

Glover Elementary School Site Council Presentation

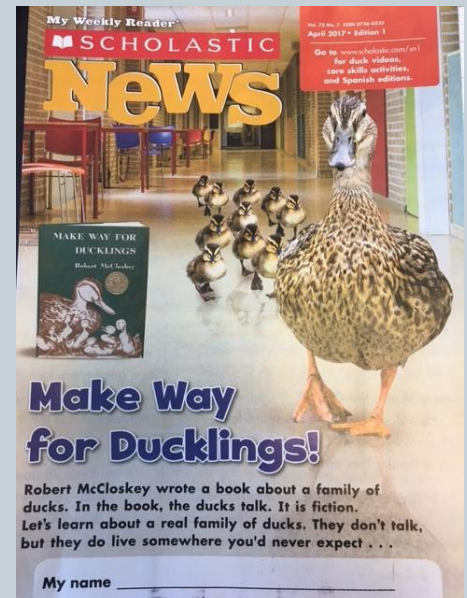


OCTOBER 25, 2017
PRESENTATION TO MILTON PUBLIC SCHOOLS
SCHOOL COMMITTEE

Glover Site Council Members



- Mrs. Karen McDavitt, *Principal*
- Ms. Sara MacNeil, *Asst. Principal/Curriculum Coordinator*
- Mrs. Maureen Flanagan, *Grade 4 Teacher*
- Mrs. Lauren Vanacore, *Grade 2 Teacher*
- Mrs. Allison White, *Grade 3 Teacher*
- Mr. Jimmy Suppelsa, *Parent*
- Mr. Kevin Fleming, *Parent*
- Mrs. Patty Facey, *Parent*
- Mrs. Beverly Ross-Denny, *Parent*



Glover Elementary School Profile



- 585 students in grades K – 5
- District-Wide Programs:
 - STEP Program
 - Co-Taught classrooms K-5
- 90 students receiving special education services

Grade	French	French	English	English	English
Kindergarten	22 (Eng.)	22 (Eng.)	21	21	17 (CoT)
Grade 1	26	26	22	19 (CoT)	
Grade 2	26	26	21	20 (CoT)	
Grade 3	24	22	23	21 (CoT)	
Grade 4	26	25	22	21	21 (CoT)
Grade 5	24	25	23	19 (CoT)	

Glover Elementary School Mission Statement



At the Glover School there is a commitment to academic excellence and high standards for administrators, teachers, and students. The dedicated and creative Glover teachers and staff are committed to maximizing the individual potential of **all** children. Through a wide variety of challenging activities and experiences, we strive to provide a strong academic foundation and a love of learning in a secure, safe, and stimulating environment that values individual differences.

The Glover School Promotes Milton Public Schools' Core Values:

- High Academic Achievement for All
- Excellence in the Classroom
- Collaborative Relationships and Communication
- Respect for Human Differences
- Risk Taking and Innovation for Education

2014-2017 School Improvement Goals



Goal #1:

- A. Increase the number of students scoring in the *Proficient* and *Advanced* categories on state assessments by 10% from 2014-2017, especially in the High Needs (Low Income, English Language Learners and Students with Disabilities) subgroups.**
- B. Increase the number of students who score *below* benchmark in September to *at or above* benchmark at the end of the school year by 10% each school year.**

How did we do?

A: Unable to compare this year's data to previous year's data- **goal will remain**

B: **Goal will remain** and Reach for Reading consistent assessments will be administered and tracked

2014-2017 School Improvement Goals



Goal #2:

Increase the number of opportunities for students to use and apply digital applications both during and beyond the school day.

How did we do?

- ✓ Professional Development (Seesaw, Animoto, TEQ/Smart Technology, Google Drive, Google Classroom)
- ✓ Online subscriptions and curriculum resources for home-school connection
- ✓ Focus on instructional technology and classroom integration
- ✓ Increased device accessibility
 - ✓ 30+ Chromebooks purchased (PTO)
 - ✓ Additional Chromebooks purchased (capital budget)
 - ✓ New software installed

2014-2017 School Improvement Goals



Goal #3:

Increase the number and types of opportunities for family and community engagement that contribute to creating a positive, welcoming, and proactive school culture.

How did we do?

