



# Arthur D. Healey School

2025-2027  
School Improvement Plan

# Mission, Vision, and/or Values

**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.

**Vision:** The Healey will be a vibrant, participatory learning community where all students experience:

- A sense of belonging and belief that their voice has power and significance
- Rigorous, culturally responsive, project-based learning that empowers them and connects to life beyond school
- Personalized instruction that prepares them to meet and exceed grade level language, literacy, and math standards
- Explicit learning and application of academic habits of mind that support deeper, transferable learning
- Social emotional learning and restorative practices that help them build healthy relationships and community
- Creative expression through integration of the arts into classroom and community life at the Healey

## Healey Values:



Excellence



Joy



Creativity



Openness

# Goal 1: Academic Excellence and Equity

By the 2026-27 school year, all Healey students will experience curriculum and instruction that prepares them for deep critical thinking and grade level reading, writing, and mathematics skills with content that is engaging and relevant to life beyond school.

<b>Academic Data Point</b>	<b>ELA</b>	<b>Math</b>	<b>2024 Walkthrough, Fall</b>	<b>%</b>
% meeting typical growth, iReady	48.5	47	Level 3 and 4 thinking	24
% at or above grade level, iReady	36	33	Discourse	47
% at Core/Core^, DIBELS	49.2	n/a	Language Supports	47

# Action Steps and Outcomes for Goal 1

## 24-25 School Year:

- Ensure Healey staff are on all district instructional initiatives.
- Pilot Literacy Night.
- Prioritize data-driven small group instruction for grades 5 - 8.
- Propose fifth specials teacher to create collaborative planning time.
- Create a K - 3 math progress monitoring and intervention plan.

## 2025-26 School Year

- Adjust schedule to better support intervention and collaboration.
- Align reading intervention practices across departments.
- Strengthen data-driven small group practice in grades 5 -8
- Implement math progress monitoring and intervention plan.

## 2026-27 School Year

- Adjust schedule to improve service delivery and collaboration.
- Review and adjust collaborative data-driven planning model.

## 3-Year Outcomes, SY2026-27

**DIBELS (K - 3):** 65% end on Core or Core+

**Math Screener (K - 3):** TBD

### **iReady (3 - 8)**

75% of students meet typical growth

ELA: 50% at or above GL

Math: 50% at or above GL

### **Walkthrough Data**

100% curriculum integrity

60% evidence of level 3 and 4 thinking

75% include opportunities for discourse

95% include language supports

## Goal 2: Academic Excellence and Equity

By the 2026-27 school year, all multilingual learners (MLs) at the Healey, in both SEI1 and general education settings, will receive academic and social emotional support they need to thrive and grow at school to ultimately pass the ACCESS test and meet grade level standards in ELA.

<b>Academic Data Point</b>	<b>ELA</b>	<b>Math</b>
% MLs meeting typical growth, iReady	47	37
% MLs at or above grade level, iReady	2	5

<b>Academic Data Point</b>	<b>Outcome</b>
% of MLs who Made Progress, ACCESS	42
% MLs at Core/Core <sup>^</sup> , DIBELS	24

# Action Steps and Outcomes for Goal 2

## 2024-25 School Year

- Increase services by adding one Multilingual Learner Education (MLE) position
- Focus professional learning on the needs of multilingual learners
- Redesign ACCESS testing approach and schedule for 2025-26
- Review the SEI1 program, staffing model, and class sizes

## 2025 -26 School Year

- Create time for collaboration among MLE and literacy specialists
- Adjust schedule to better support intervention and collaboration
- Hold fall MLE meeting for students on ACCESS success plans
- Present a proposal to expand staff if and where needed

## 2026-27 School Year

- Adjust schedule to improve service delivery and collaboration
- Add additional MLE staff if needed and granted
- Continue ACCESS success plan monitoring and adjust as needed

## 3-Year Outcomes, SY2026-27

### DIBELS

35% of ML students K - 3 at Core+

### iReady ELA

- 15% MLs at or above
- 50% 3 or more grades below

### ACCESS:

55% of students meet ACCESS progress target

## Goal 3: Academic Excellence, Equity, Wellness and Joy

By the 2026-27 school year, Healey students in every grade will have increased access to project-based, experiential learning, with at least one project-based unit per year.

[Research](#) shows project-based learning has a positive impact on academic outcomes. These practices connect to the Healey priorities of voice and social emotional learning, and to Healey values of **Creativity** and **Joy!**

Conditions for Learning Survey Question or Category	% positive Students	% positive Staff
Academic Engagement Overall	66	79
What students learn in school is relevant/connected to life outside the classroom.	51	75
Students have a voice in what they learn and how they will learn it in classes.	57	47

# Action Steps and Outcomes for Goal 3

**Summer 2024:** One teacher attends PBL training and designs PBL unit

**2024 - 25 School Year:**

- Teacher delivers one PBL unit, reports to the full faculty
- Recruit teachers for the PBL Pilot Team

