School Improvement Plan
2023-2025

Our School Community

Mission Statement Revised January 2018

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.

- Play
- Academic Rigor
- Arts
- Off-Site Learning
- Residencies
- Possibility Panels
- Work Celebrations
- PBIS
- Family Breakfasts
- Commitment to Enhancing Out of School Time Access.
- Expansion Of Community Partnerships
- Family Engagement

Home Of The Hawks: 517 Strong!

49.6% Hispanic

28.1% White

15% African American

4% Multi-Race

3% Asian American

****

79.6 % meet the criteria for 'high needs'

194 MLE Students

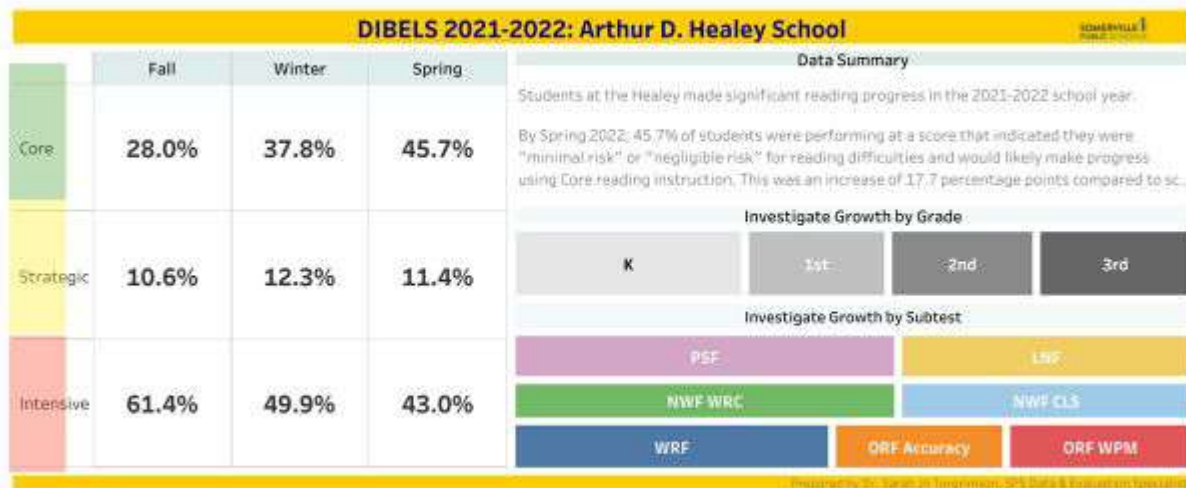20% Special Education Students

Academic Goal- Literacy

K-2 Literacy: If we increase our knowledge of adequately providing research based reading instruction, and we provide teachers opportunity to practice strategies and receive feedback, then 70% of our students in grades K-2 will meet or exceed benchmark as indicated by the DIBELS Next Assessment (June , 2024).

3-5 Literacy If we increase our knowledge of adequately providing explicit comprehension and writing instruction, and we provide teachers opportunity to practice strategies and receive feedback, then we will increase the number of students meeting or exceeding grade level proficiency by 20% across grade levels and subgroups as evidenced by the 2024 MCAS results.

Dibels: 2021-2022

DIBELS 2021-2022: Arthur D. Healey School

	Fall	Winter	Spring
Core	28.0%	37.8%	45.7%
Strategic	10.6%	12.3%	11.4%
Intensive	61.4%	49.9%	43.0%

Data Summary

Students at the Healey made significant reading progress in the 2021-2022 school year.

By Spring 2022, 45.7% of students were performing at a score that indicated they were "minimal risk" or "negligible risk" for reading difficulties and would likely make progress using Core reading instruction. This was an increase of 17.7 percentage points compared to sc...

Investigate Growth by Grade

K	1st	2nd	3rd

Investigate Growth by Subtest

PSF		LNF
NWF WRC		NWF CLS
WRF	ORF Accuracy	ORF WPM

Dibels Next 2022-2023

SOMERVILLE PUBLIC SCHOOLS

Dynamic Indicator of Early Literacy Skills (DIBELS) 8th Edition: 2022-2023

General Information

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered 3 times annually at Somerville Public Schools to Kindergarten, 1st, 2nd, and 3rd graders. Students are scored on developmentally appropriate subtests that correspond to key areas of reading - phonological awareness, phonics (or the alphabetic principle), fluency, and comprehension. For more information on the DIBELS visit https://dibels.uoregon.edu/.

