

Glover Elementary School Site Council Presentation



January 19, 2022
***PRESENTATION TO MILTON PUBLIC SCHOOLS
SCHOOL COMMITTEE***

Glover Site Council Members



- Karen McDavitt, *Principal*
- Melissa Craven, *Asst. Principal/Curriculum Coordinator*
- Rachel Spitz, *Grade 4 Teacher*
- Lauren Vanacore, *Early Literacy and Learning Coach*
- Nicole Grant-Heal, *Grade 1 Teacher*
- Kelly Sia, *Parent*
- Kevin Fleming, *Parent*
- Alison Petrie, *Parent*
- MaryAnn Dakkak, *Parent*

Glover Elementary School Profile



Grade	French	French	English	English	English
Kindergarten	22	19	21	20	21
Grade 1	19	19	22	22 (CoT)	
Grade 2	24	25	20	20	24 (CoT)
Grade 3	27	26	22	23	22 (CoT)
Grade 4	25	25	22	22 (CoT)	22 (CoT)
Grade 5	24	23	25	25 (CoT)	

2020-2023 School Improvement Goals



Goal 1:

Academic Achievement

Focus on overall academic achievement of students with concerted effort given to subgroup achievement

Goal 2:

Social Emotional Learning and Behavioral Health

Focus on continuing PBIS efforts with an emphasis on Tier 2 interventions and behavioral/mental health supports for students

Goal 3:

Diversity, Equity, and Inclusion

Focus on initiatives to promote and foster an environment that is affirming, celebratory of diversity, inclusive and equitable for students, staff, and families

2020-2023 School Improvement Goals



Goal 1: Academic Achievement

All faculty/staff will strive to deliver innovative teaching that is informed by assessment and will lead to all students performing at their personal highest level of academic achievement, prioritizing consistent and clear communication of expectations for learning as well as individual student progress. This will include, but not be limited to, increasing the number of students scoring in the Meeting and Exceeding categories on state assessments by 10% from 2020-2023, especially in the High Needs (Low Income, English Language Learners and Students with Disabilities) subgroups.