- ✓ Collected survey data from staff, students, and families
- ✓ Reestablished Diversity Committee
- ✓ Increased consistent family communication via eBlasts, Twitter, newsletters
- ✓ 1647 Partnership: home visits in Kindergarten
- ✓ Family information nights and curriculum coffees
- ✓ Outdoor Space Committee/PTO subcommittees
- ✓ Increased volunteer opportunities (Reading about Diversity, Meet the Artist, Junior Achievement, Outdoor Classroom)

Family Survey Results



- 96% of families feel that Glover is a **safe** place to learn
- 89% of families feel teachers and administration show **respect** for students
- 89% report that their children **like going to school** every day
- 85% are happy with **volunteer opportunities**
- 83% of families feel **welcome** at Glover

Staff Survey Results



- 100% of staff feel **interconnected** and **value** each other
- 98% of staff feel that **diversity** is respected and embraced
- 95% of staff feel that they are treated and respected as **educational professionals**
- 95% agree that students are encouraged to **think critically**
- 95% of staff feel **safe** at Glover School
- 92% of staff feel they hold themselves to the same **high standards** that they would hold students
- 90% of staff feel that **sharing of new ideas** by members of our school is appreciated and valued

Student Survey Results



- 100% of K-2 students feel that the principal and teachers want **every student to learn**
- 100% of K-2 feel that their teachers want them to do their **best work**
- 96% of K-2 feel that their work makes them **think**
- 94% of K-2 feel that they are **treated fairly**
- 100% of 3-5 students report that they use **technology** to help them with their learning
- 99% of 3-5 students feel that the school **welcomes** all types of people
- 99% of 3-5 students feel **encouraged** or somewhat encouraged to be **creative** and to **challenge** ideas learned
- 98% of 3-5 students feel **safe**

2017-2020 School Improvement Plan



**SURVEY DATA USED TO CRAFT NEW GOALS
TO GUIDE OUR EFFORTS FOR THE NEXT
THREE YEARS**



Goal 1: All faculty/staff will communicate and collaborate to deliver innovative teaching that is informed by assessment and which will lead to all students performing at their personal highest level of academic achievement.

- Increase students in Exceeding and Meeting categories by 10%
- Close proficiency gaps in High Needs subgroup
- Increase students in at/above benchmark on school-wide literacy assessments by 10%

First Steps:

- New Reach for Reading ELA program (K-5)
- K-2, 3-5 math coaches (override)
- Elementary Inclusion Specialist (override)
- Increased instructional support in Grade 4 Co-Taught (override)
- Glover/Tucker Instructional Technology Specialist (override)
- Increased Instructional Leadership (Asst. Principal) (override)
- Reading Specialists (1-3)
- Common planning structure
- Continental Math League (3-5)
- Before/After school enrichment (K-5)
- Science from Scientists (grade 5)

Next Steps:

- Planning and Development Curriculum Meetings
- Data Teams and Coaching-** Partnership with Research for Better Teachers
- Implementation of Reach for Reading with leadership from **Grade Level Facilitators** and **Literacy Leadership Team**
- Implementation of **Learning Walks** and collaborative learning community
- Family/Community engagement: family math and literacy nights
- PD:** differentiation, cultural competency, inclusion/co-teaching, standards-based reporting

Goal 2: All faculty/staff will foster a healthy school climate where all feel welcomed, supported, respected and appreciated. We will promote diversity, respect for human differences, and responsible decision making. We will support our students to work and play collaboratively, respectfully and productively with others while building resilience and character.

First Steps:

- Second Step Curriculum Implementation
- Safe and Supportive Schools Grant
 - Self-Assessment
 - Action Planning
 - Implementation
- PBIS (Positive Behavior Interventions and Supports)
- “Culture of Kindness” and “Glover Kid” initiatives
- Before/After School Opportunities (GLEA)

Next Steps:

- Student Leadership Team
- Implementation of Safe and Supportive Schools Action Plans
- Defined policies/procedures/protocols for behavioral health and discipline
- Formation of Behavioral Health Support Team
- Referral procedure for BHST
- ExSEL network partnership
- Yale University partnership- Dr. Dunham
- Full implementation of Discovering Justice
- Develop consistent assessment plan for SEL

Goal 3: All faculty/staff will increase participation and quality of engagement opportunities for all families and community members in an effort to create a more positive, welcoming, and inclusive school culture.

First Steps:

- 1647 Home Visit Partnership
- Weekly and web-based eBlast communication, Twitter
- Math and Literacy Nights
- Art and Music Programs
- Partnerships with Milton Academy, Brookwood Farm, Unquity House
- Partnership with Tucker's Diversity Committee
- Volunteer opportunities: Read about Diversity, Meet the Artist, Outdoor Classroom, Junior Achievement
- Special events: Lantern Walk, Turkey Trot, Holiday Gift Drive, Glow Run, Book Fairs

Next Steps:

- Diversity Committee/PTO partnership
- Advisory Council
- Establish consistent vehicle for communication
- Plus Portals communication
- Standards-based reporting
- Establish a "one-school" culture- create meaningful opportunities for cross- grade and cross-strand collaboration

