

# Glover Elementary School Site Council Presentation



**November 16, 2022**

***PRESENTATION TO MILTON PUBLIC SCHOOLS  
SCHOOL COMMITTEE***

# Glover Site Council Members



- Karen McDavitt, *Principal*
- Melissa Craven, *Asst. Principal/Curriculum Coordinator*
- Rachel Bradford, *Grade 4 Teacher*
- Mikayla Alicandro, *School Psychologist*
- Nicole Grant-Heal, *Grade 1 Teacher*
- Kelly Sia, *Parent/Guardian*
- Sarah Forte, *Parent/Guardian*
- Aldo Guerrero, *Parent/Guardian*
- MaryAnn Dakkak, *Parent/Guardian*

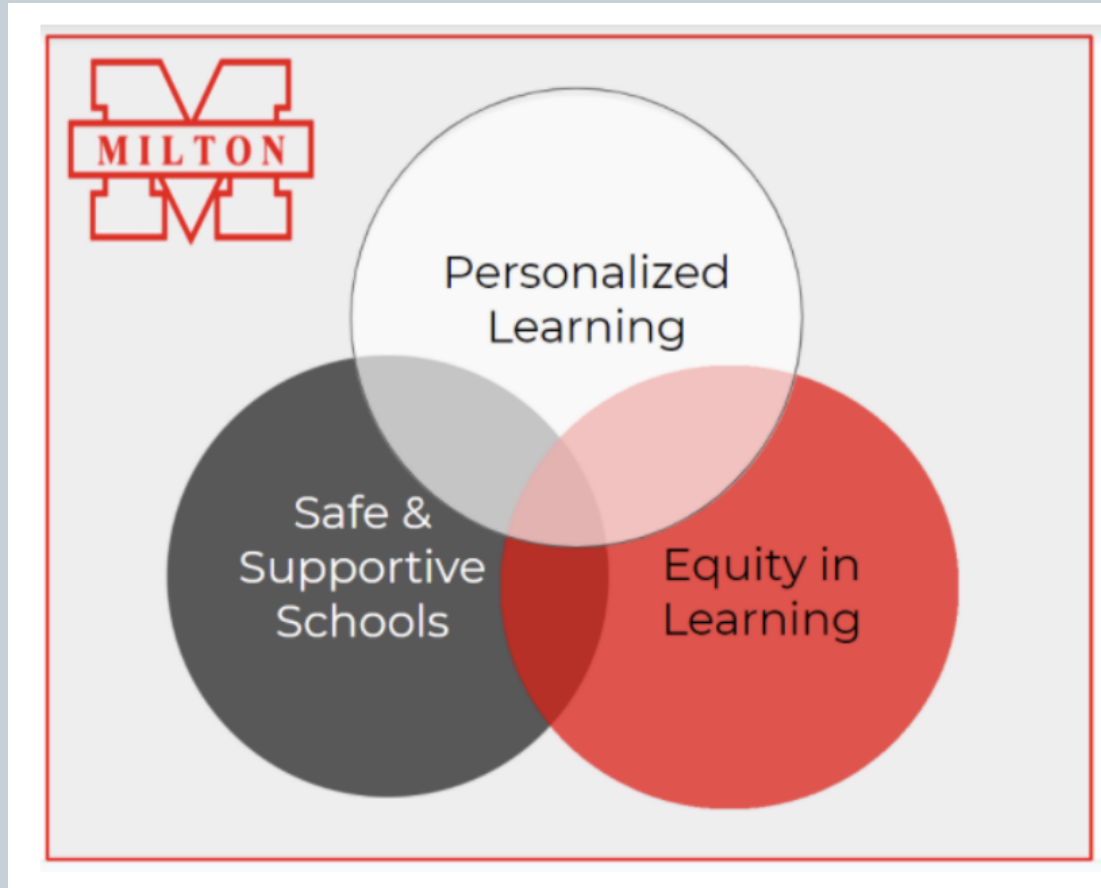


# Glover Elementary School Profile



Grade	French	French	English	English	English
Kindergarten	22	21	22	22	
Grade 1	24	23	24	23	22
Grade 2	18	19	24	24	
Grade 3	25	24	22 (CoT)	24	22
Grade 4	26	25	22 (CoT)	20	22
Grade 5	24	24	24 (CoT)	23	19