Goal 1: Academic Achievement

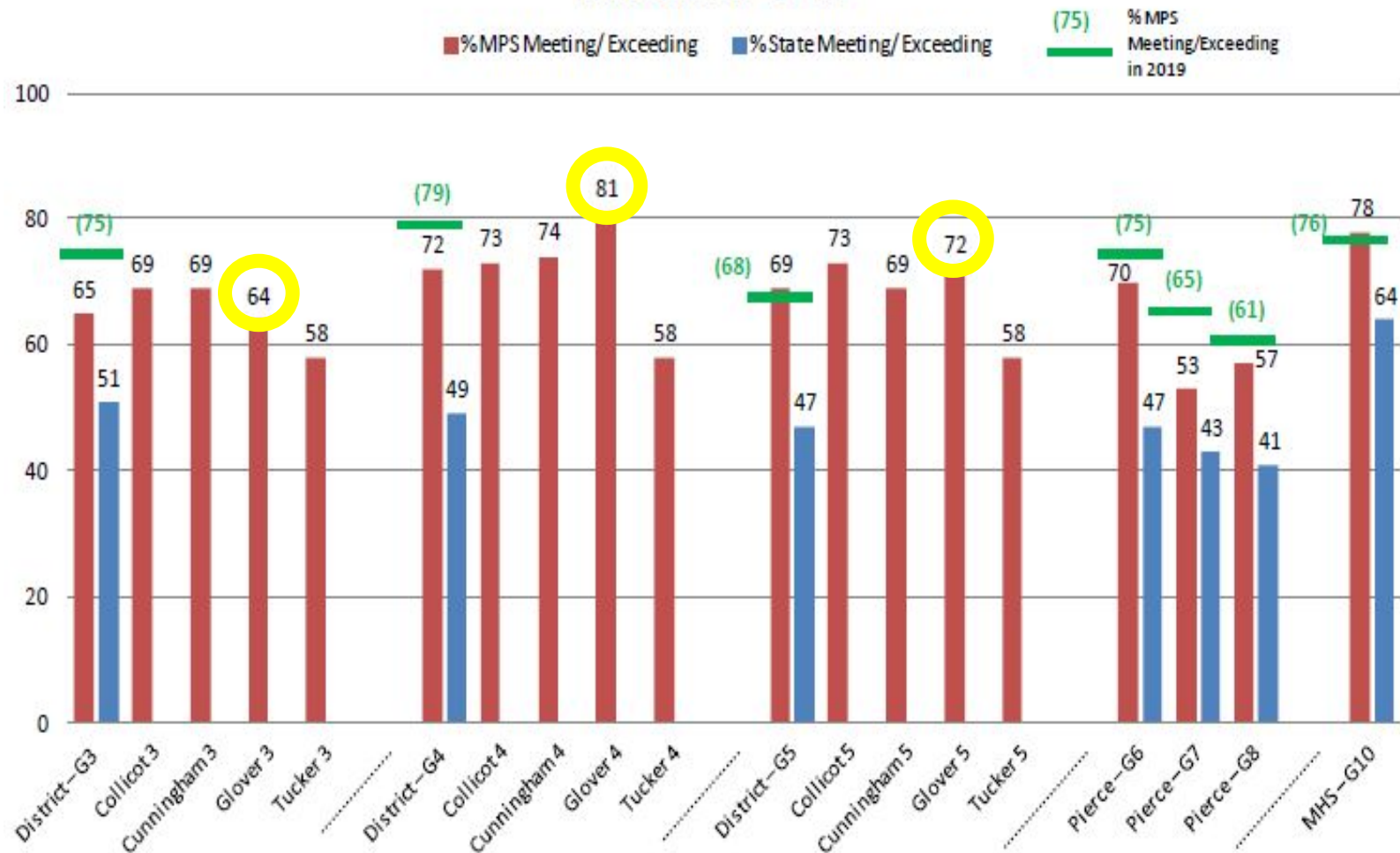


Glover MCAS Data



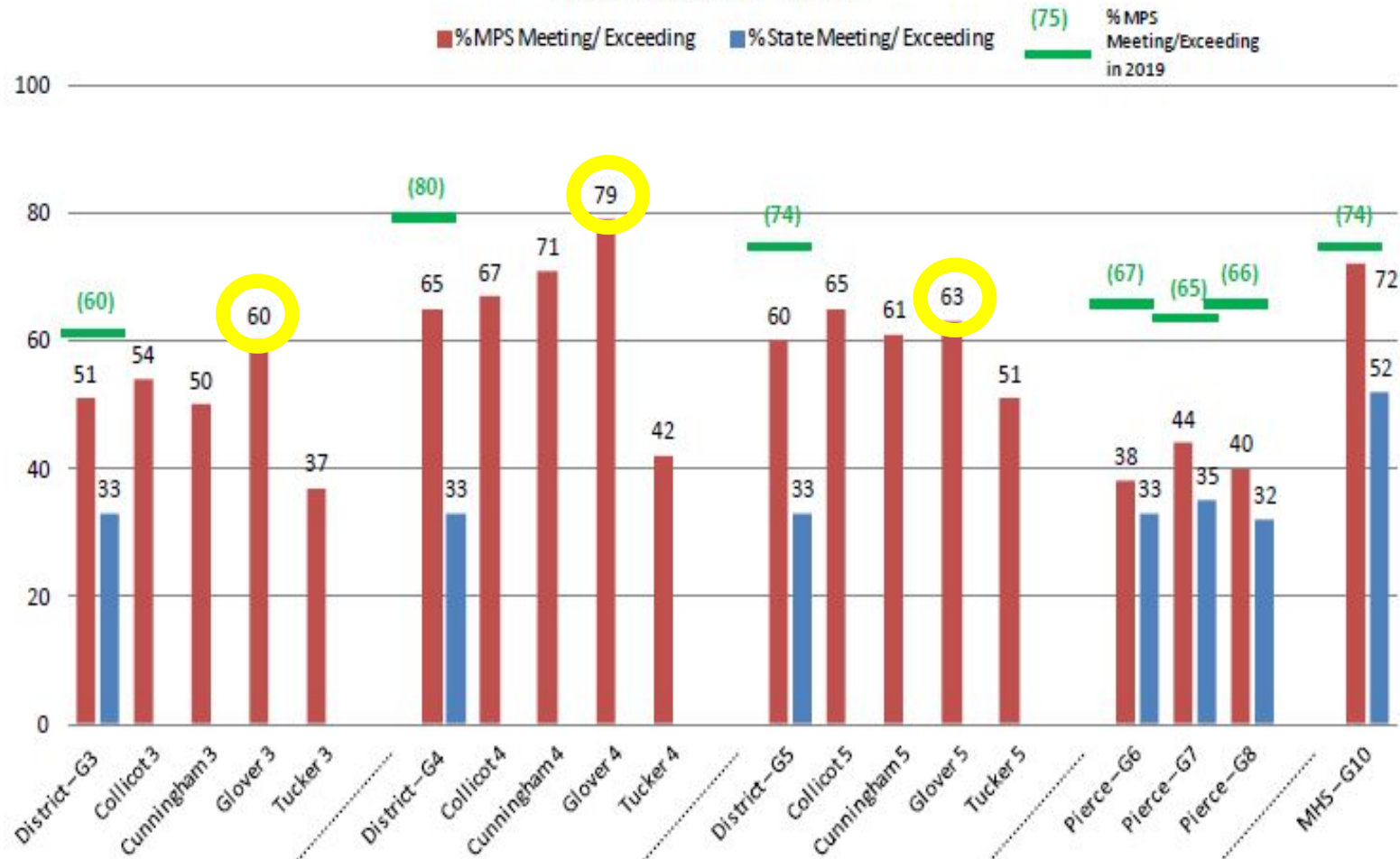
2021 District ELA MCAS

2021: Percentage of MPS Students Meeting/Exceeding Expectations
on ELA MCAS G3-10



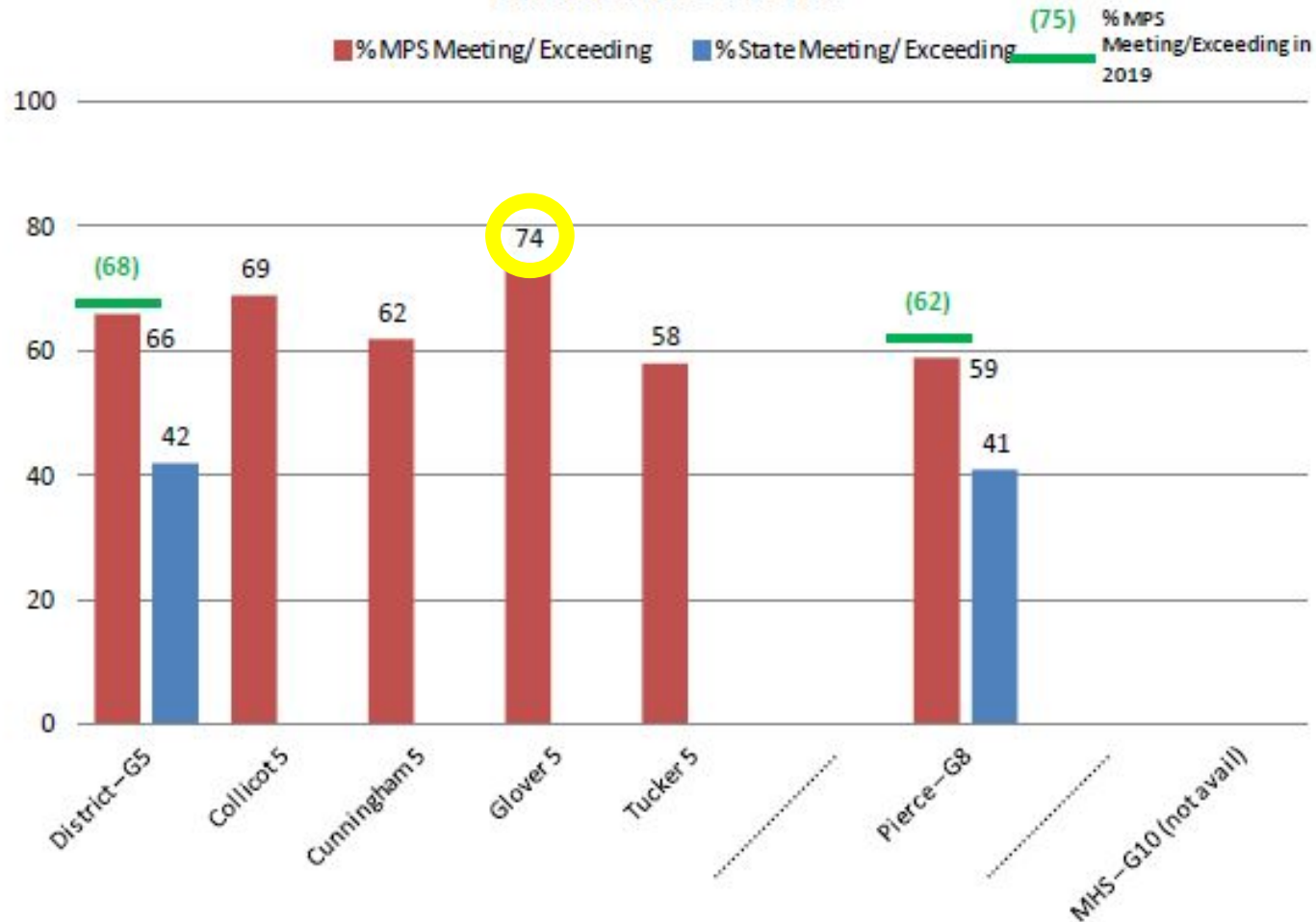
2021 District Math MCAS

2021: Percentage of MPS Students Meeting/Exceeding Expectations on Math MCAS G3-10