M C A S
TESTING

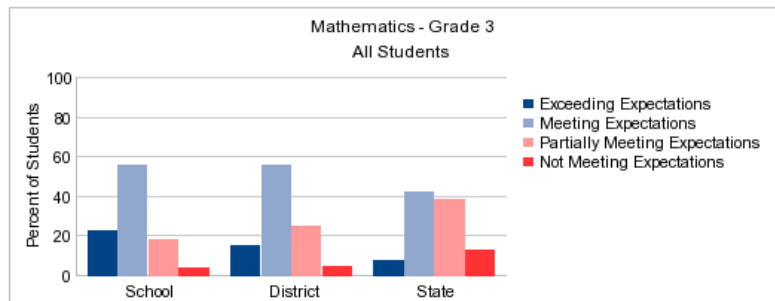
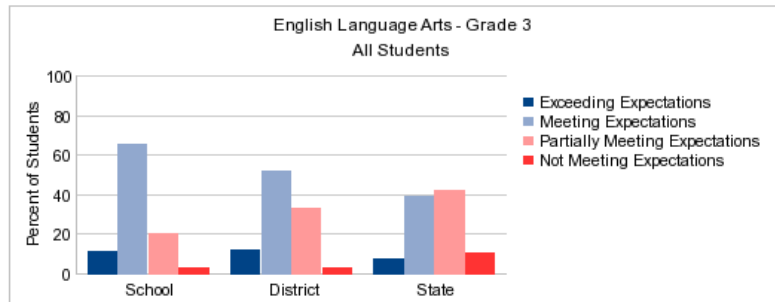


Next Generation MCAS

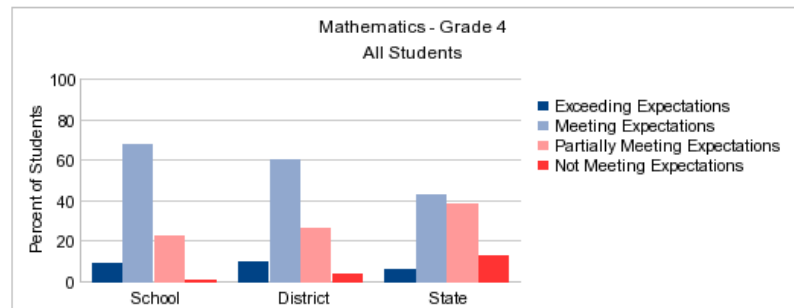
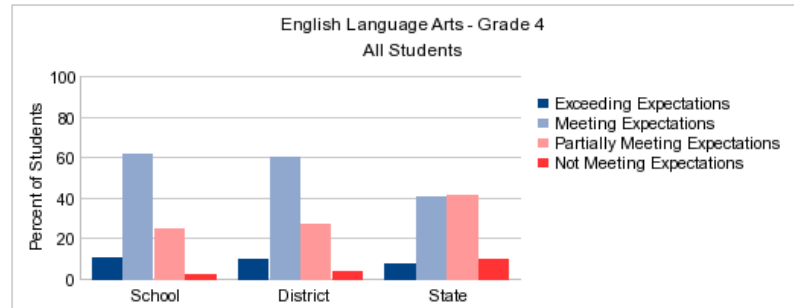


- DESE has established that the new standards for Meeting Expectations on the next-generation MCAS are **more rigorous** than the standards for reaching the Proficient level on the legacy MCAS
- Spring 2017 is a baseline year for this new next-generation MCAS test in grades 3-8, and scores **should not be compared** to previous years' scores
- New achievement levels (Exceeding, Meeting, Partially Meeting, and Not Meeting) **do not correlate** to legacy MCAS achievement levels (Advanced, Proficient, Needs Improvement, Warning/Failing)

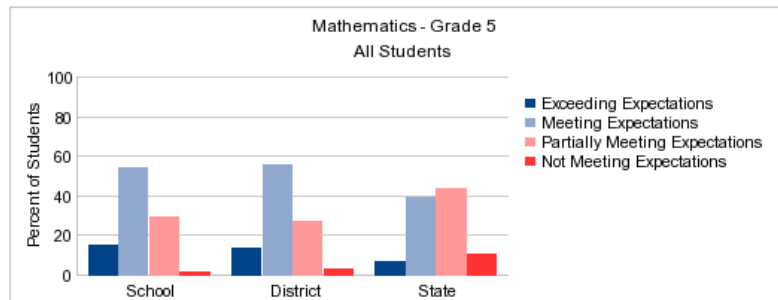
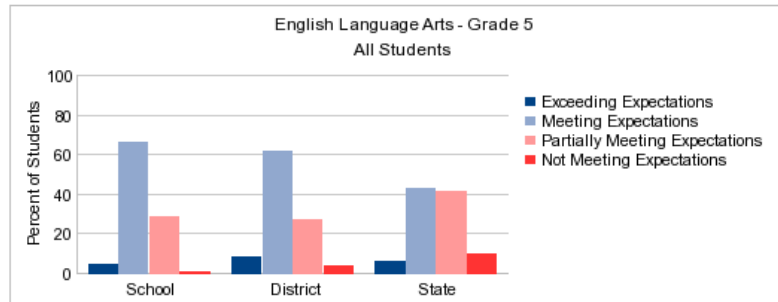
Grade 3	Glover	State	District	Achievement Percentile
English Language Arts: Meeting/Exceeding Expectations	77%	47%	64%	92%
Mathematics: Meeting/Exceeding Expectations	79%	49%	71%	95%