# 2020-2023 School Improvement Goals



# 2020-2023 School Improvement Goals

Goal 1: Academic Achievement and Personalized Learning	Goal 2: Social Emotional Learning and Safe and Supportive Schools	Goal 3: Diversity, Equity, and Inclusion in Learning
<p>deliver <b>innovative</b> teaching</p> <p>informed by <b>data</b> and <b>assessments</b></p> <p><b>highest personal level</b> of academic achievement</p> <p>consistent and clear communication of <b>expectations</b> for learning and individual student progress.</p>	<p><b>healthy</b> educational environment climate</p> <p>all feel <b>welcomed, supported, respected and appreciated</b></p> <p>support <b>positive social and peer interactions</b> in both structured and unstructured times</p> <p>maximize the efforts of the Behavioral Health Support Team to <b>provide supports and resources</b> to staff, students, and families.</p> <div data-bbox="801 1172 1161 1349"> <p>GLOVER ELEMENTARY SCHOOL</p> <p><b>• WE ARE •</b></p> <p><b>GLOVER KIDS!</b></p> <p>-SAFE- -RESPONSIBLE- -RESPECTFUL- -KIND-</p> </div>	<p>promote and foster an environment that is <b>affirming, celebratory of diversity, inclusive and equitable</b> for students, staff, and families</p> <p>immerse students in opportunities to develop <b>critical thinking skills</b> and an <b>understanding of diverse perspectives</b></p> <p>increase <b>opportunities</b> for all families to <b>interact</b> with teachers, classrooms, and the school as a whole</p>

## Goal 1: Academic Achievement and Personalized Learning Theory of Action



If all educators focus on creating personalized learning environments and delivering instruction that **maximizes each student's individual potential**, with concerted effort given to **subgroup achievement**, then our students will perform at their **personal highest level of academic achievement**.

# What Are We Doing?



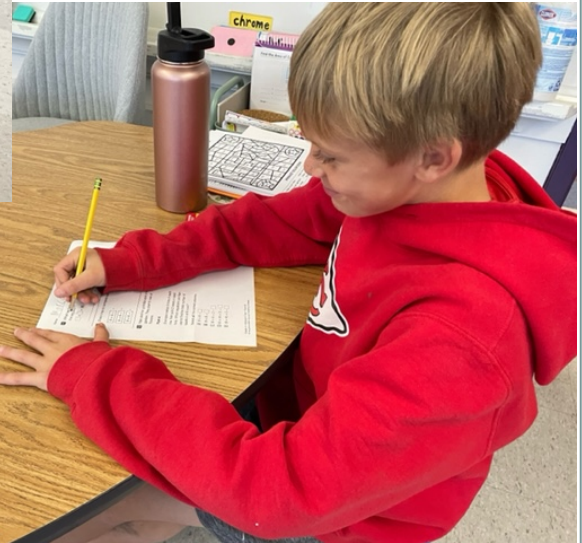
- **New Math Curriculum:**
  - Bridges (Kindergarten)
  - IntoMath (Grades 1-5)
  - Bridges Intervention (Special Education)
  - iReady diagnostic tools and individualized programming
- **New Social Studies Curriculum (Savvas)**
- **Instructional approaches informed by data**
  - Lexia, iReady, MCAS, curriculum-based assessments,
  - Educator Evaluation Tool leveraged (student learning and professional practice goals)
- **Leadership Team Professional Development**
  - Cyndy Taymore: Personalized Learning
  - Adam Parrott-Sheffer: Data Wise Project
  - KnowledgeWorks: Personalized Learning