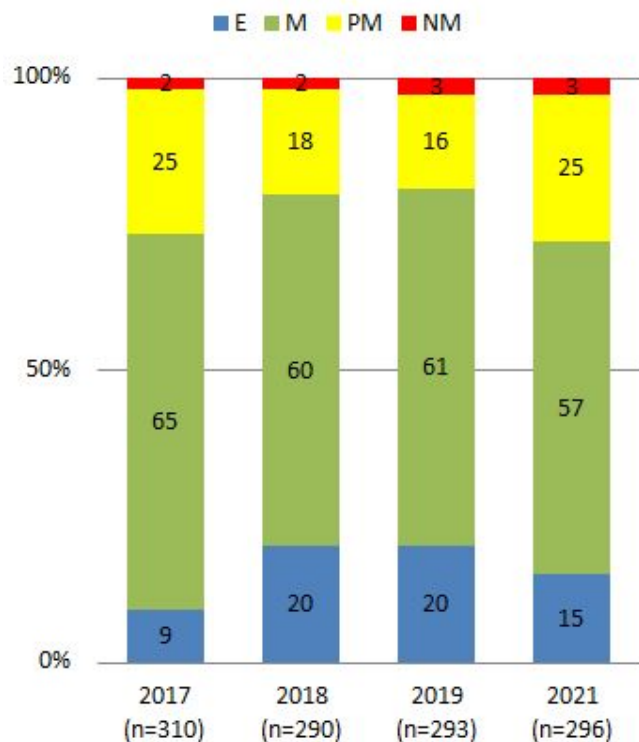
2021 District Science MCAS

2021: Percentage of Students Meeting/Exceeding Expectations on Science MCAS G5 & G8

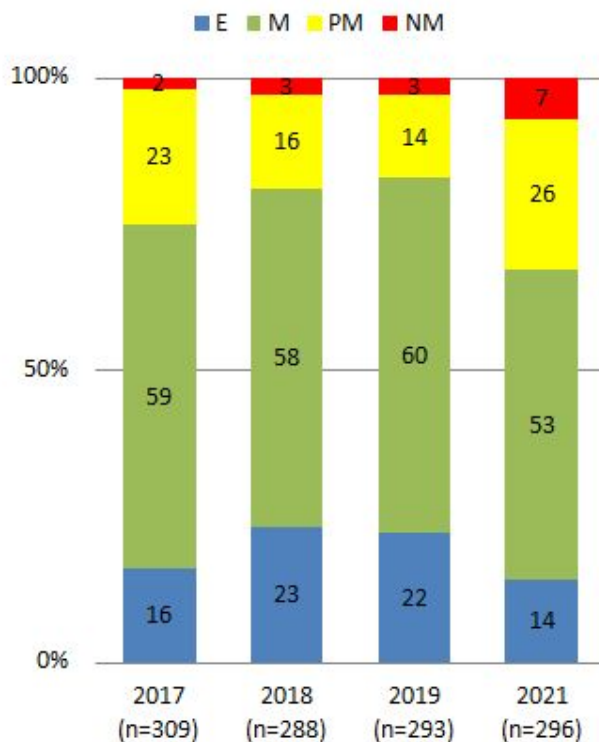


Glover MCAS Performance

Glover ELA MCAS: % of Students at Each Performance Level



Glover Math MCAS: % of Students at Each Performance Level



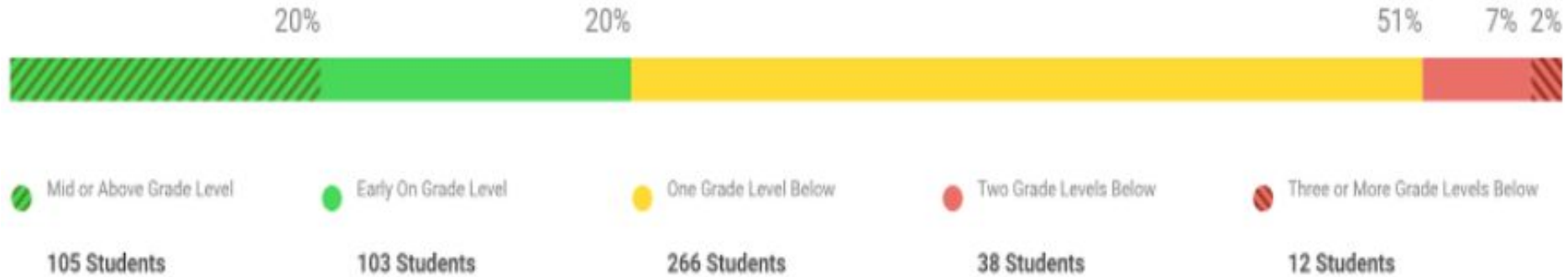
Glover Science MCAS: % of Students at Each Performance Level