**Summer 2025:** Five educators attend PBL training and design a PBL unit

**2025-26 School Year:**

- Members of the PBL Pilot Team facilitate at least one PBL unit
- Visit to observe promising PBL practices at other schools
- Develop guidelines for adapting curriculum to make space for PBL
- Develop guidelines and professional learning to support PBL
- PBL Pilot Team facilitates a workshop to share their learnings and introduce PBL to the faculty

**2026-27 School Year:** Every teacher in grades 6 - 8 and early adopters in grades K - 5 will include at least one PBL unit as a part of their curriculum

## 3-Year Outcomes, SY2026-27

**PBL Units:** Every teacher 6 - 8 and early adopters complete >1 PBL unit

### Off-Site Attendance

- 70% of 4th graders and 80% of 5 - 8th graders attend overnight trips
- Students attending reflect Healey demographics

### CFL: Academic Engagement

- Students: 75% positive
  - Connect: 65% positive
  - Voice: 65% positive
- Staff: 95% positive
  - Relevant: 95% positive
  - Voice: 60% positive



## Goal 4: Equity and Access, Wellness and Joy

By the end of the 2026-27 school year, student voice will be a central part of learning and school culture at the Healey school at every grade level, including student-led conferences or portfolio presentations at least once a year.

<b>Conditions for Learning Survey Question or Category – Students</b>	<b>% positive</b>
I have opportunities to set academic goals and plans with my teacher or advisor.	65
My teachers give me meaningful feedback that helps me improve and learn from my mistakes.	70
Students have a voice in what they learn and how they will learn it in classes.	57

# Action Steps and Outcomes for Goal 4

## **Student Reflective Self-Evaluation**

- 2024-25 School Year: 7th and 8th grade team pilots portfolios
- 2025-26 School Year: Early adopters share their learnings and all grades pilot reflective self-assessment
- 2026-27 School Year: All grades adopt reflective self-assessment

## **Student Council (SC) and Student Equity Action Team (SEAT)**

- 2024-25 School Year: Establish SEAT and SC
- 2025-26 School Year: Include SEAT and SC student leaders in school improvement planning process and other opportunities for input

## **Middle School schedule that prioritizes student choice**

- 2024-25 School Year: Pilot 6 - 8 Computer Science and propose an additional specials teacher to create more choice and flexibility
- 2025-26 School Year: Pilot schedule shifts to allow developmentally appropriate choices for 6 - 8th grade students, and create a middle school schedule re-envisioning team
- 2026-27 School Year: Pilot new middle school schedule.

## **3-Year Outcomes, SY2026-27**

### **CFL: Academic Engagement**

- Students: 75% positive
  - Goals: 75% positive
  - Feedback: 80% positive

### **Portfolios and Conferences**

- >1 portfolio or student led conference in each grade
- Portfolio quality metric TBD
- EOY Conference Attendance Goal TBD

# Goal 5: Equity and Access, Wellness and Joy

By the 2026-27 school year, students at the Healey school will experience equitable, restorative, and consistent systems to support their social, emotional and behavioral development.

Conditions for Learning Survey Question or Category	% positive, Students	% positive, Staff
<b>Social Emotional Learning Overall</b>	<b>70</b>	<b>77</b>
<b>School Climate Overall</b>	<b>70</b>	<b>75</b>
I enjoy going to my school.	73	71
I feel accepted for who I am at this school.	66	76
<b>Student Support Overall</b>	<b>47</b>	<b>59</b>
Students are disciplined fairly at my school.	43	60
Students at my school follow rules.	31	45

# Action Steps and Outcomes for Goal 5

## **Build, support, and maintain a robust, systematic, and student-centered set of tier 1 social emotional supports for students, including:**

- Second Step for grades K - 8, 2024
- Restorative Practices Team, led by our SEL Coordinator, 2024
- School-wide circle practice, including student-led circle model, ongoing
- Targeted SEL lessons for SEI 1 students, 2025
- Healey Habits of Mind by 2027

## **Build, support, and maintain a robust, systematic, and student-centered set of tier 2 and 3 social emotional supports and interventions, including:**

- Boston Children's Hospital partnership to evaluate supports for SEL, 2024
- 6th and 7th grade student mediators, 2025
- Use a Universal Screener tool for SEL monitoring, 2026
- All SST members have RJ training up through tier 3, 2026

## **Strengthen family partnerships and supports to improve student attendance by...**

- Using Open Architects to monitor attendance and progress toward goals, 2025
- Establishing weekly attendance team meetings, 2025
- Collaborate closely with the Healey's family support team to increase connections and supports for families struggling with attendance, 2025
- Standardize the approach to attendance intervention, 2026

## **3-Year Outcomes, SY2026-27**

### **Student CFL:**

- SEL Overall: 80% (Staff, 70%)
- School Climate
  - Enjoy: 80%
  - Accepted: 75%
- Student Support
  - Fair discipline: 60% (Staff, 55%)
  - Peers follow rules: 50% (Staff, 40%)

### **Restorative Practices Classroom Walkthroughs: TBD**

**Attendance:** Average: 96%, Chronic: 13%

# Goal 6: Equity/Access, Wellness/Joy, Family Engagement

By the 2026-27 school year, caregiver engagement at the Healey will be representative of the racial and linguistic background of the student population, demonstrating a strong sense of belonging and active partnership with faculty and staff to support students' academic and social emotional learning. Data to add: summer slide and parent attendance.