# Supports/Resources



- **Robust Student Support Team**
  - Reading Specialist, Adjustment Counselor, School Psychologist, Special Education Teacher, Inclusion Specialist, 504 Coordinator, Team Chair, AP/CC
- **Math Interventionist: 47 Students (Grades 2-5)**
- **Reading Specialists: 34 Students (Grades 1-3)**
- **ELL: 22 Students**
  - EL Scholars: additional enrichment opportunity for all EL students, meets before school on Mondays
- **Early Literacy and Learning Coach:**
- **New Specialized Programming:**
  - Language Based Classroom
  - Neuro-Diverse Classroom
  - STEP program with wrap-around therapeutic support









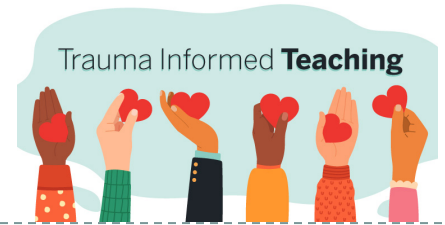
## Goal 2: Safe and Supportive Schools Theory of Action



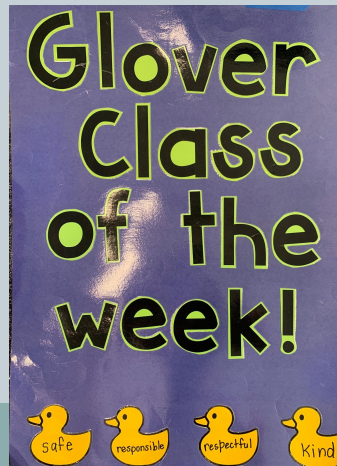
If all educators focus on fostering **safe and supportive learning environments** by implementing practices grounded in the prioritization of **SEL competencies** and **trauma-informed instruction**, then our students will be supported holistically in key areas of development and able to maximize learning in **safe, positive, healthy, and inclusive** school learning environments.



# What Are We Doing?



- Additional grant-funded Adjustment Counselor
- Professional Development
  - Strategies for Creating Trauma-Sensitive Classrooms
  - The Trauma-Sensitive Classroom PLC
  - CALM Classroom
- SEL Leads
- Behavioral Health Support Team
- Positive Behavioral Interventions and Supports
- Intellispark Survey Administration
- Second Step New Edition
  - Bullying Curriculum Addendum
- Michigan Model Health Curriculum
- Zones of Regulation/Sensory Tools
- Use of EWIS and VOCAL data









