Arthur D. Healey PK - 8 School

School Improvement Plan

Somerville Public Schools

SY 2024 - 2025
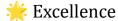
<h1 align="center">Healey Mission, Vision, and Values</h1>

Healey Mission: The Healey School is an innovative participatory learning community. Academic competence is highly valued, and we believe that children learn best in a joyful, creative environment, one in which their natural curiosity, imagination and thinking are encouraged. Our curriculum is based on thematic, project based learning, designed to engage children's interest and best efforts. We are committed to an educational program that recognizes the importance of community in the lives of children.

Draft Vision: The Healey school will be a vibrant, participatory learning community where all students experience:
- A demonstrated sense of belonging and belief that their voice has power and significance
- Hands-on, experiential, project-based learning both on and off campus that deepens the connections between learning and life beyond school
- Student-centered, rigorous, and culturally responsive curricula that pushes them to think deeply about the world and their place in it
- Purposeful cultivation of strong language and literacy skills in every classroom, regardless of subject, that empowers them to engage fully in critical discourse, both orally and in writing
- Intentional development of research-driven academic habits of mind that support deeper, transferable learning
- Targeted, data-driven, small-group instruction for extension or intervention in mathematics and literacy
- Creative expression through integration of the arts into core classroom learning, school-wide events, and other elements of life at the Healey
- Restorative practices and social emotional learning that provide high support and high accountability for active, positive, and empathetic participation in an inclusive learning community

Healey Values:
🌟 Excellence
😄 Joy
🎨 Creativity
❤️ Openness

Root Cause Analysis

Focus Area	Potential Root Causes	Data to support claims about root causes
1. Equity ● Increase turn-out and representation in family engagement events ● Increase student access to authentic, experiential learning	a. Many Healey families are new to the US and not yet familiar with systems and expectations around engagement. In addition, language barriers may prevent some families without a strong relationship with someone at school from feeling welcome or supported at school-based activities. Healey families also have varied work schedules that can be an obstacle to attendance at school events.	85 Students in SEI1 program K - 5 Healey families come from at least 17 different countries 61% of Healey students are multilingual 45% of Healey families prefer communication in a language other than English Spanish and Portuguese family survey sent in November 2023 indicated a preferred meeting time of 6:30 - 8:30 pm Anecdotal: Increased attendance at events with individual outreach from school staff with shared language. Some caregivers who cannot attend evening meetings have individually shared that only morning meetings can work. Many caregivers do shift-based work evenings and weekends.
	b. Healey families of all racial, ethnic, and cultural backgrounds are most likely to attend school events that include sharing student work and/or talking with their child's teachers.	Attendance at community meetings and focus groups, where the focus is on adult discussions of school-related issues, has been relatively low (10 - 20 caregivers attended those events, which is roughly 1 - 3%). Attendance at Back to School night, family breakfasts, and student work showcases is significantly higher (roughly 10 - 60%).
	c. Healey teachers do not have the time, expertise, or support needed to include relevant, authentic, and hands-on learning into their regular instruction.	On the Conditions for learning Survey: ● 60% of students say that teachers "sometimes" or "never" connect learning to life. ● 48% of students say that classes "sometimes" or "never" inspire me to be curious.
	d. Some Healey families are unsure about safety and financial expectations for off-site learning.	In 2023, 50% of 4th graders, 40% of 5th and 6th graders, and 30% of 7th and 8th graders stayed home from overnight trips. Anecdotal: Conversations in focus groups with students and families have indicated that students who do not come to overnights have caregivers who were concerned about financial expectations (they were not clear that the trips were "pay what you can") and/or safety, with a noticeably higher number of families concerned about safety for female students.