Category	2024 Family Responses	Student Population
Total number	90	486
English	71%	58%
Spanish	13.5%	25%
Portuguese	15.5%	15%
White	50%	27%
Hispanic/Latinx	20%	51%

Category	#/%
Families Engaged at Support Events	22/11%
Summer Slide Binders Distributed	72/15%

# Action Steps and Outcomes for Goal 6

## 2024-25 School Year

- Establish Family Partnership Coordinator position
- Launch Grade Level Caregiver Coordinator role
- Launch Haitian-Creole family support group
- Pilot Literacy Night to engage families in literacy learning
- Encourage underrepresented families to take leadership roles
- Identify and pilot partnership for relevant family workshops
- Increase Conditions for Learning Survey family completion rate

## 2025-26 School Year

- New caregivers from underrepresented groups join a family leadership teams
- Healey caregivers co-facilitate at least one professional development workshop
- Build on outside partnerships to provide caregiver support
- Establish baseline data for family conditions for learning survey

**2026-27 School Year:** Continue above efforts and adjust based on feedback and outcomes

## 3-Year Outcomes, SY2026-27

### Family Event Attendance

- 90% of students have a caregiver attend at least one school event
- 15% of eligible families attend language-based support groups
- 15% of all families engage in a family support opportunity
- 45% of students are represented at community events
- Demographics of families who attend reflect student demographics

### Summer Slide Binders

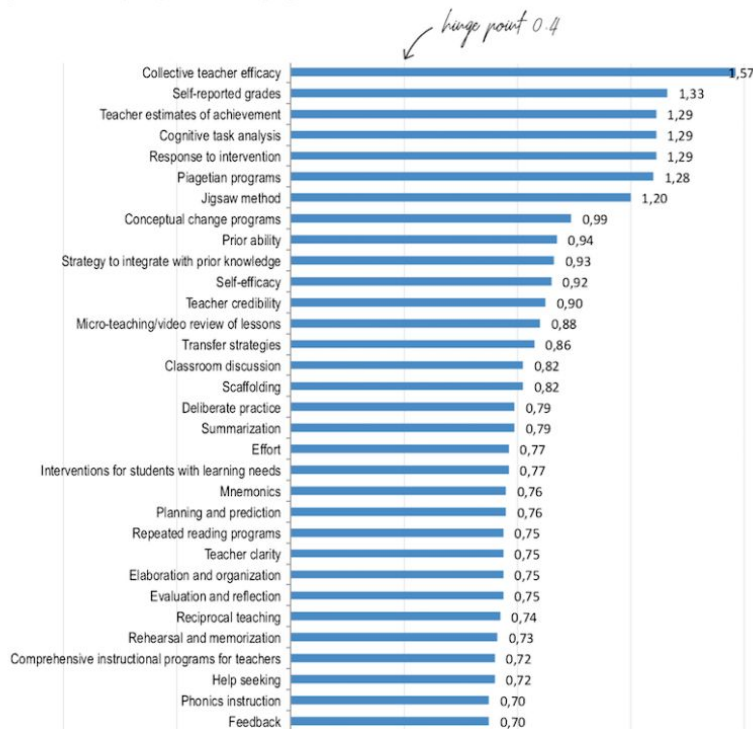
- 50% of students in PK - 6 receive

**CFL Survey:** Goal TBD

# Conclusion: Hattie's Effect Size Meta-Analysis

Source: J. Hattie (December 2017) [visiblelearningplus.com](http://visiblelearningplus.com)

Diagram: S. Waack (2018) [visible-learning.org](http://visible-learning.org)



Collective Teacher Efficacy: 1.57

Self-Reported Grades: 1.33

Response to Intervention: 1.29

Self-Efficacy: .92

Classroom Discussion: .82

Scaffolding: .82

Evaluation and Reflection: .75

## The Healey is *so* lucky to have...

A dedicated, insightful, and compassionate **School Improvement Council**: Mike Chmielewski, Becca Faigen, Laurie Gagnon, Chuck Graham, Emily Hardt, Amanda Marsden, Andrea Pentabona, Emily Rocha, Steve Stephano, and Chris Templeman.

An **Instructional Leadership Team** that has been a driving force for significant positive change in our instruction and outcomes for students. They are: Harper Andrade, Maggie Bolt, MaryAnn Cloutier, Emma Daniels, Jo-Ann Dwyer, Becca Faigen, Rebecca Grunko, Pat Melo, Sara Morris, and Paige Querusio.

A **Family Support Team**—Heidy Castro, Mike Chmielewski, Emily Hardt, Sheryl Lowenthal, and Alzimara Oliveira—that has contributed such important insights to this plan and have shown a ceaseless commitment to making the Healey a welcoming and joyful place for all of our families and students.