## Goal 3: Equity in Learning Theory of Action



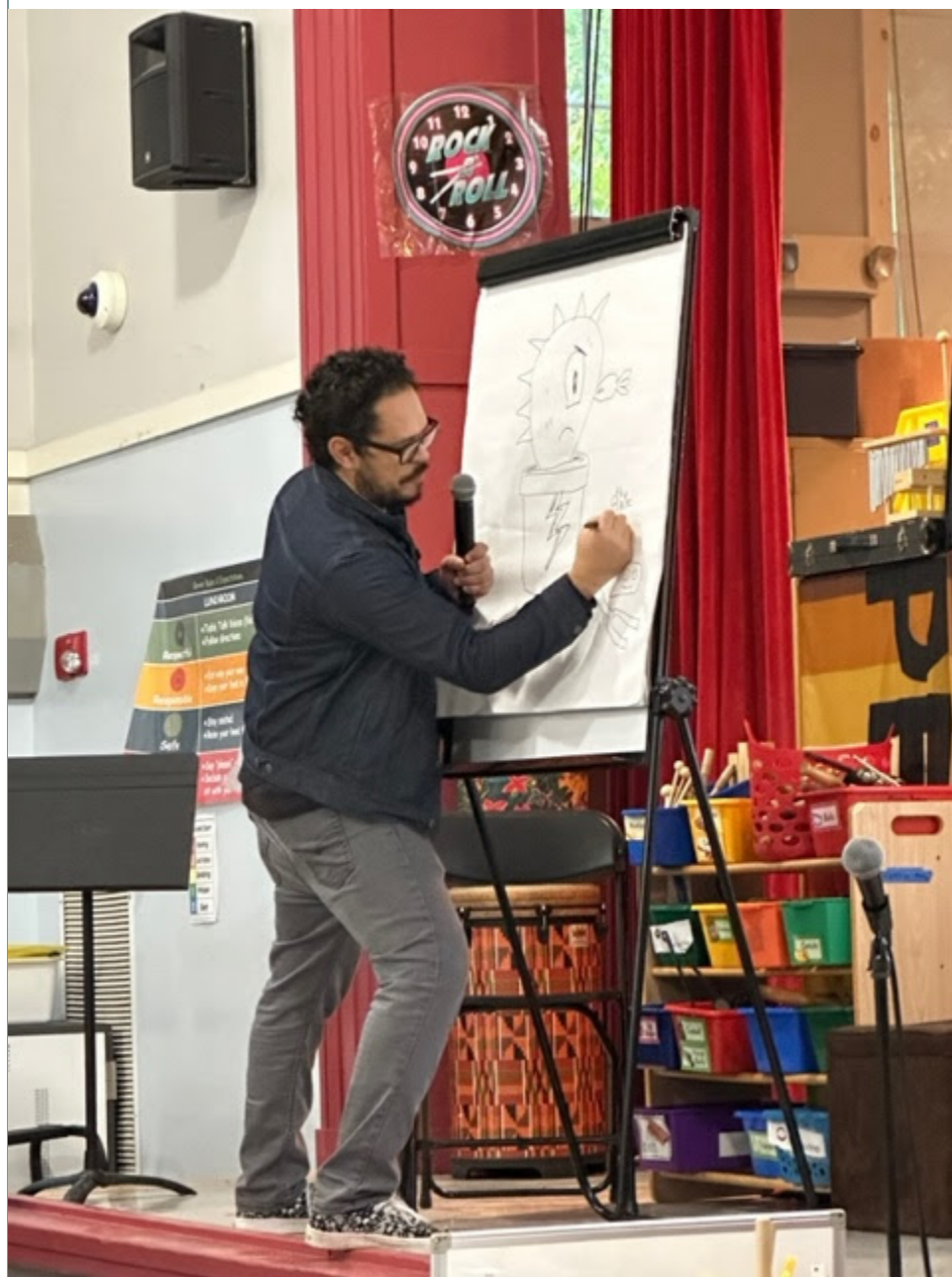
If all educators focus on building their capacity to learn and implement **equitable, restorative, and inclusive educational practices** to leverage each student's unique identity, then our students of **all identities and all abilities** will have the **resources and support** they need to thrive.

# What Are We Doing?



- Morning Announcements
- Student Leadership Team
- Diverse Reads Book Club
- Communication in Home Language
- PTO supported classroom library expansion
- Glover library diversification
- Celebrating Our Differences
- Glover Extracurricular Activities
- Professional Development:
  - Diversity, Equity, and Inclusion (Claire Galloway-Jones)
  - Restorative Justice (Adina Schechter)











