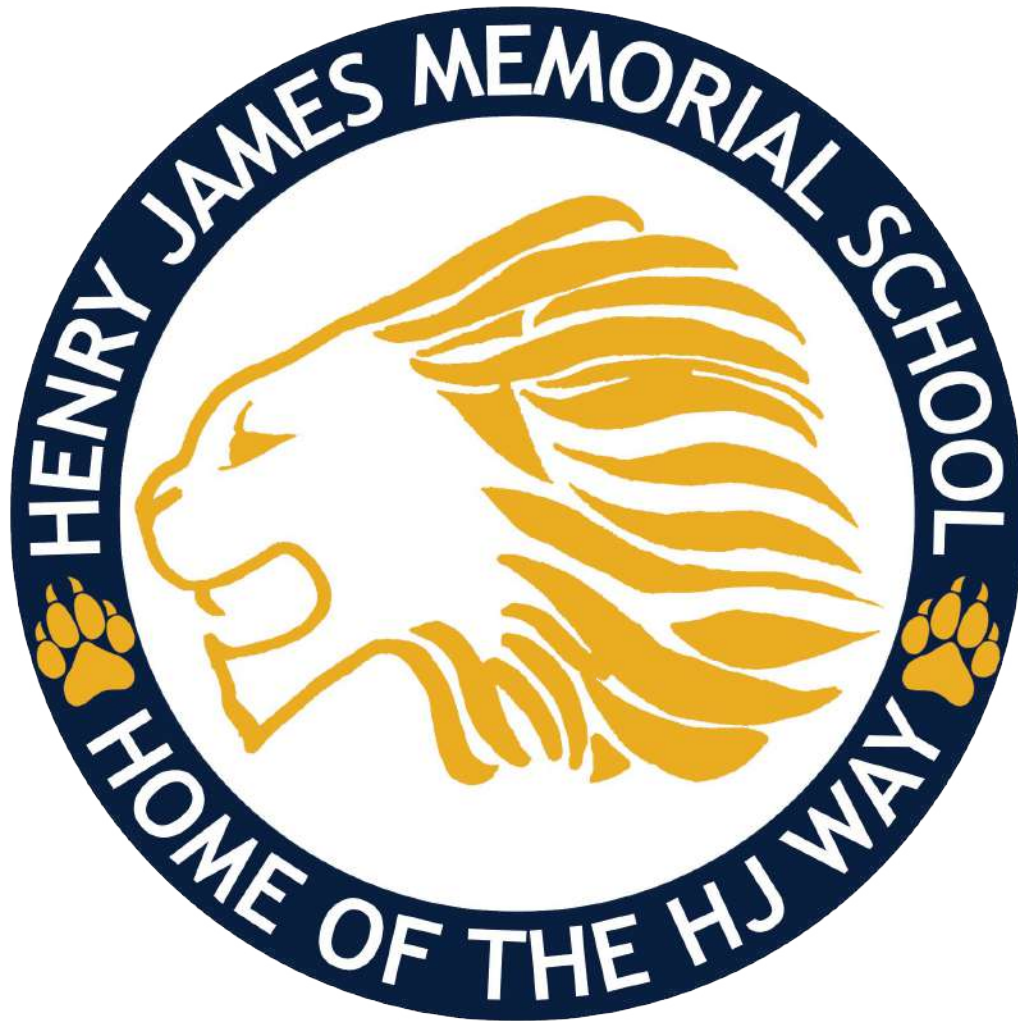


Henry James Memorial School



Continuous Improvement Plan 2018 - 2019

Scott Baker - Principal
Anjanette Belmonte -Assistant Principal

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Part One

Purpose of the HJMS Continuous Improvement Plan

This document presents Henry James Memorial School's Continuous Improvement Plan which includes a school description, a statement of our beliefs and mission, leadership structure, and school improvement and quality indicators for the 2018-2019 school-year.

The Continuous Improvement Plan is created to give a framework and provide direction for the work of improving our school throughout the year. The goals and benchmarks set forth in this Continuous Improvement Plan have been established following a thorough analysis of school, district, and state assessment and survey data, as well as input from the staff and community. In addition, the goals are closely aligned with and are in support of the Simsbury Public Schools District Vision and Core Beliefs. Throughout the year, teachers will work in collaborative teams to assess student achievement, monitor student progress, and refine instructional practices. Professional development will be ongoing at the district and building level to further support our improvement indicators. In the summer of 2019, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

We now have four years of data using the Smarter Balanced Assessment. This gives us a standardized way of looking at student growth over time. A large focus of our work will center on analyzing the growth trends of individual students, monitoring all student's growth throughout the year, and making adjustments based on student performance. While state level data will be used as an annual benchmark, we will use district level data to measure the academic progress of our students frequently throughout the school year.