Throughout the dashboard, HOVER over data visualizations and statistics to learn more information. You can CLICK on buttons below (e.g., "K", "PSF") to navigate to additional data visualiza...

Grade Level Performance across the School Year

If a student scores At or Above grade level, it is predicted that they will make significant literacy growth from core instruction alone. If a student scores Below grade level, it is expected that students will need strategic instruction to make significant growth in literacy skills. If a student scores Well Below grade level, intensive instruction is indicated for students to make literacy gains.

	Fall	Winter
At or Above	40.8%	48.3%
Below	14.6%	13.3%
Well Below	44.7%	38.5%

Click Below to Investigate Growth by Grade

K	1st	2nd	3rd

Click Below to Investigate Growth by Subtest

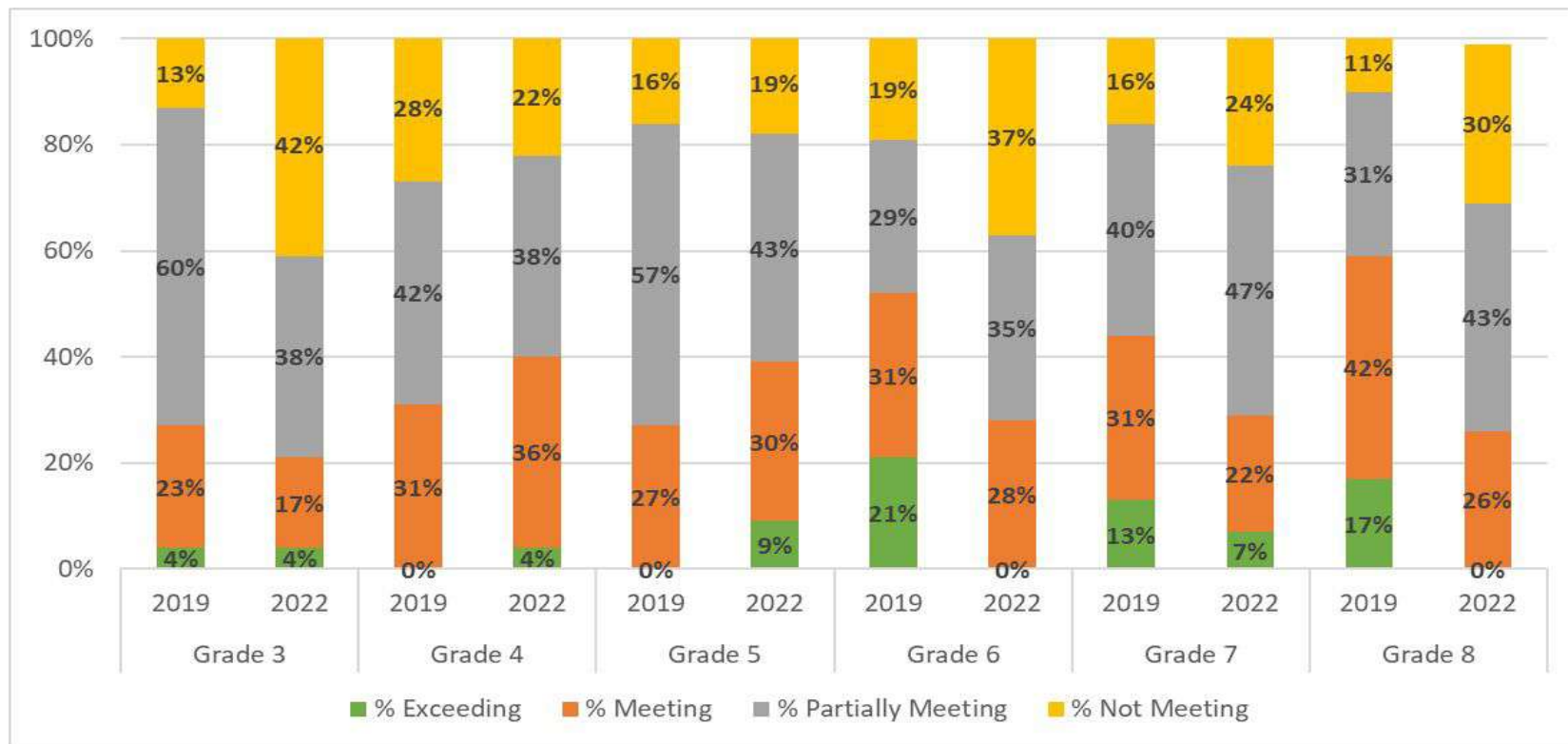| PSF	LNF
NWF WRC	NWF CLS
WRF	ORF Accuracy	ORF WPM