# FACILITIES



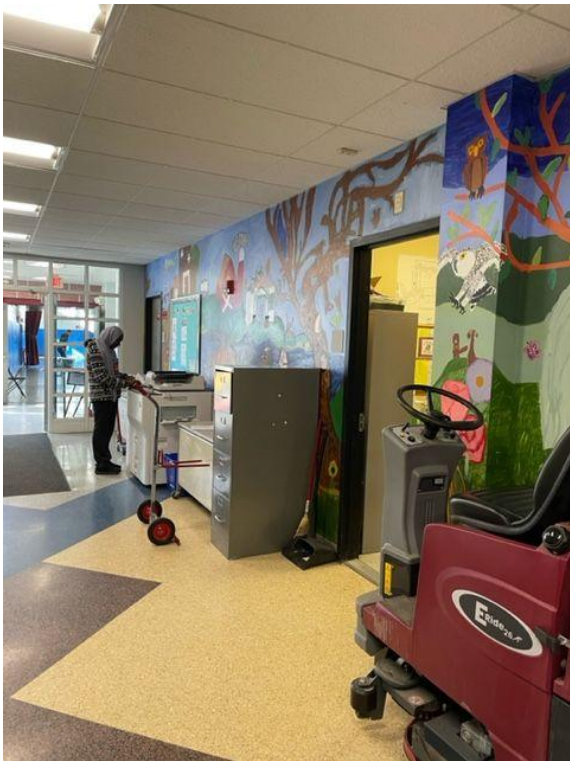
# GLOVER SCHOOL STUDENT PROFILE

- 2017-2018 Enrollment: 584
- 2018-2019 Enrollment: 604
- 2019-2020 Enrollment: 622
- 2020-2021 Enrollment: 598\*  
\*enrollment impacted by COVID pandemic
- 2021-2022 Enrollment: 632
- 2022-2023 Enrollment: 635

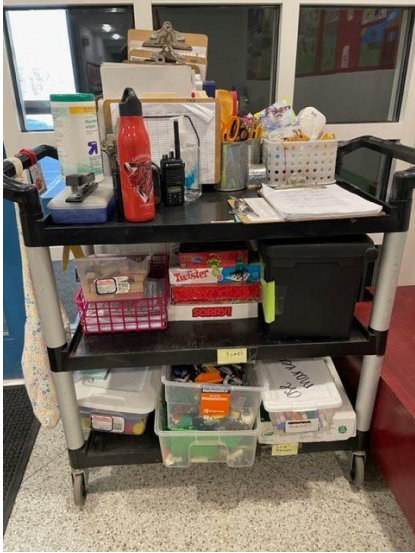
# GLOVER SCHOOL STAFF PROFILE

- 2019-2020 Staff Total: 101
- 2020-2021 Staff Total: 105
- 2021-2022 Staff Total: 122
- 2022-2023 Staff Total: 122