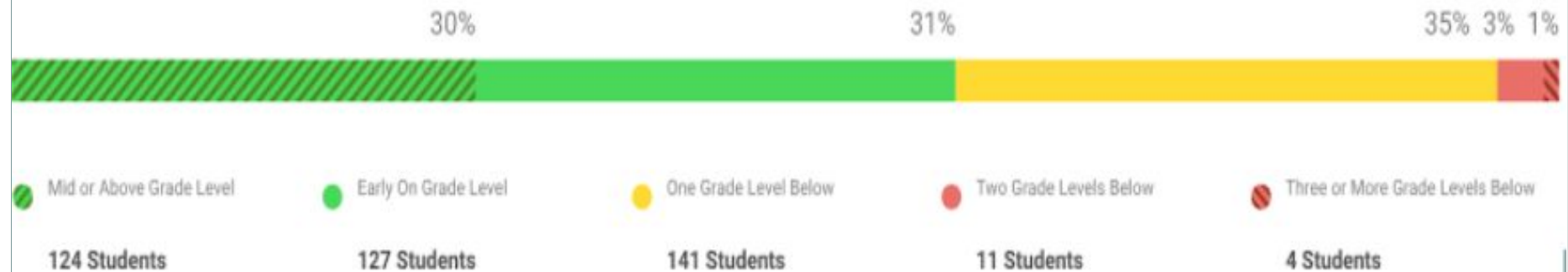
Glover i-Ready Data



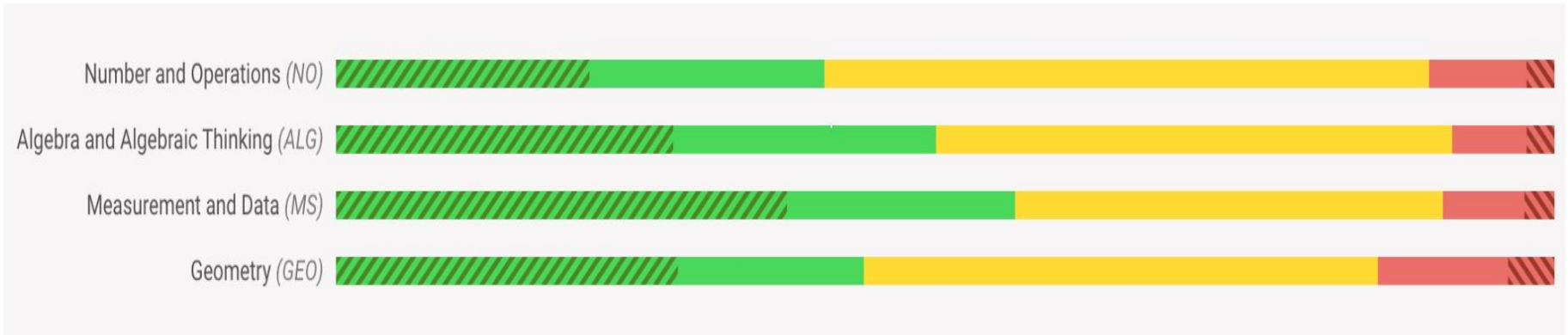
Fall Overall Placement



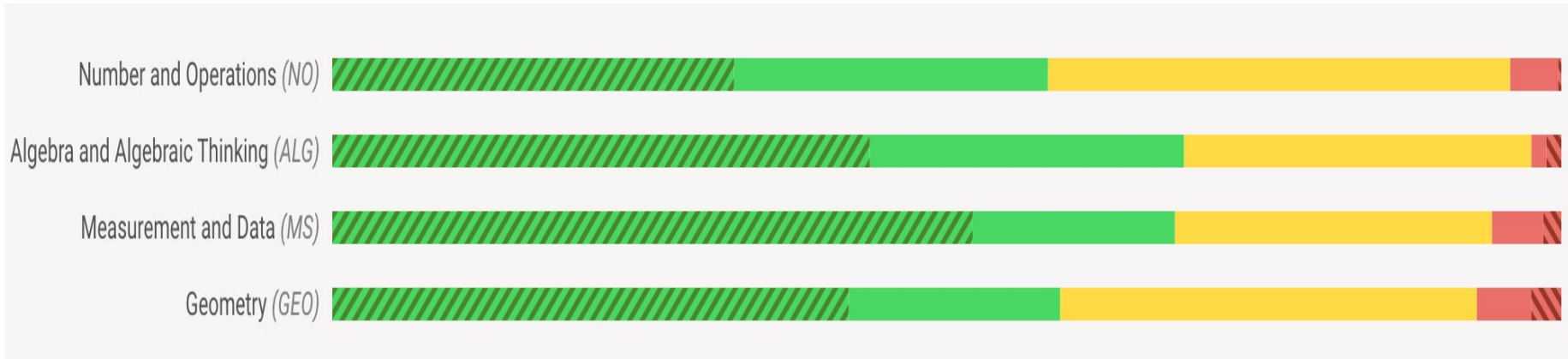
Winter Overall Placement



Fall Placement by Domain



Winter Placement by Domain




Placement Summary by Grade Level



Grade K		36%	20%	43%	0%	0%	99/103
Grade K	–	–	–	–	–	–	0/103

Grade 1		16%	11%	70%	4%	0%	82/82
Grade 1		31%	22%	47%	0%	0%	78/82

Grade 2		18%	19%	52%	11%	0%	111/113
Grade 2		35%	31%	32%	3%	0%	107/113

Grade 3		8%	17%	61%	11%	3%	120/120
Grade 3		15%	36%	46%	3%	0%	111/120

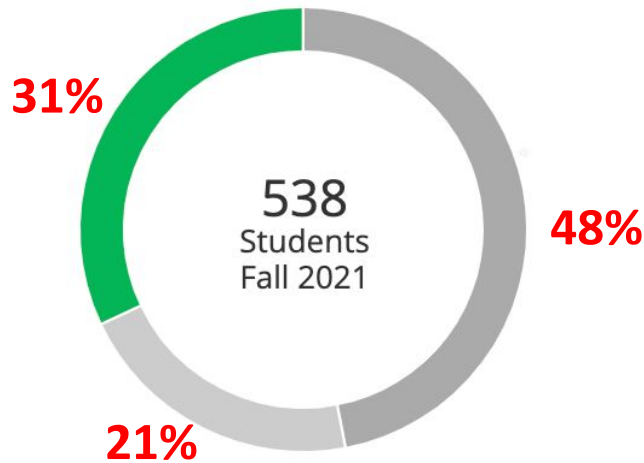
Grade 4		26%	21%	43%	5%	4%	112/116
Grade 4	–	–	–	–	–	–	0/116