Prepared by Dr. Sarah M Torgrimson, SPS Data & Evaluation Specialist
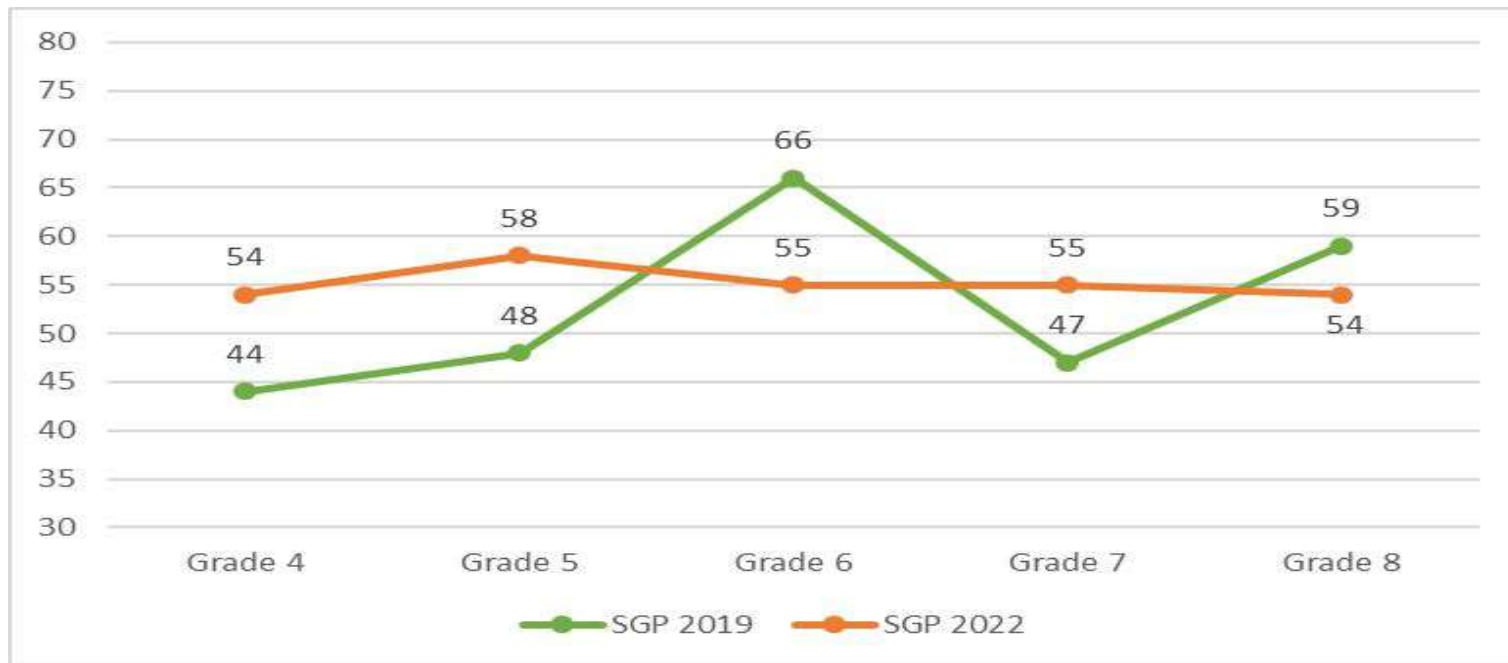
Spring 2019 vs 2022 ELA MCAS Grade Level Results
Achievement Levels

Spring 2019 vs 2022 ELA MCAS Grade Level Results
Student Growth Percentiles (SGP)

Academic Goals: Math

K-2 Math
 If students and classrooms are supported by strong educators, tiered, small group instruction, and a culturally responsive curriculum, 80% of students will demonstrate grade level proficiency as demonstrated by unit assessments.