# Data

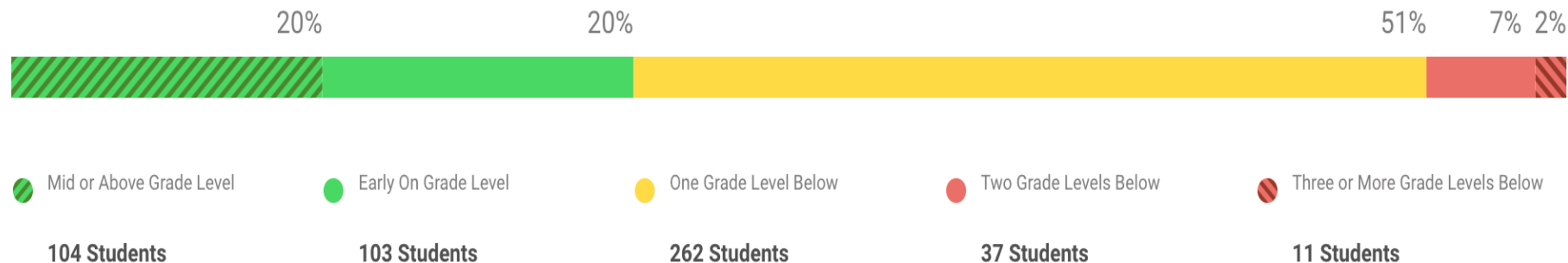




# Fall 2021 Overall Placement

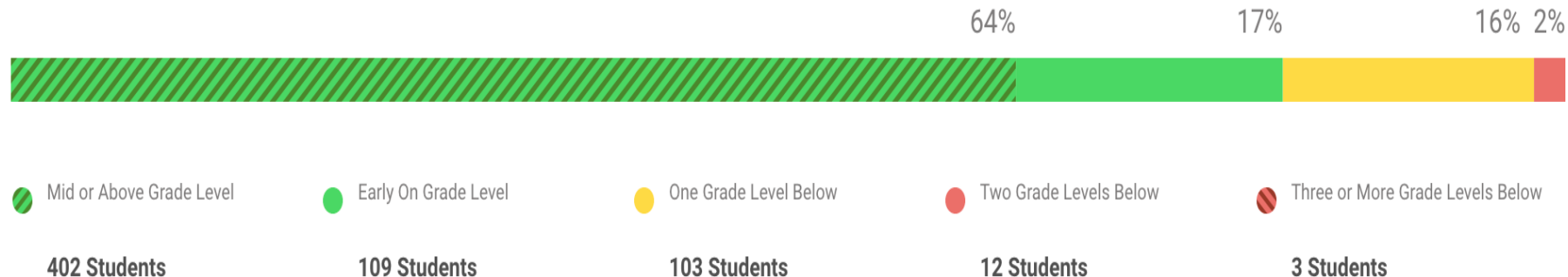
Students Assessed/Total: 517/631

**\*Does not include Kindergarten fall data (current Grade 1)**



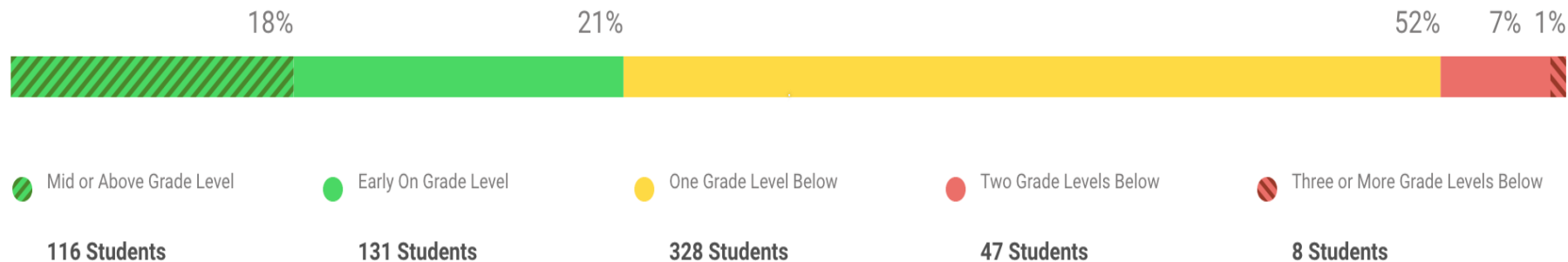
# Spring 2022 Overall Placement

Students Assessed/Total: 629/631

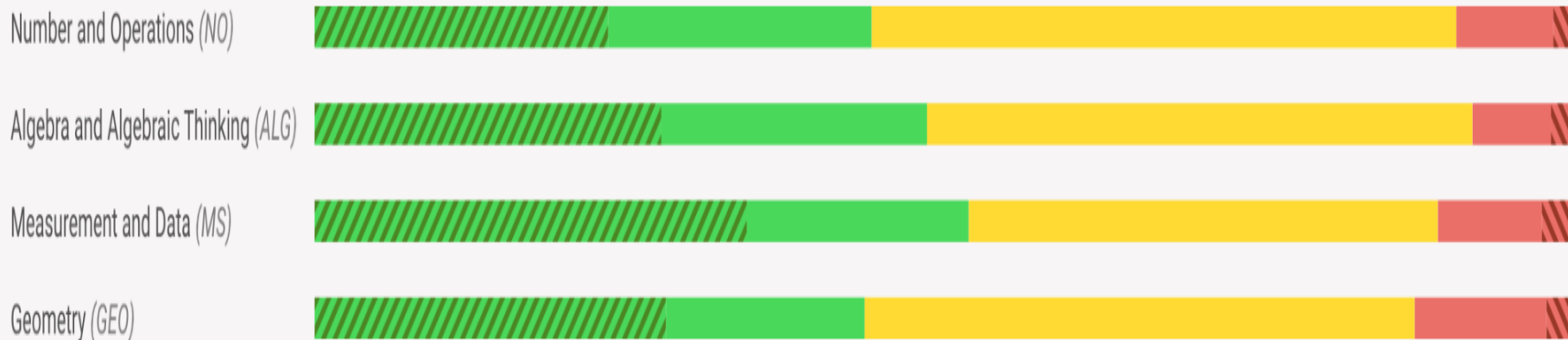


# Fall 2022 Overall Placement

Students Assessed/Total: 630/632



## Fall 2022 Placement by Domain



# 2021-2022 Reading Success

## Probability

### Fall

Students	◆	RSP of 70% or higher	◆
538		<div><div></div><div></div><div></div><div></div></div>	32%
<b>K</b>	101	<div><div></div><div></div><div></div><div></div></div>	6%
<b>1st</b>	44	<div><div></div><div></div><div></div><div></div></div>	11%
<b>2nd</b>	64	<div><div></div><div></div><div></div><div></div></div>	28%
<b>3rd</b>	119	<div><div></div><div></div><div></div><div></div></div>	29%
<b>4th</b>	114	<div><div></div><div></div><div></div><div></div></div>	39%
<b>5th</b>	96	<div><div></div><div></div><div></div><div></div></div>	65%

### Winter

Students	◆	RSP of 70% or higher	◆
537		<div><div></div><div></div><div></div><div></div></div>	48%
<b>K</b>	102	<div><div></div><div></div><div></div><div></div></div>	25%
<b>1st</b>	44	<div><div></div><div></div><div></div><div></div></div>	37%
<b>2nd</b>	63	<div><div></div><div></div><div></div><div></div></div>	46%