Grade 5		46%	33%	17%	1%	3%	90/97
Grade 5		33%	30%	30%	4%	2%	96/97

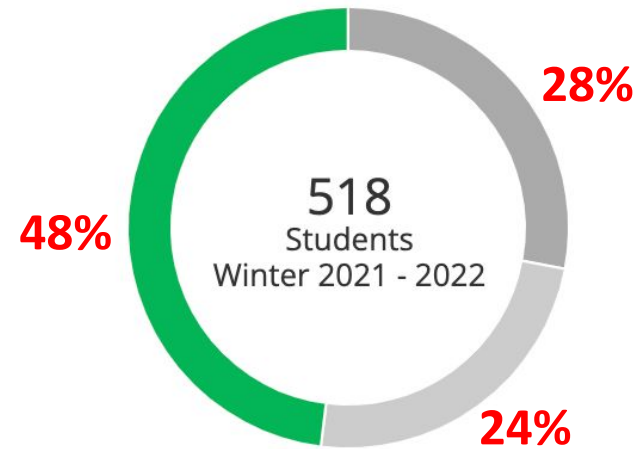
Glover Lexia Data



Reading Success Probability



- RSP of 70% or higher
- RSP of 31%—69%
- RSP of 30% or lower

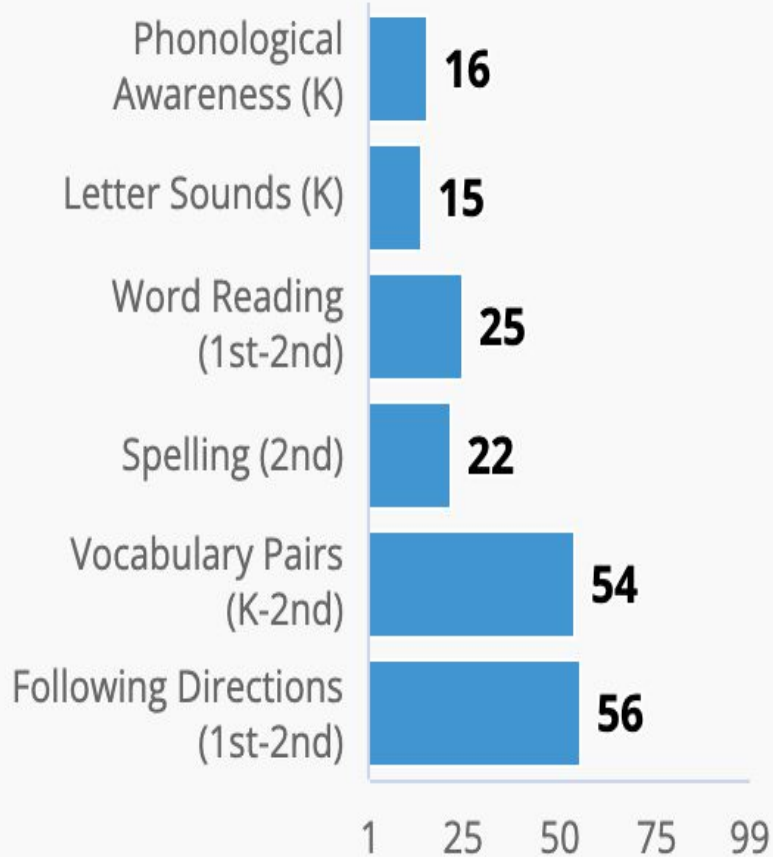


- RSP of 70% or higher
- RSP of 31%—69%
- RSP of 30% or lower

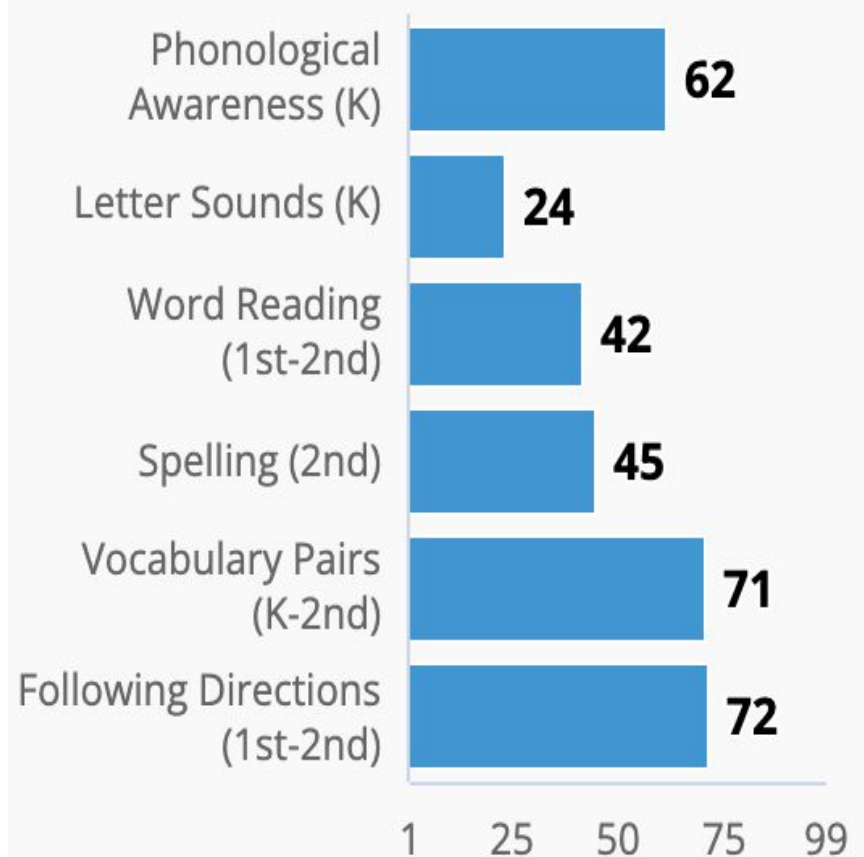
School	511	■ ■ ■	31%	511	■ ■ ■	48%
Kindergarten	101	■ ■ ■	6%	101	■ ■ ■	25%
1st Grade	44	■ ■ ■	11%	44	■ ■ ■	37%
2nd Grade	61	■ ■ ■	28%	61	■ ■ ■	46%
3rd Grade	110	■ ■ ■	29%	110	■ ■ ■	49%
4th Grade	105	■ ■ ■	38%	105	■ ■ ■	52%
5th Grade	90	■ ■ ■	66%	90	■ ■ ■	77%

School Profile: K-2

Fall Data:

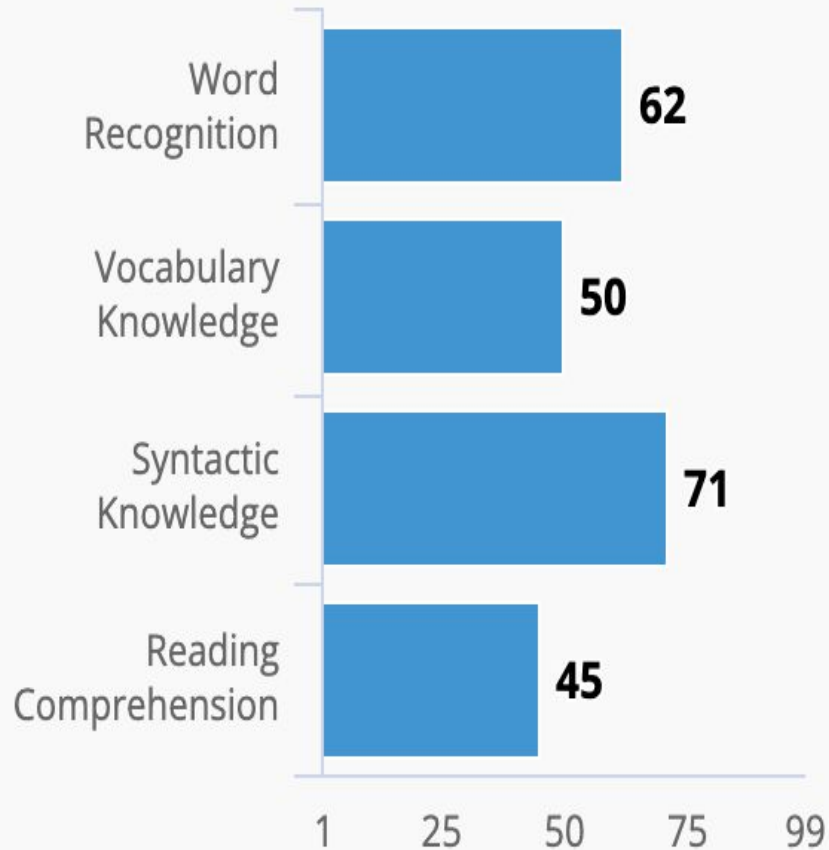


Winter Data:

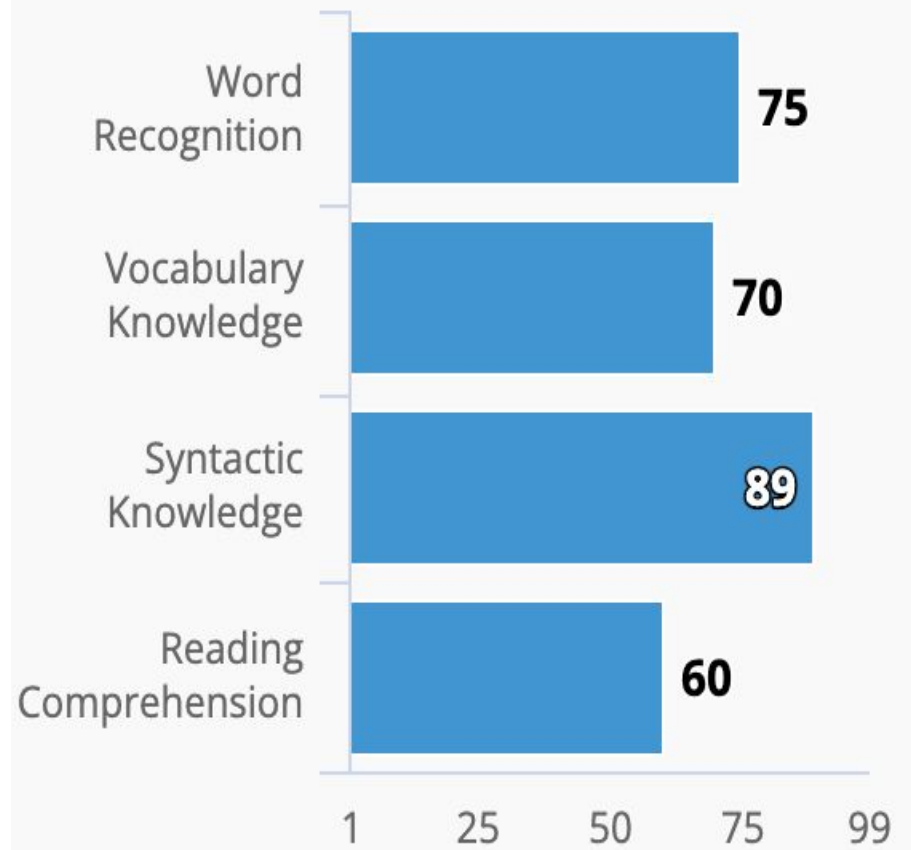


School Profile: 3-5

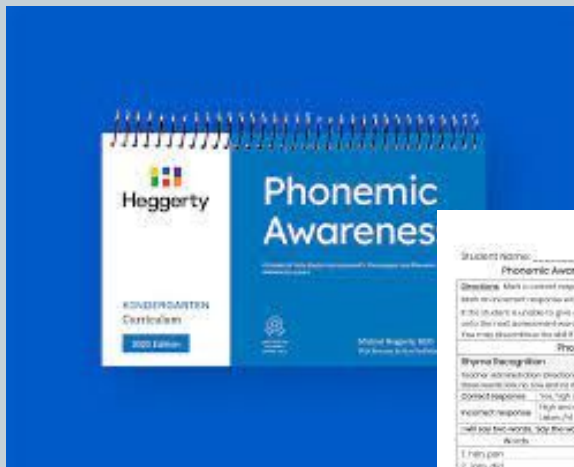
Fall Data:



Winter Data:



Early Literacy and Learning Coach



Student name: _____ Assessment Date: _____

Heggerty

Phonemic Awareness Baseline Assessment for Kindergarten

Directions: Mark a correct response with a check (✓) or an X for Student Response (S) only. If the student is unable to give a correct response within 4 seconds, the administrator should write the next assessment step.

You may discontinue the test if the student gives correct responses within the first 3 items.

Phonemic Awareness Skills

Rhyme Recognition (10 items)

Teacher administration directions: Words that rhyme rhyme. The right, middle, and final words rhyme. Listen to the words and decide if they rhyme. Write the letter of the correct response.

Correct response: Yes, they rhyme. (Y) No, they don't rhyme. (N)

Incorrect response: (H) High and low are rhyming words because they both have H or h in them. (L) Low and high are rhyming words because they both have L or l in them.

Mark your best words. Say the words about and tell me if they rhyme by saying yes or no.

Words	Correct Response	Student Response	Results
1. cat, hat	yes		
2. pen, hen	yes		
3. sock, pot	yes		
4. nap, trap	yes		
5. book, nook	yes		

Rhyme Production (10 items)

Teacher administration directions: Rhyme words that rhyme. Write the letter of the correct response. Listen to the words and decide if they rhyme. Write the letter of the correct response.

Correct response: Yes, they rhyme. (Y) No, they don't rhyme. (N)

Incorrect response: (H) High and low are rhyming words because they both have H or h in them. (L) Low and high are rhyming words because they both have L or l in them.

Mark your best words. Say the words about and tell me if they rhyme by saying yes or no.

Words	Correct Response	Student Response	Results
1. day			
2. hat			
3. nap			
4. sock			
5. book			



2020-2023 School Improvement Goals



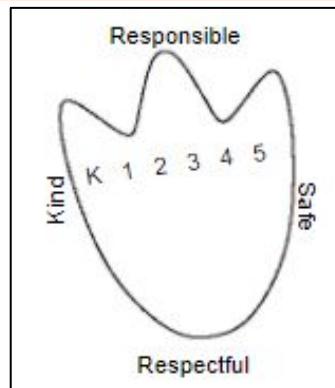
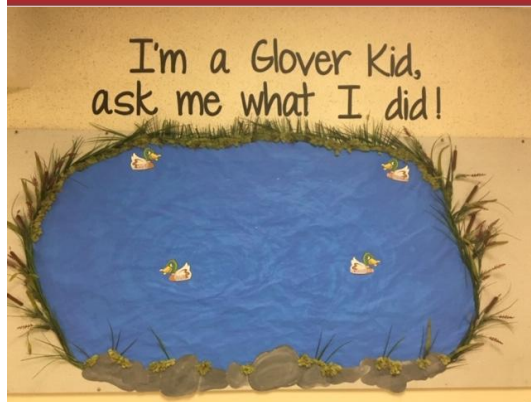
Goal 2: SEL and Behavioral Health


All faculty/staff will foster a healthy educational environment climate where all feel welcomed, supported, respected and appreciated. We will continue to implement Positive Behavioral Interventions and Supports with fidelity, support positive social and peer interactions in both structured and unstructured times, increase opportunities for students to interact across the classes and school, and maximize the efforts of the Behavioral Health Support Team to provide supports and resources to staff, students, and families.

GLOVER ELEMENTARY SCHOOL

• WE ARE • GLOVER KIDS!

-SAFE- -RESPONSIBLE- -RESPECTFUL- -KIND-





Dewayne Dumont

ID: demo_dewayne_dumont_45419972

Grade: 9

Gender: Male

Phone: some phone

Ethnicity/Race: Multiracial

Email: student_dewayne_dumont@sandwichhighschool.demo.intellispark

Status: ---

SST - Followup

Actions

What are you passionate about?

"I like watching cool shows with my brother. We're gonna make movies together someday."

Key SEL & Well-Being Indicators

Indicator	Level
Belonging	High
Decision Making	High
Relationships (Adult)	Moderate
Relationships (Peer)	High
Self Management	Moderate
Well-Being	High
Connection	Moderate
Engagement	High
Relationship Skills	High
Self Awareness	High
Social Awareness	High

Surveys (11)

+ Survey

Recent High 5's

You are amazing! Dewayne, I'm just so impressed with the effort you've been putting in. It is really paying off.

Sent by Tricia Gagnon on Mar 16, 2021

View previous High 5's

Flags

MWT Referral

Opened by Tricia Gagnon on Jul 19, 2021

Needs resolution

Internet access issues

Opened by Tricia Gagnon on Jul 23, 2021

Check up 2 months ago



Improved Student Outcomes


academic performance
(Hornier et al., 2009)

social-emotional competence
(Bradshaw, Woodruff, & Leaf, 2012)

social & academic outcomes for SWD
(Levin, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2013)

reduced bullying behaviors
(Ross & Horner, 2009; Woodruff, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)




Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Raynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy
(Klein & McIntosh, 2012; Ross, Horner, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Evans, Isakova, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Hornier et al., 2009)





School-Wide Positive Behavior Interventions and Supports




INTELLISPARK



Glover Class of the week!