3-8 Math
If students and classrooms are supported by strong educators, tiered, small group instruction, and a culturally responsive curriculum, then we will increase the number of students meeting or exceeding grade level proficiency by 20% across grade levels and subgroups as evidenced by the 2024 MCAS results.
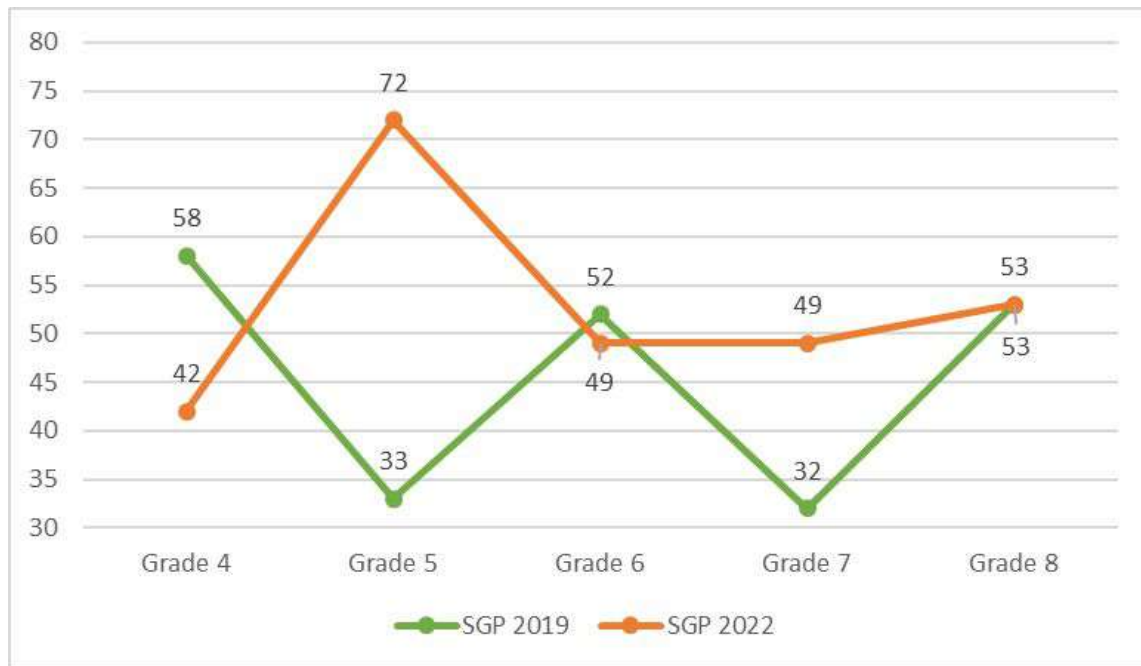
Spring 2019 vs 2022 Math MCAS Grade Level Results
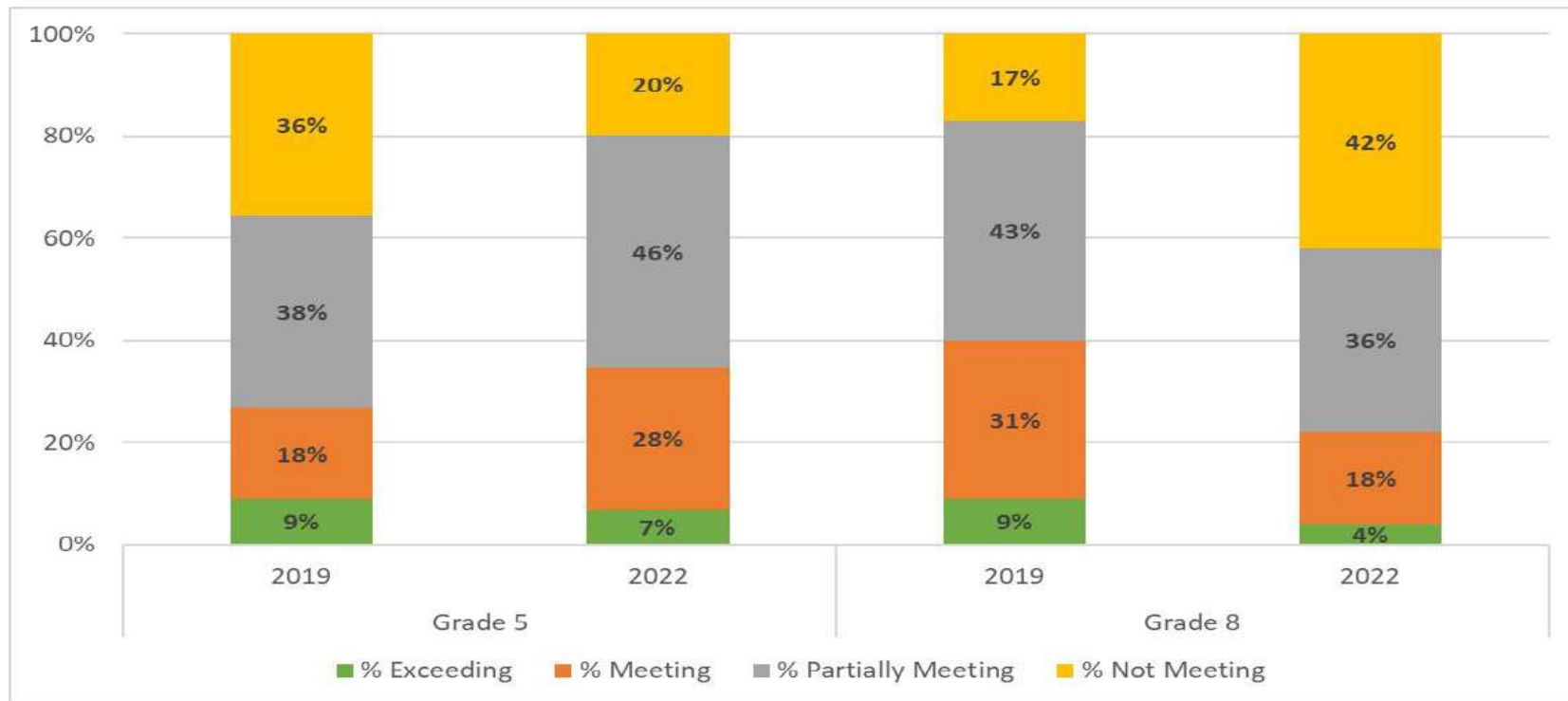## *Achievement Levels*
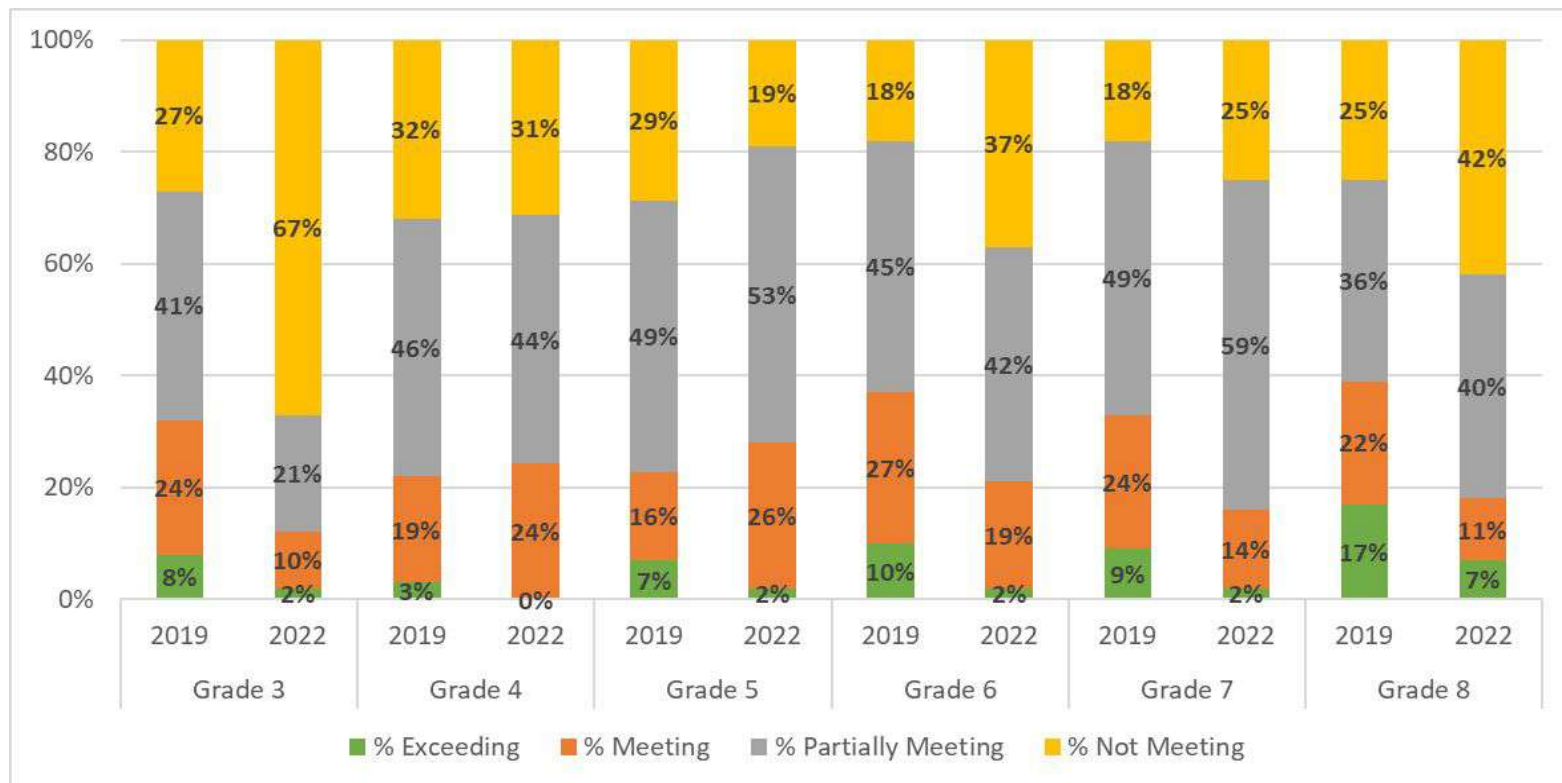
Spring 2019 vs 2022 Math MCAS Grade Level Results
Student Growth Percentiles (SGP)

