional practices accordingly. Professional development will be ongoing at the district and building levels to further support our improvement. In the Summer of 2025, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

Scott Baker - Principal, Henry James Memorial School  
Simsbury, Connecticut

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## Information about Henry James Memorial School

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 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 a smaller, more personalized learning environment that supports positive relationship-building throughout our school. Research demonstrates that these structures enhance student performance.

Henry James Memorial School currently maintains six interdisciplinary teams. Each team has a member from the Social Studies, Mathematics, English, Science, Wellness, and Special Education Departments. Additionally, members of our school counseling department, special services, and student support services (school social worker, school psychologist, school nurse) play active roles in team functioning. Teams meet daily to discuss individual student progress in meeting the academic, social, and behavioral expectations of Henry James Memorial School.

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 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

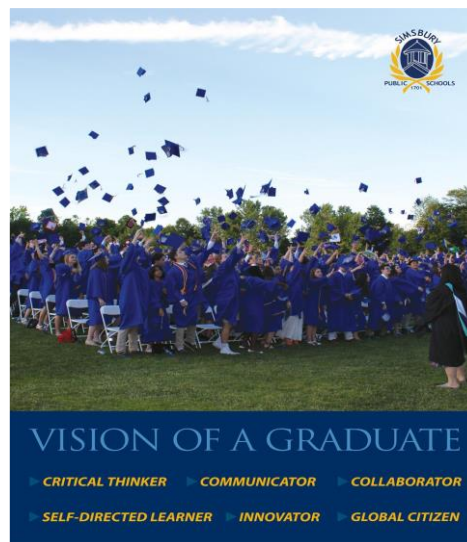
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opportunities foster creativity, intellectual curiosity, “out-of-the-box” thinking, and lead our students on the path to becoming life-long learners.

We support the **Character** development of our students through the **HJ Way - ROAR**. The HJ Way is based on three principles: **Be Respectful, Be Responsible**, and **Live with Integrity**. 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.

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## Simsbury Public Schools ~ Vision of a Graduate





### Critical Thinker

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems



### Communicator

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully



### Collaborator

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal



### Self-Directed Learner

- Take initiative and responsibility for learning and productivity
- Use “experts” and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset



### Innovator

- Empower creativity and develop skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility
- Challenge the status quo, push boundaries, and achieve growth



### Global Citizen

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically
- Recognize impact of actions and civic decisions

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## Simsbury Public Schools Strategic Plan Goals 2019-2024\*

**Student Growth and Success:** Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.

**Compassionate and Connected School Culture:** Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

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**Premier Workforce:** Simsbury Public Schools will hire, invest in, and retain passionate and exceptional staff who will contribute to a challenging, innovative, and collaborative culture defined by continuous improvement.

**Sustainable and Strategic Investments:** Simsbury Public Schools will identify and advocate for the needs of our school communities in innovative ways to support the success and growth of all students, ensure fiscal responsibility, and the long-term stability of the district.

**Board of Education  
Adopted June 11, 2019**

*“If you go to work on your goals, your goals will go to work on you. If you go to work on your plan, your plan will go to work on you.  
Whatever good things we build end up building us.”  
~ Jim Rohn*

**\*This page will be updated upon the completion of the Strategic Plan Goals in the spring of 2025.**

<b>Goal 1: Student Growth and Success</b>
<i>Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.</i>
<b>Strategic Action Steps</b>
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● Implement research based instructional strategies to meet the individual needs of all learners with an emphasis on comprehension.</li> <li>● Support co-teaching, specific reading program instruction, ASC tutoring programs, and fine tune our reading intervention model.</li> <li>● Pilot a new standardized reading assessment (IXL) and analyze results to target specific skills related to grammar, vocabulary and reading.</li> <li>● Utilize IXL as a tool to create personalized review, reinforcement, and extension for students.</li> <li>● Goal setting will focus on individual student performanc and growth on SBA and</li> </ul>

IXL during the year.

- Use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers.
- Utilize data teams, the IXL platform, and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions.
- Collaborate with the elementary schools and the high school to ensure vertical alignment.
- Integrate literacy skills across the curriculum. (Listening in World Language, Research and Inquiry in Social Studies)

### **Writing**

- Implement research based instructional strategies aligned with the SPS trait-based analytic writing rubric.
- Integrate research and writing skills across content areas to allow students to apply those skills in the subject area disciplines.