Trauma Informed Teaching



GLOVER MORNING ANNOUNCEMENTS

At Glover School, we begin each day with the Morning Announcements. Our announcements often remind us of the importance of being Glover Kids and always being kind, responsible, respectful, and safe. Each month, we will have a different focus. We will learn more about empathy, emotion management, skills for learning, friendship skills, problem solving, and more! Whether you are remote or in person, please be sure to build the daily Morning Announcements into your school routine.



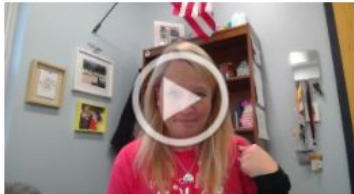
**Tuesday,
November 16**

What is Empathy? Kids use their words.



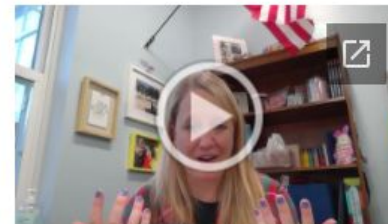
January 10, 2022

The Power of Advocacy



**Monday,
November 15**

EMPATHY!



January 6, 2022



November 12, 2021

Glover Kids and Glover Class of the week on a Friday!!



January 5, 2022

Glover Kids of the Week!

Anti-Bullying Week



Thursday, October 7, 2021

Bullying Prevention Part 2



Take the Pledge

I am a Kid Against Bullying!
And I will:

SPEAK UP
when I see bullying

REACH OUT
to others who are bullied

BE A FRIEND
whenever I see bullying



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952.838.9000 | bullying@pacer.org
www.pacer.org/bullying | www.preventingandstoppingbullying.org

Take the Kids Against Bullying Pledge

Who Is Your Trusted Adult?

Bullying Lessons by Grade Level:

K – <https://youtu.be/pvFDZjhSmAw>

1st – https://youtu.be/SB1Na08_cpQ

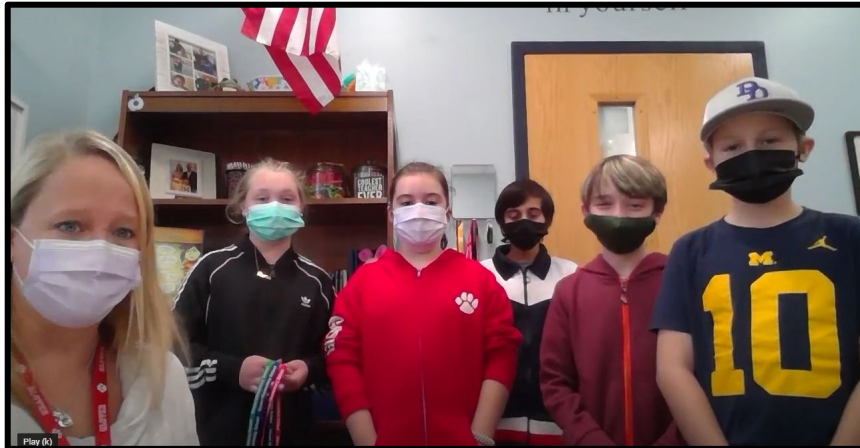
2nd – <https://youtu.be/ZYpHapcu1oY>

3rd – <https://youtu.be/ZYpHapcu1oY>

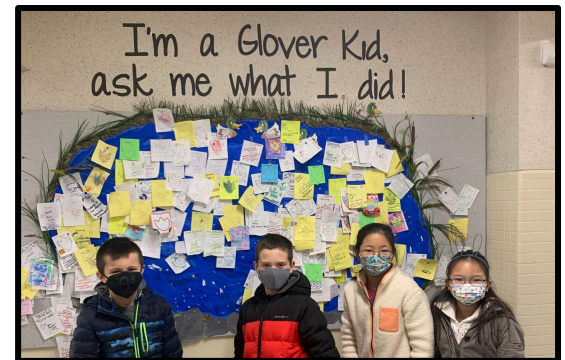
4th – <https://youtu.be/XfjuPuHkgQ>

5th – <https://youtu.be/XfjuPuHkgQ>

- missis good and missis mablank
- Madame Bonner, Madame Scialom, Coach Jones, Mrs. Brandi, Mrs. McDavitt, Miss Craven, Mrs. O'Leary, Madame Brown, Mrs. Baylon, Mrs. Kates
- dad, mom, nana, sister, Mr. JT, Mrs. Cassler, Miss Craven, Mrs. Vanacore, Mrs. Brandi, Mrs. LeFort, Miss Bennett, Mrs. Smith, Mrs. Ware, Mrs. McDavitt
- Mrs. McDavitt, Ms. Craven, Mrs. Franklin, Ms. Donohue, Ms. Elovich, Mrs. Brandi, any teacher
- Mr. Powers because I talk to him always about my problems
- You, my parents, my teachers from previous years and my teacher, and all my family.
- (Not an adult! but he's in high school now) My older brother Patrick
- Mrs. McDavitt, Ms. Craven, Mrs. Franklin, Ms. Donohue, Ms. Elovich, Mrs. Brandi, any teacher
- Mama, Papa Mrs. McDavitt



Green Team
First Grade French Helpers
Second Grade French Helpers
Glover Gazette
School Spirit Team
Morning Greeters
PE Assistants
Duck Foot Squad
Library Helpers
Quack Me Up Joke Team
Safety Patrol
Bus Helpers
Lost and Found Patrol
Fundraising

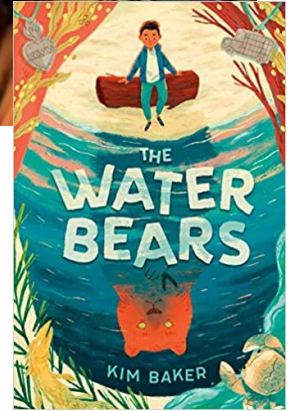


2020-2023 School Improvement Goals

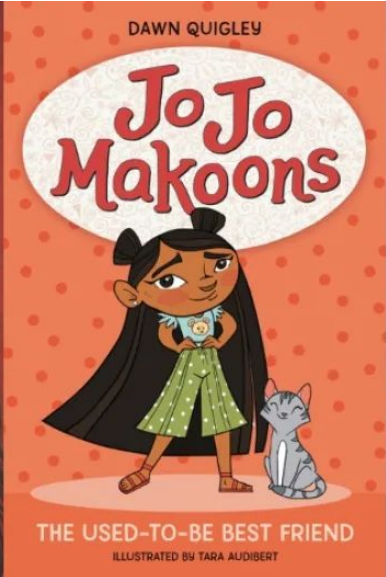
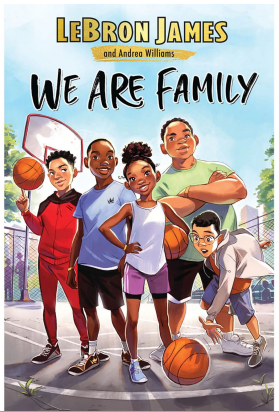
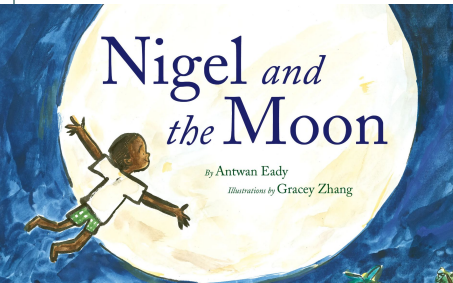