2. Academics ● Improve outcomes for multilingual learners in ELA and math ● Improve outcomes for all learners in ELA domains of vocabulary and informational text ● Improve outcomes for all learners in numbers and operations and algebra and algebraic thinking for each grade level	a. Healey students who are in the process of learning English have decreased outcomes for math and ELA even beyond what we would expect for such English language-heavy assessments due to insufficient ESL support across tier 1 and 2 practices.	72% of multilingual learners (MLs) in 4th - 8th grade are on improvement plans due to inadequate growth on ACCESS. 0 - 5 % of MLs are at grade level proficiency in both math and ELA according to 2023 MCAS and 2023-24 iReady results. Our current student to teacher ratio for MLs and ESL specialists is 67:1, which allows ESL specialists to spend 40 minutes of inclusion support with general education MLs, and no time with students in SEI1 classes. Based on teacher observations, language objectives are not present in general education classrooms, and other research-proven SEI strategies (word walls, intentional vocabulary instruction, etc.) are not consistent across general education classrooms.
	b. Healey students do not spend adequate time reading informational texts and participating in intentional vocabulary development tasks.	4 out of 6 grades that take iReady showed over 50% of students are two or more grade levels below in informational text comprehension: ● 4th: 52% ● 5th: 57% ● 7th: 55% ● 8th: 51% 3 out of 6 grades that take iReady showed about 50% of students are two or more grade levels below in vocabulary: ● 3rd: 50% ● 5th: 51% ● 7th: 51% Literature comprehension is stronger overall, but still over 40% are two or more grade levels below in 5 out of the 6 grades.
	c. Healey students do not spend adequate time applying their core mathematical learning in these domains because these units typically come at the end of the year, and units focused on other mathematical domains don't often include application tasks related to measurement, data, and geometry. Geometry and Measurement and Data are	According to the fall 2023 iReady assessment: ● 61% of students in grades 3 - 8 are 2 or more grade levels below in Geometry. ● 54% of students in grades 3 - 8 are 2 or more grade levels below in Measurement and Data. ● Less than half of students perform 2 or more grade levels below in other domains

	infrequently identified as major clusters across grades K - 8. Since these domains are not often major clusters, and success in these domains depends so heavily on students' skills in those major clusters, our theory of action is that concentrated work on the major work of each grade (Numbers/Operations in Base Ten and Algebraic Thinking), with increased opportunities for application, we will positively impact measurement and data and geometry outcomes.	
3. Social Emotional Wellness ● Students will report improved perceptions of the ways their voice is valued at school ● Students will report improved fairness and effectiveness of classroom discipline	a. The Healey lacks opportunities for students to share insights and ideas about improving their school's culture and learning opportunities.	On the 2023 Conditions for Learning survey: ● 40% of students say that students are "sometimes" or "never" involved in school decision-making and improvement. (As opposed to "usually" or "always") ● 77% of students say that students "sometimes" or "never" help to create classroom rules.
	b. Restorative practices are not yet integrated systematically and consistently across the school for all tiers of social emotional support.	On the 2023 Conditions for Learning survey, over 60% of students said that students "sometimes" or "never" follow school rules, and that they are "sometimes" or "never" disciplined fairly.

Goals and Indicators

Area	Goals	Short term and/or Long term Outcomes	Data Source
1 Equity	By June of 2025: 1.1: During the 2024-25 school year, an increased percentage of families at the Healey, representative of the racial and linguistic background of the student population, demonstrate a strong sense of belonging and partner actively with faculty and staff to support students' academic and social emotional learning. 1.2: During the 2024-25 school year, students from all racial and linguistic backgrounds and all learning profiles will have increased access to hands-on, experiential learning through extended projects and off-site learning opportunities.	Short term: ● All grade level teams have scheduled at least one family breakfast or showcase, sharing the details with caregivers in all languages at least a month in advance. ● Annual family events schedule supports caregiver needs and interests, and families have details on a calendar in the fall. EOY Outcome: By June of 2025, family participation at school-wide events will increase by 10% for each grade level, and the demographics of families in attendance will be representative of the racial and language demographics of Healey students.	● Family Breakfast Attendance ● Back to School Night Attendance ● Conference Attendance All disaggregated by demographic group with a focus on race and language
		Short Term: ● At least two additional grades have developed new, authentic, extended project experiences (in addition to K and 7) ● Changes to locations and dates of overnight off site experiences for 2024-25 that are predicted to increase attendance for students ● Caregivers have access to information about off site learning at every major school-based event in all languages, from interpreters and printed materials EOY Outcome: ● During the 2024-25 school year, over 60% of 4th graders and 75% of 5th - 8th graders will participate in off-site overnight learning experiences, with a significantly narrowed racial and language gap in participants. We will see a greater increase in participation of Black and Latinx students and MLs in off-site learning. ● On the 2025 CFL Survey, students will report a 20% greater connection of their learning to life experiences and a 10% increase in feelings of inspiration from instruction at the Healey, with data that is balanced across demographic groups.	Off-site learning attendance, disaggregated by race and language CLF Survey