### **Mathematics**

- Integrate and monitor research based high engagement teaching strategies with our Math in Focus curriculum as the department engages in the math curriculum review cycle.
- Implement a new standardized assessment platform (IXL) to identify grade level trends and create individualized instructional plans for students.
- Use IXL to identify and re-teach prerequisite skills for upcoming units.
- Continue student goal setting focused on performance and growth on both the SBA assessment and IXL during the year.
- Continue analyzing data to prioritize specific mathematics standards for each course.
- Collaborate with the elementary schools and the high school to ensure vertical alignment and begin the Mathematics Curriculum Review process.
- Utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions.
- Use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness and pacing of our Math in Focus Curriculum and plan interventions and instructional strategies across all tiers.

### **Science**

- Work within PLCs to streamline units and add or revise phenomena to ensure student relevancy and engagement.
- Focus on assessment practices to make sure they are NGSS 3 dimensional. This includes work on summative and formative assessments.
- Use teacher goal setting to improve the ability of students to have productive science conversations and support arguments with data.

Performance Indicators (As measured by...)



- Smarter Balanced Mathematics Assessment - Grade 7 & 8 (Level 3 or better)
- Smarter Balanced ELA Assessment - Grade 7 & 8 (Level 3 or better)
- Next Generation Science Assessment- Grade 8 (Level 3 or better)

**SMART Goals: (Specific/Measurable/Aggressive yet Achievable/Relevant/Time-Bound)**

SBA Expectations Spring 2025

**English- Language Arts**

- By June of 2025, 80 % of students in grades 7&8 will meet or exceed the SBA ELA benchmark.

**Mathematics**

- By June of 2025, 70% of students in grades 7&8 will meet or exceed the SBA Math benchmark.

NGSS Expectations Spring 2025

- By June of 2025, 80% of students in grade 8 will meet or exceed the NGSS Science benchmark.

**Goal 2: Compassionate & Connected School Culture**

*Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.*

Strategic Action Steps

**Positive and Safe School Climate**

- School-wide goal for all teachers and students to contribute actively to our positive school culture by creating ‘ROAR’ goals at the start of the year.
- All members of the school community will commit proactively to greater communication about “The HJ Way” through our HJMS Behavior Matrix.
- HJMS staff will coordinate with PTC and other stakeholders to develop and implement student and parent programming to educate the HJMS community about issues pertaining to student social and emotional safety.

- The School Climate Committee will focus on the education and celebration of our diverse community.
- The School Social Emotional Learning Committee will focus on implementing the HJMS Behavior Matrix, analyzing student behavior data, implementing Everyday Speech in wellness classes, and promoting the district-wide Encouraging Words Campaign.
- The Support Services Team will meet monthly to monitor attendance, discipline, and develop specific action plans for students of concern.
- Staff will engage in professional development on climate and culture, equity, and restorative disciplinary practices.
- The school safety committee will meet throughout the year to identify ways to improve procedures and practices related to school security.
- We will implement parent/teacher conferences in the form of a January mid-year check-in.

#### Performance Indicators (as measured by...)

- Stakeholder Survey Results
- Disciplinary Data
- Attendance Data
- Benchmark process goals set by our SEL committee toward revising the HJ Way
- Every student/staff member establishes a ROAR goal
- Parent/teacher conference attendance

#### SMART Goals: (Specific/Measurable/Aggressive yet Achievable/Relevant/Time-Bound)

We will be modifying the Student Climate survey that was administered last year; however, we will continue to ask similar questions that track student perception over time. Historical favorability ratings have informed the goals we set for each question. We will track data for questions similar to the following questions.

- Greater than 80% of students respond positively to: *I feel that I am safe at school.*
- Greater than 80% of students respond positively to: *I feel that I belong.*
- Greater than 80% of students respond positively to: *I can ask an adult if I have a problem.*

We continually monitor student behavior at HJMS and focus both on who is receiving official positive reinforcement and who is needing disciplinary correction.

- Greater than 90% of students will have received a positive recognition from HJMS.

<ul style="list-style-type: none"><li>• Greater than 90% of students will have had 1 or no office based disciplinary sanctions.</li></ul>
Attendance is a critical component to a successful school year. We monitor attendance and intervene when the attendance meets specific at risk indicators. We look to have students attend school a minimum of 95% of the school- year.
<ul style="list-style-type: none"><li>• 90% of students will be in attendance for at least 95% of the school-year.</li></ul>
Goal setting and frequent/authentic communication is necessary for a school community to function.
<ul style="list-style-type: none"><li>• 100% of students and staff will set and monitor ROAR goals throughout the year.</li><li>• 100% of families engage in our newly created Mid-Year check-in.</li></ul>