<b>3rd</b>	119	<div><div></div><div></div><div></div><div></div></div>	48%
<b>4th</b>	115	<div><div></div><div></div><div></div><div></div></div>	51%
<b>5th</b>	94	<div><div></div><div></div><div></div><div></div></div>	76%

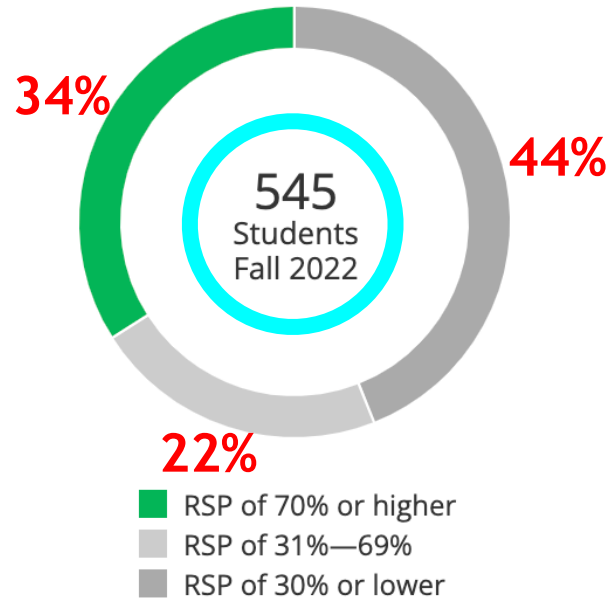
### Spring

Students	◆	RSP of 70% or higher	◆
534		<div><div></div><div></div><div></div><div></div></div>	70%
<b>K</b>	103	<div><div></div><div></div><div></div><div></div></div>	69%
<b>1st</b>	43	<div><div></div><div></div><div></div><div></div></div>	68%
<b>2nd</b>	65	<div><div></div><div></div><div></div><div></div></div>	65%
<b>3rd</b>	117	<div><div></div><div></div><div></div><div></div></div>	66%
<b>4th</b>	112	<div><div></div><div></div><div></div><div></div></div>	66%
<b>5th</b>	94	<div><div></div><div></div><div></div><div></div></div>	83%



# Fall 2022 Reading Success Probability

**\*Does not include Grade 1 and 2 French Immersion students**



School	545	<div><div></div><div></div><div></div></div>	34%
Kindergarten	86	<div><div></div><div></div><div></div></div>	8%
1st Grade	68	<div><div></div><div></div><div></div></div>	16%
2nd Grade	48	<div><div></div><div></div><div></div></div>	19%
3rd Grade	117	<div><div></div><div></div><div></div></div>	37%
4th Grade	114	<div><div></div><div></div><div></div></div>	43%
5th Grade	112	<div><div></div><div></div><div></div></div>	58%