		Short Term: ● All MLs in grades K - 3 receive targeted language intervention from an ESL specialist and either reading specialist or classroom teacher. ● All MLs in grades 4 - 8 receive targeted language intervention from an ESL specialist. ● All Long Term MLs and SLIFE students receive at least 80 minutes of ESL service delivery, including at least one session of targeted language intervention and/or ACCESS prep, depending on need. ● By May 2025, walkthrough observations show all teachers using key tier 2 and 3 vocabulary building and other SEI strategies. ● MOY Dibels and iReady scores show targeted progress for MLs EOY Outcome: By June of 2025, 50% of MLs in grades K - 2 will show above average or ambitious growth on the Dibels assessment, and 50% of MLs in grades 3 - 8 will meet stretch goals on iReady ELA. No more than 50% of MLs will be on improvement plans after ACCESS scores are reported for 2025.	Dibels ACCESS iReady ELA Observation data Service delivery schedule
2 Acade mics	2.1: During the 2024-25 school year, all multilingual learners at the Healey, from both SEI1 and general education settings, will receive academic and social emotional support they need to thrive and grow at school to ultimately meet grade level standards in ELA. 2.2: During the 2024-25 school year, students at the Healey will experience ELA curriculum and instruction that prepares them for deep critical thinking and grade level reading and writing skills, particularly in the growth areas of vocabulary and informational text comprehension, with content that is engaging and relevant. 2.3: During the 2024-25 school year, students will improve their math outcomes through increased application in math lessons that allows them to make connections between skills they are learning and life outside of	Short Term: ● MOY Dibels and iReady ELA shows all students progressing toward the goal in vocabulary and informational text comprehension. ● By May, walkthrough observations show all teachers using key tier 2 and 3 vocabulary building and other SEI strategies. EOY Outcome: At least 60% of students in grades K - 3 will meet typical growth goals on Dibels. At least 75% of students in grades 4 - 8 will surpass average growth on Spring 2025 iReady ELA, and at least 75% of students 2 or more grade levels below will meet their stretch goals.	iReady ELA MCAS Observation data
		Short Term: ● MOY iReady math shows students progressing toward the goal in TBD. ● BOY and MOY Number Sense Screener administered to all K - 2 students. EOY Outcome: At least 30% of students in grades 3 - 8 will score on or	iReady Math MCAS

	school.	above grade level in numbers and operations and algebraic thinking on the Spring 2025 iReady. For students in grades K - 2, we will develop a plan to consistently, efficiently, and effectively monitor their math learning, likely using the Forefront number sense screener.	
3 SEB	3.1: By the end of the 2024-25 school year, student voice will become a central part of decision-making at the Healey school. All students will have opportunities to share their experiences and input to inform classroom and school level decision-making and development of shared culture.

3.2: During the 2024-25 school year, students at the Healey school will experience equitable, restorative, and consistent systems to support their social, emotional and behavioral development. | Short Term:
● Student Government is established as a club
● Teachers receive guidance around shared expectations for morning circle practice and classroom constitution creation.

EOY Outcome: By June of 2025, there will be a 10% increase in the number of students who report on the CFL survey that they always or often agree that they have a voice in what they learn, they help to create class rules, and they are involved in school decision-making and improvement. | CFL survey, Spring 2025 |
| | | Short Term:
● The faculty and staff have a shared set of tiered supports that reflect restorative practices, including a menu of logical consequences
● The Healey has an after school homework club for students in grades 6 - 8

EOY Outcome: By June of 2025, there will be a 25% increase in students who report that students always or usually follow rules and are disciplined fairly.