Spring 2019 vs 2022 Science MCAS Grade Level Results
Achievement Levels

Key Highlights

- ELA Highlights:
  - There was an increase in the percentage of students meeting or exceeding expectations in ELA in grades 4 and 5.
  - There was an increase in the percentage of students not meeting expectations in grades 3, 6, and 8.
- Math Highlights:
  - There was an increase in the percentage of students meeting or exceeding expectations in math in grades 4 and 5.
  - There was a sharp increase in the percentage of students not meeting expectations 3rd grade math.
- Science Highlights:
  - There was an increase in the percentage of students meeting or exceeding expectations in science in grade 5.
  - There was an increase in the percentage of students not meeting expectations in science in grade 8.
  -

Root-Cause Analysis

- Inconsistent implementation of Sheltered English Immersion Instructional Strategies.
- Inconsistent implementation of IEP accommodations and modifications.
- Broken schooling post pandemic.
- District determined assessment measures and curriculum expectations are not aligned with state expectations.
- Inconsistent implementation of Tier II instruction in literacy and math.
- Student grouping practices.

Progress Indicators

- By January 30, 2024 , 50% of students in grades K-2 will meet or exceed the mid-year benchmark. By June 2024, 80% of students in grades K-2 will meet or exceed the End of Year Benchmark..

- By January 2024, 60 % of students in grades 3-5 will understand grade level topics by scoring 80% or higher on topic assessments (district determined measure).

- By January 2024, 60% of students in grades K-2 will understand grade level topics by scoring 80% or higher on topic assessments (district determined measures). By June 2024, 80% of students in grades K-2 will understand grade level topics by scoring 80% or higher on topic assessments.

- By June 2024, , 60% of students in grades 3-8 will understand grade level topics by scoring 'Meets' on the MCAS Mathematics Assessment.

Strategies & Timeline

- Evaluate EOY data in SPS Pre K Programs and identify those students who have not reached 'grade level' benchmarks and are in danger of further summer regression..

- Collaborate with incoming Kindergarten families to make available summer enrichment programming that enhances the development of literacy and numeracy.

- Identify students in grades K-2 who do not reach the grade-level benchmark and refer them to intervention.

- Classroom teachers and ESL specialists will engage in ongoing professional development focused on developing English language literacy skills.