Grade 4	Glover	State	District	Achievement Percentile	Transitional SGP
English Language Arts: Meeting/Exceeding Expectations	73%	48%	69%	82%	49.0
Mathematics: Meeting/Exceeding Expectations	76%	49%	69%	92%	56.0

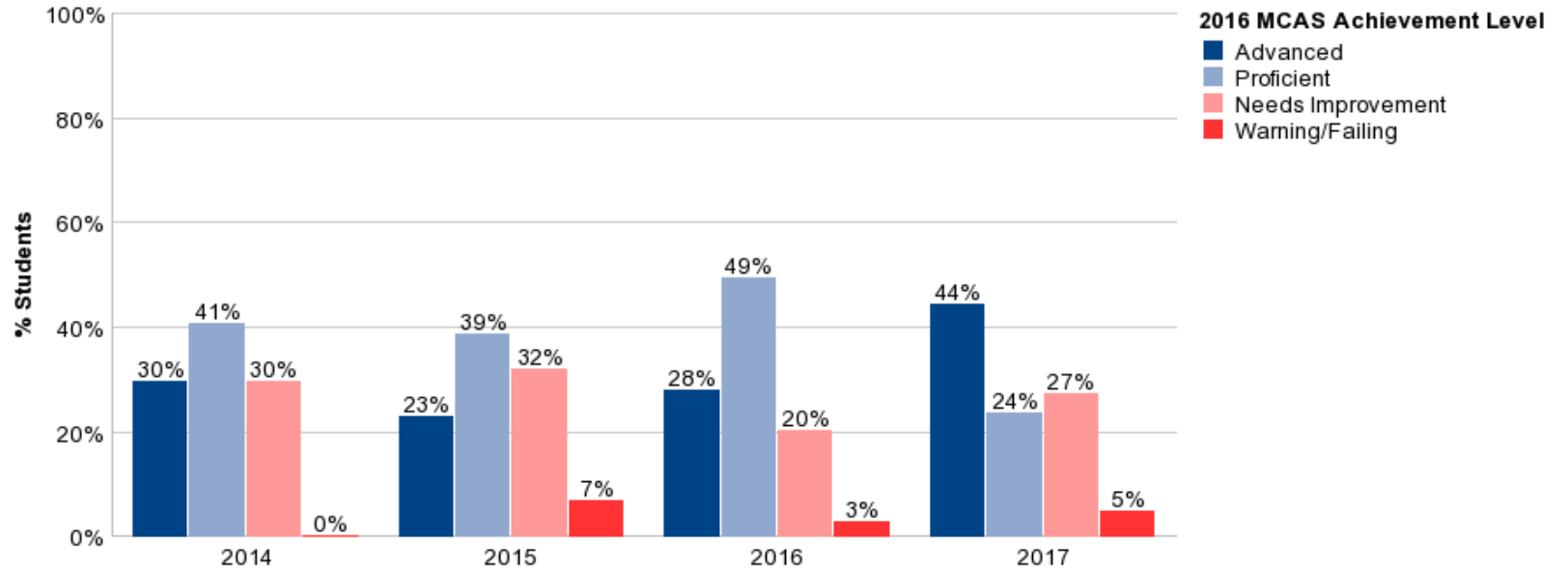


Grade 5	Glover	State	District	Achievement Percentile	Transitional SGP
English Language Arts: Meeting/Exceeding Expectations	71%	49%	70%	77%	51.0
Mathematics: Meeting/Exceeding Expectations	69%	46%	70%	84%	59.0



Grade 5	Glover	State	District	Achievement Percentile
Science and Technology/ Engineering: Meeting/Exceeding Expectations	68%	46%	65%	92%

Student Group: All Students



Budget Requests



Curriculum: (Goals 1, 2)

- Resources for co-taught classrooms
- Reach for Reading Online Assessments
- K/1 FOSS kits

Personnel: (Goals 2, 3)

- Stipend for Social-Emotional Coordinator

Professional Development: (Goals 1, 2, 3)

- Differentiation and small-group intervention
- Cultural competency
- Inclusion and co-teaching
- Behavioral interventions and supports
- Instructional technology and classroom applications

Technology: (Goals 1, 2)

- iPads: Grades K, 1, and 2
 - Increase number of iPads to allow for 6 iPads per classroom (approximately 50 iPads)
 - Existing iPads: 30 for Grades K, 1, and 2