*Future planning: Begin planning for the creation of school-wide habits of mind with input from students, families, and staff | CFL survey, Spring 2025 |

SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Strategies and Milestones

Focus Area	Goal	Strategy	Milestones of success	Timeline
1	1.1	1.1a: Name a family partnership teacher leader and collaborate over the summer to build a family partnership strategy including conference schedule, family breakfasts/showcases, and major school/community events.	A family partnership 3-year plan is drafted Plan shared with faculty, staff, and families for feedback Finalize and execute year one of the plan	Mid-August 2024 Late August October 2024 - June 2025
		1.1b: Deepen partnership between language-based parent support groups, the PTA, and the administration team to ensure shared vision and contribution to outreach and partnership efforts	Schedule and hold at least four collaborative meetings between PTA president, family partnership lead, and principal to plan upcoming communication and events and longer-term initiatives	Quarterly meetings
	1.2	1.2a: Collaborate with family partnership team and 4th grade teaching team to select a developmentally appropriate and curriculum-aligned overnight experience	4th grade will decide if a new location for the overnight is possible or needed	September 2024
		1.2b: Collaborate with family partnership team to include overnight information at all family engagement events	Multilingual presentation, teacher-led presentations, and literature about overnights at Back to School Night and Block Party; multilingual literature at fall conferences	Fall 2024
		1.2c: Targeted outreach and information sessions in key languages.	Fall and Winter information sessions for all overnights run by family liaisons and/or family partnership teacher leader	Done by February 2025
		1.2d: Invite teacher teams to propose a culturally	At least two grade level teams present	June 2024

		responsive project-based unit or extended project idea to be funded for summer planning, piloted during the school year, and shared with faculty.	project ideas	
			Two teams collaborate with appropriate staff to design projects	Summer 2024
			Two teams pilot their projects and share learnings with faculty	September 2024 - June 2025
			Observation and survey to review impact of projects	June 2025
2	2.1 and 2.2	2.1/2a: Restructure the Healey's MLE model with an additional ESL specialist to increase # of students served by ESL specialists and the amount of service delivery for long term MLs, SLIFE students, and students on improvement plans.	Hire new ESL specialist	Spring 2024
			Create ESL schedules in collaboration with MLE team, including a plan for targeted ESL support for highest need students	Fall 2024
		2.1/2b: Collaborate closely with ILT and district MLE department to design a year-long, school-wide professional learning plan focused on high-impact SEI strategies for all classroom teachers that includes intentional practices to support building background knowledge and vocabulary development for all students in all content areas.	Meet to create initial plan with Paulina, Gladys, and ILT	Spring 2024
			Build schedule, expectations, and measures for teacher practice and share with coaching team	Fall 2024
			Execute PD sessions and adapt through analysis of walkthrough data and reflections from ILT	Spring 2025
		2.1/2c: Continue to collaborate with Springboard to provide reading tutoring to students in grades K - 3 who are performing far below grade level.	Identify a program leader at the Healey.	Sept 2024
			Recruit teachers and launch tutoring programming for fall and spring.	Sept 2025 - May 2025
		2.1/2/3d: Continue to work faculty-wide on data-driven, targeted small group instruction	Close the 2023-24 school year with a summary of work and clear	June 2024

		during X block and core instruction.	expectations for the next school year.	
			Begin the 2024-25 school year with a reiteration of expectations and professional learning to support continued deepening of implementation.	August 2024
			Spiral small group instruction skills within the new focus on SEI strategies during faculty PD time.	Sept 2025 - June 2025
	2.3	2.3a: Collaborate with the district STEM director, math coach, math teachers, and parts of the ILT to review 5th - 8th grade pacing guides to identify opportunities to deepen hands-on, application work in Illustrative Mathematics and to identify key resources like Illustrative Mathematics' adaptation packs, math language routines, NCTM effective teaching practices, and iReady's prerequisite reports to leverage to support 5th - 8th grade math students in deepening hands-on, application work, especially around applying core math skills to geometry and measurement/data.	Create a small sub-team of the ILT to work with the STEM director and math coach to identify a K - 2 math progress monitoring tool and review 5 - 8 IM curriculum and supplementary resources Share recommendations with math teachers 5 - 8 Monitor through periodic walkthroughs and revisit during departmental PD,	September 2024 October 2024 November 2024 - June 2025
		2.3b: See 2.1/2 b–this strategy will also impact math outcomes		
3	3.1	3.1a: Establish a student government club during or after school to serve as an advisory body to the school administrative team.	Identify a faculty sponsor Meet with sponsor to outline structure and timeline of the club Collaborate with student government to solicit student input on school-wide	Spring 2024 Fall 2024 Spring 2025