Equity Goal

If we commit to building our knowledge of the social justice standards and constantly incorporate them into our instructional planning, and we develop systems for gathering student voice, then 80% of students in grades 4-8 will indicate feelings of acceptance and respect as indicated by the Conditions for Learning Survey (60% by the end of 2024, 80% by the end of 2025).

Academic Engagement

Race	N	Agree	Strongly Agree	Total
White- Non Multi-Racial	51	43%	25%	68%
Black	46	38%	21%	59%
Latin X	80	39%	26%	65%
Multi-Racial Non White	58	44%	24%	68%
Reference: https://docs.google.com/spreadsheets/d/1iWeiTFJvCiFWhxcRJ				

Root-Cause Analysis

- Community (staff, student families) feelings of being 'unrecognized or valued'.
- Inconsistent classroom and school-wide community building practices.
- Inconsistent systems for capturing student voices beyond the Conditions For Learning Survey.

Progress Indicators

- By June 2024, 100% of educators will develop, instruct and gather student feedback on lessons that explicitly teach and highlight 3 of the 4 Social Justice and will gather student feedback on lessons.

- By November 2024, 100% of educators will develop, instruct and gather student feedback on lessons that explicitly teach and highlight 4 Social Justice standards and will gather student feedback on the lessons.

- By January 2025, 50% of observed lessons/units will include explicit reference and/or application of the Social Justice Standards.

- By June 2025, 80% of observed lessons/units will include explicit reference and/or application of the Social Justice Standres.

Strategies & Timelines

- Establish the School Based Instructional Leadership & Equity Teams- August, 2024
- Identify and utilize a self-assessment tool and set goals for both the School Based Instructional Leadership & Equity Teams.
- Produce and share a document for our school community that outlines our goals/objectives and explicit action steps toward embracing student voice and incorporating Social Justice Standards in our curriculum- October, 2023.
- Recruit and hire an educator to develop and lead the School Advisory Council Club- October, 2024.
- Develop a multilingual survey instrument to capture student voice on topics such as school-based procedure, PBIS and student interest.- November, 2023.

Social Emotional Wellness

If we develop the skills necessary to establish environments where students can thrive and have a voice in decision making, then discipline referrals will decrease by 10% by June 2024 and by 20% by June 2025 .

If we develop the skills necessary to establish environments where students can thrive and have a voice in decision making, then participation in community programming will increase by 20% in grades 6-8, 20 % in grades 5-6 and 10% in grades Pre K-2.

Discipline Referrals

Ethnicity	Number of Referrals
White Non- Latin X	31
White-Latin X	146
Black Non- Latin X	64
Black/ Latin X	62
Muti- Race/ Latin X	7
Multi-Race/ Non Latin X	28

Community Programing - Winter/Spring

Activity	Grade Served	Enrolled
Community Schools	K-6	60
GSA	K-8	15
Girls Group	K-8	10 per Six Week Session
Environmental Leadership Program: Farrington Nature Linc	6-8	13
Basketball Club	6-8	20
BOKS	K-6	20-25

Student Support

Race	N	Agree	Strongly Agree	Total
White- Non Multi-Racial	51	36%	19%	55%
Black	46	41%	13%	54%
Latin X	80	40%	14%	54%
Multi-Racial Non White	58	45%	17%	62%
Reference: https://docs.google.com/spreadsheets/d/1iWeiTFJvCiFWhxcRJ				

Root Cause Analysis

- Inconsistent implementation in SEL practices such as morning meetings and community circles.

- Unclear understanding of the five social emotional learning competencies and how to purposefully plan instructional lessons within the framework.

- A majority of students do not feel supported when seeking access to extended day activities that interest them, nor do they feel their interests are captured in the curriculum.

Progress Indicators/Timeline

- By January 2024, 50% of the Arthur D Healey staff will complete the Tier 1 Restorative Justice training.

- By June 2024, 70% of the Arthur D Healey staff will complete the Tier 1 Restorative Justice training.

- By April 2024, the Conditions for Learning Survey will reveal a decrease in Black and LatinX students' perception that their school environment is 'disruptive and hard to learn (32% '26%)' , ' rules are not followed regularly'(63%; 72%) and 'students are not disciplined fairly' (57%; 49%).

- By April 2024, Conditions for Learning Data will show a 20% increase across demographics in response to, " My school engages me and helps me discover what I am interested in". (White- 22%-24%; Black 15%-30%; LatinX 22%-44%.