Goal 3: Diversity, Equity, and Inclusion

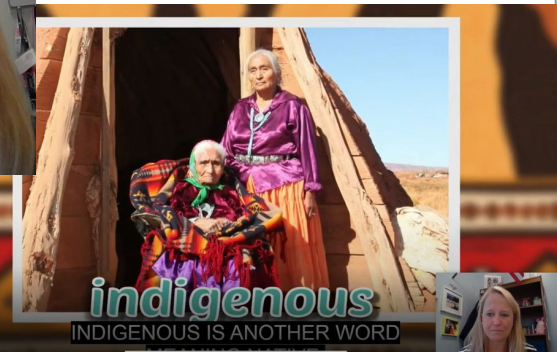
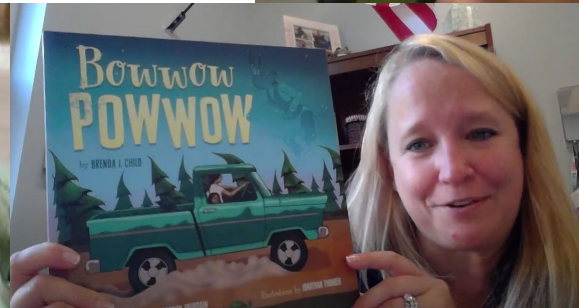
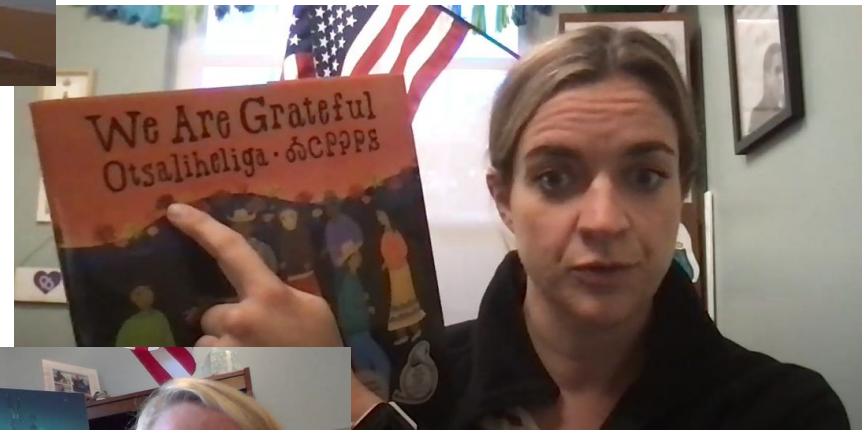
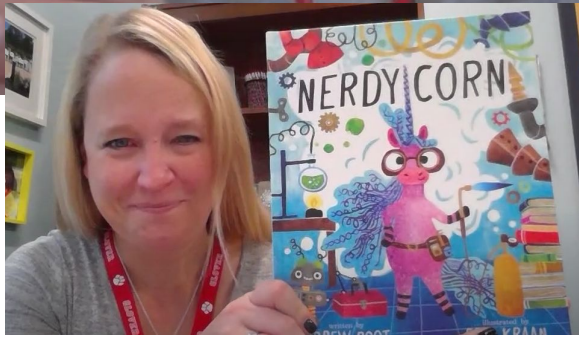
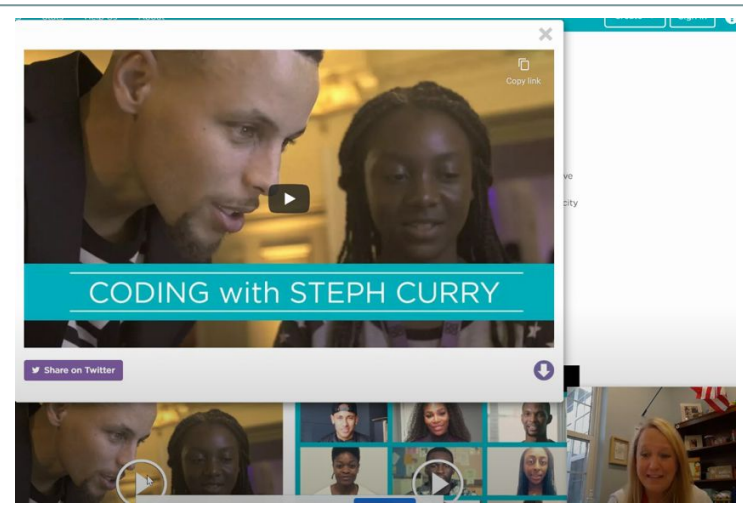
All faculty/staff pledge to work collaboratively to promote and foster an environment that is affirming, celebratory of diversity, inclusive and equitable for students, staff, and families, to immerse students in opportunities to develop critical thinking skills and an understanding of diverse perspectives, to maximize participation in and efforts of the Glover Diversity Committee, to partner with the MPS anti-racism action team to evaluate and provide culturally proficient curriculum and professional development, and to increase opportunities for all families to interact with teachers, classrooms, and the school as a whole.



Diverse Reads Book Club







A photograph of two hands, one from a person wearing a green sweater and the other from a person wearing a grey sweater, gently holding a white daisy flower with a yellow center. The background is a soft-focus outdoor scene with green grass and a grey stone path.

Gratitude
Helps Spread
Positivity

Nurse LeBlanc, you are amazing!! You go above and beyond EVERY SINGLE DAY!!!! And you do it with grace and a positive attitude. Thank you for all that you do for the Glover Staff and Students!! Thank you Nurse LeBlanc for keeping all of our Glover kids safe!! We know that you are working so hard to review every situation and take the time to ensure everything is documented. We are so fortunate for your concern for our kids and your kindness. We appreciate all you do!

Mrs. Woods, thank you for being on the front lines every day! None of what we do could be done without you.

You guys are doing an amazing job even just by keeping the place open... then going above and beyond to find the extra capacity to create fun and memorable moments. It's just so impressive and amazing. Thank you so much! You and your team are just the best. We are so appreciative of everything happening in our school buildings right now.

It is so nice to come to a place everyday where people are happy, willing to work together and help each other through this crazy time! The smiles behind the masks mean SO much!

Thank you for all you do every day for our children. You've been asked to go above and beyond in so many ways, and you have more than risen to the occasion. We couldn't feel better about the education our child is getting this year. Teachers are heroes and we mean that from the bottom of our hearts.

We are beyond grateful to the entire Glover staff. You ALL are amazing. We are so thankful for the unimaginable amount of work you are doing to keep our kids engaged, safe and most of all happy!!