			decisions on a bi-annual or quarterly basis	
		3.1b: Create a shared set of proactive restorative tier 1 supports for use across all grade and content teachers that includes protocols for co-creating classroom agreements and culture, working toward student-led circles.	Meet with SST and PBIS teams to determine shared school-wide tier 1 practices and protocols that reflect students' needs and identities.	August 2024
			Plan a roll-out for fall 2024.	August 2024
			Design and execute a timeline of quarterly PBIS/SST meetings and walkthroughs focused on tier 1 restorative supports.	October 2024 - June 2025
		3.1c: Begin planning for school-wide habits of mind that support students' deeper learning and engagement in discourse and school-level decision-making.	Work with SIC, ILT, and SST to review existing "habits of mind" or similar frameworks at a range of schools and organizations that could fit with the Healey's values, priorities, and culture.	January 2025
			Create a timeline and work plan for selecting habits of mind with stakeholder (students, caregivers, faculty, staff) input	April 2025
	3.2	3.2a: Utilize a more systematic approach to tier 2 and 3 interventions for behavioral challenges, including a consistent method of tracking, intentional structures for tiered behavioral interventions, and a flexible menu of shared classroom- and administrator-level logical consequences that will help support students' social, emotional, and behavioral learning.	Collaborate with key members of the SST to define tiered behavioral interventions and identify a range of logical consequences	June 2024
			Design protocols to streamline tracking of disciplinary data	June 2024
			Share protocols with faculty and staff	August 2024
			Monitor effectiveness through analysis	September 2024 - June

			of disciplinary data and intentional outreach to students. Check in with SST quarterly to analyze data.	2025
			Use CPT for teacher teams to collaborate with SST to support students with tier 2 and 3 behavior interventions	September 2024 - June 2025
		3.2b: Work with the 6 - 8th grade team to create an after-school academic support space that will provide both voluntary and mandatory opportunities for students to get targeted support from teachers to help close gaps in their learning.	Allocated funding for teacher stipends Work with 6 - 8 team to identify staff to stay after school each day for support	March 2024 August 2024

Quarter 1. Evaluation

Strategy	Milestones Completed	Milestones Behind Schedule	Any Adjustments to Plan?	Additional Comments
1.1a				
1.2b				
1.3c				
2.1a				
2.2b				
2.3c				
3.1a				
3.2b				
3.3c				

Quarter 2. Evaluation

Strategy	Milestones Completed	Milestones Behind Schedule	Any Adjustments to Plan?	Additional Comments
1.1a				
1.2b				
1.3c				
2.1a				
2.2b				
2.3c				
3.1a				

Strategy			
3.2b			
3.3c			

Quarter 3. Evaluation

Strategy	Milestones Completed	Milestones Behind Schedule	Any Adjustments to Plan?	Additional Comments
1.1a				
1.2b				
1.3c				
2.1a				
2.2b				
2.3c				
3.1a				
3.2b				
3.3c				

Quarter 4. Evaluation

Strategy	Milestones Completed	Milestones Behind Schedule	Any Adjustments to Plan?	Additional Comments
1.1a				
1.2b				
1.3c				
2.1a				

2.2b			
2.3c			
3.1a			
3.2b			
3.3c			

At the end of the year, take a step back with your team and reflect on all of the evidence and progress monitoring you have done. Have you achieved any of your short term or long term outcomes? Have you achieved any of your goals? What strategies worked and what did not work? Did you make any adjustments along the way or get any feedback from stakeholders?

Goals	Outcomes (Short term and/or Long term)	Next Steps
1.1		
2.1		
3.1		
Final Comments:		