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 in an environment that promotes student responsibility and positive character development. Our ultimate goal is to prepare our students with the skills and knowledge to be successful at the high school level and beyond. This document is one tool we use to ensure that efforts from all stakeholders are aligned toward helping every student meet their goals.

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.”

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 these structures enhance student performance.

Henry James Memorial School currently maintains six interdisciplinary teams; three teams in grade seven and three teams in grade eight. Each team has a member from the social studies, mathematics, English, 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 team functioning. Teams meet daily to discuss individual student progress in meeting the academic, social, and behavioral expectations of Henry James Memorial School. Currently reading, world language, and unified arts teachers are not assigned to teams. However, concerted efforts are made to keep those faculty members abreast of pertinent student issues and concerns.

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 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, 612 students are enrolled in Henry James Memorial School (Grade 7 – 304; Grade 8 – 308). Students participate in a eight-period day that includes classes English, math, science, social studies, world language (Latin, Spanish, French, Chinese), Wellness (physical education and health) Unified Arts (family and consumer sciences, 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.

Included in our eight-period schedule are two days a week, where classes meet in extended instructional blocks of (78 minutes), and a *Connections* period meets for 44 minutes. This time is designed to help students develop strong, positive relationships with adults in the building.

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 four students enrolled in our ELL program and 13.7% of our students are eligible for free and reduced lunch.

Our teaching faculty is 70 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.

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.

Allan Amundsen	Social Studies
William Antonitis	English
Betsy Gunsalus	Reading
Amy Klebart	World Language
Melissa Luke	Mathematics
Greg Kuhr	Science
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.

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

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
Charlotte D'Aleo	Music
Kurt Dougan	Technology Ed. 7-12
Sarah Maher	Guidance
William Sickinger	Physical Education

HJMS Team Leaders

Team leaders facilitate the many team meetings and activities that occur on our interdisciplinary teams. They are crucial 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
Petra Jaeckle-Baldwin	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.

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 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.

School Climate Committee

Our School Climate 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.

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”.

HJMS Student Support Services

Henry James Memorial School has a guidance department consisting of three school 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 Henry James Memorial School, we have staffing and a schedule that allows us to offer our students academic support in the areas of writing and mathematics through our support tutors. 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 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.

Part Four

Progress Indicators

Indicator #3: Student Achievement – Grade 8

Focus Area 3:

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

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 ELA Composite Score (SBAC)
- Perform at or above standard on Math Composite Score (SBAC)
- Degrees of Reading Power (DRP): scoring at or above district goal for grade 8(65)
- Achieving an SGP of 35-65 on the Mathematics and ELA June STAR Assessment

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

Reading

- If we implement research based instructional strategies to meet the individual needs of all learners with an emphasis on comprehension, then overall grade level reading performance will improve.
- If we implement a standardized reading assessment (STAR reading) then teachers will have actionable results from which to base student learning plans.
- If we use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers, then reading instruction and student performance will improve.
- If we clearly define highly effective teaching along with a system to regularly monitor it –*PLC-Based rounds model*, then teachers will have greater focus in identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and ongoing reflection for improvement.
- If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

Writing

- If we implement research based instructional strategies aligned with the SPS trait-based analytic writing rubric, then overall grade level writing will improve.
- If we interpret student writing with consistency using the analytic writing rubric, then we will have increased reliability among scorers.
- If we utilize PLCs to monitor the effectiveness of interventions and instructional strategies across all tiers, then writing instruction and student performance will improve.

Mathematics

- If we implement a standardized math assessment (STAR math) then teachers will have actionable results from which to base student learning plans.
- If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student mathematic performance will improve.
- If teachers collaborate in PLCs and with district math support staff to analyze results and plan instruction then student math performance will improve.

SMART Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals:

Literacy

- 80% or greater scoring at or above standard on ELA Composite Score (SBAC)
- 90% or greater of grade 8 students scoring at or above DRP district goal (65)
- 100% of 7th grade students will meet the end of year STAR reading standard by June (SGP 35-65)
- 100% of 8th grade students will meet the end of year STAR reading standard by June (SGP 35-65)

Mathematics

- 80% or greater scoring at or above standard on Mathematics Composite Score (SBAC)
- 100% of 7th grade students will meet the end of year STAR math standard by June (SGP 35-65)
- 100% of 7th grade students will meet the end of year STAR math standard by June (SGP 35-65)

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:

- Increased percentage of students receiving school-based positive student recognition
- Increased percentage of students with 1 or no office referrals (SHS and HJ)\

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

- If we reinforce the tenants of good character through our HJ Way program, then all students will demonstrate respectful behaviors and improve their sense of social and emotional security in school.
- If systems are monitored/created to track recognition for positive social choices and interventions for behaviors that require correction, then character/climate committees can develop action plans to address specific school based needs.

SMART Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals:

- 100% of students will receive school-based positive behavioral recognition
- 95% or greater of students at HJMS will have 1 or no office referrals

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: Involving the school leadership team in identifying a leadership challenge; engaging the Leadership Team in a *rounds* model of observation, debriefs, reflection, commitments to follow-up cycle; and sharing learning/outcomes as a school community with a focus on improving teaching and learning
- Teacher: Participating in teacher/PLC Rounds which is driven by the teacher team identifying a problem of practice; providing feedback through a cycle of observation, questions, learning, along with reflection; and commitments that positively impact teaching and student learning for all involved

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

- If highly effective teaching strategies are well defined 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 in instructional practice that positively impacts student learning.
- If standards of highly effective teaching are clearly defined (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 all evaluators' skill sets are developed around the use of strategic conversations, with a greater focus on effective feedback to teachers that is specific, useful, timely, and actionable; then teachers will be able to readily incorporate such feedback into practice thereby increasing their instructional effectiveness and improving student learning.
- If opportunities are provided for educators to engage in collaborative analysis of student work/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 evaluators develop their skill in designing rigorous and targeted student learning objectives (SLOs) that measure growth over time; share this skill with teachers as they develop their plans for SLO(s); then teachers will engage in skillful instruction to move student learning to higher levels.
- If student learning related to individual educators' instructional practices is measured, as well as grade level and district performance; then educators will identify students who are improving, celebrate and share best practices, as well as identify and support educators whose students are not exhibiting the expected learning outcomes as defined through our curriculum-based and standardized assessments.

SMART Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals:

Leader:

By the end of the year, every school-based team will engage in 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, all PLC's (teacher teams) will engage in high quality *cycles 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?

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

Focus Area 7:

SMART Goal:

If all teachers set individual goals to promote stronger, individualized relationships with their students, students will experience stronger connections to the school community as well as a greater sense of social-emotional security as measured by the Panorama School Climate Survey or other appropriate climate survey.

Stakeholders express satisfaction with the school'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:
 - “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?”
 - “How much respect do students at your school show you?”
 - “Overall, how safe do you feel at your school?”
- Percentages of stakeholders (staff 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 does your child feel at this school?” (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 a school with a positive school climate, 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.
- All members of the school community will commit proactively to greater communication about “The HJ Way” behavioral tenets and expectations, then students will feel more socially and emotionally secure within the HJMS environment.
- HJMS staff will coordinate with PTC and other stakeholders to develop and implement student and parent programming to educate HJMS community about issues pertaining to student social and emotional safety.
- The School Climate Committee will continue to evaluate our current classroom practices through a school-based climate survey.

SMART Goals:

As evidenced by the results from the Spring Survey, favorability percentages will increase:

HJMS Students Indicator	2016 Favorability	2017 Favorability	2018 Goal Favorability	2019 Goal Favorability Target
In my school, there are clear rules against physically hurting other people.	83%	85%	78%	>85%
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%	>65%
Overall, how much do you feel like you belong at your school?	60%	65%	65%	>65%
Students in this school respect each other's differences.	42%	50%	59%	>60%
How much respect do students at your school show you?	58%	60%	52%	>60%
Overall, how safe do you feel at your school?	87%	90%	72%	>80%

Faculty and Parents Indicator	2016 Favorability	2017 Favorability	2018 Goal Favorability	2019 Goal Favorability Target
Overall, how safe do you feel as a teacher at this school? (faculty)	NA	95%	95%	>90%
The principal makes safety a priority. (parents)	NA	86.5%	86.5%	>90%

We will plan to administer a district-wide survey in the Spring of 2019 for all stakeholder groups. The 2017 survey was also a district-wide survey and the 2016 & 2018 results are from an HJMS specific survey developed by our Climate Committee.

Part Five: Quality Indicators

Our most critical priorities are stated in the Progress Indicators featured above in Section Four of this document. However, there are many other indicators which allow us to monitor the quality of services and achievement in Simsbury Public Schools. All of the other indicators that we monitor are called “Quality Indicators”. Our goal is to maintain our strong historical achievement on these indicators. The Quality Indicators along with current and baseline performance can be found in the following

Simsbury Public Schools					
Henry James Memorial School Quality 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 6/1/18)		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