

Glover Elementary School Site Council Presentation



November 1, 2023

*PRESENTATION TO MILTON PUBLIC SCHOOLS
SCHOOL COMMITTEE*

Glover Site Council Members

- Karen McDavitt, *Principal*
- Melissa Craven, *Asst. Principal/Curriculum Coordinator*
- Cullen McMurray, *Grade 5 Teacher*
- Suyapa Allen, *Adjustment Counselor*
- Sarah Forte, *Parent/Guardian*
- Aldo Guerrero, *Parent/Guardian*
- Sarah Hart, *Parent/Guardian*
- Chris Sharkey, *Parent/Guardian*



Glover Elementary School Profile



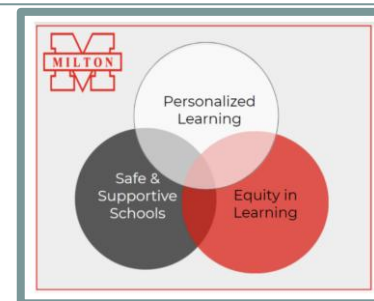
Grade	French	French	English	English	English
Kindergarten	23	23	22	22	
Grade 1	26	26	21	20	
Grade 2	22	22	24	24	23
Grade 3	19	18	25	26	
Grade 4	24	25	24	23	22
Grade 5	26	25	22	22	23


Supports/Resources

- **Student Support Team: 27 Students (as of Nov 1), 62 Students (22-23)**
 - Reading Specialist, Adjustment Counselor, School Psychologist, Special Education Teacher, Inclusion Specialist, 504 Coordinator, Team Chair, Assistant Principal
- **Behavioral Health Support Team: 31 Referrals (as of Nov 1), 167 Referrals (22-23)**
 - Adjustment Counselors, School Nurse, Principal, Assistant Principal, Family Outreach Liaison, Referring Teachers
- **Math Interventionist: 39 Students (Grades 1-5)**
- **Reading Specialist: 36 Students (Grades 1-2)**
- **Reading Specialists: 36 Students (Grade 3)**
- **EL: 20 Students**
- **Early Literacy and Learning Coach: 16 Students (K)**
- **Specialized Programming: 18 Students (Gr K-5)**
 - Language Based Classroom
 - Foundations Classroom
 - Compass Program with wrap-around therapeutic support (Formally STEP)
- **Total IEPs: 76 Students (Gr K-5)**
- **Total 504s: 40 Students (Gr K-5)**



2023-2026 School Improvement Goals

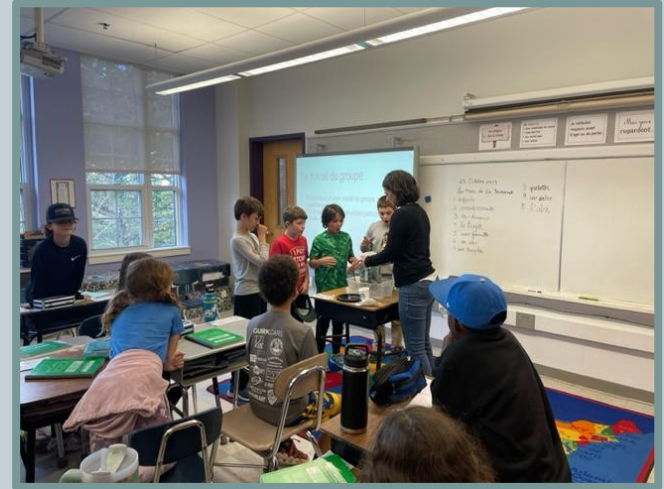


Goal 1: Academic Achievement and Personalized Learning	Goal 2: Social Emotional Learning and Safe and Supportive Schools	Goal 3: Diversity, Equity, and Inclusion in Learning
<p>deliver innovative teaching</p> <p>informed by data and assessments</p> <p>highest personal level of academic achievement</p>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

Goal 1: Academic Achievement and Personalized Learning

What Are We Doing?

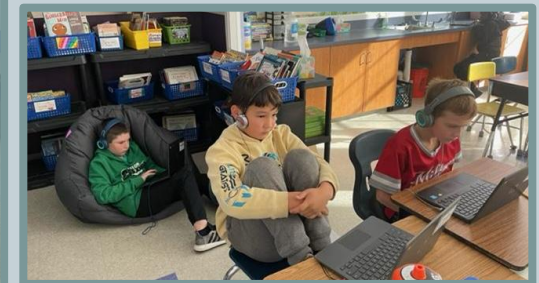
- **Instructional approaches informed by data**
 - Educator Evaluation Tool leveraged (student learning and professional practice goals)
 - mCLASS, iReady, MCAS, curriculum-based assessments
- **Time on Learning**
 - new approaches to instruction (team teaching, walk to learn), aligned to grade level scope and sequence, new approaches to student engagement and demonstration of mastery
- **Professional Development**
 - Erin Moore: Personalized Learning
 - IntoMath Curriculum Development/Enhancement
 - Literacy Leadership Team
 - Kalise Wornum: Diversity Training (leadership team)
 - Teaching Lab: Into Math Training/Coaching (Gr. 1-5)
- **Math and Social Studies Year Two Curriculum Implementation:**
 - Bridges (Kindergarten)
 - IntoMath (Gr. 1-5)
 - Bridges Intervention (Special Education)
 - Savvas Social Studies



Goal 1: Academic Achievement and Personalized Learning

Measuring Progress

- Ongoing Classroom Observations and Collaborative Dialogue (Common Planning Time, Early Release Time, PD Days)
 - data analysis
 - intervention planning and implementation
 - student engagement
 - time on learning
 - student choice and voice
 - opportunities for personalized learning
- Professional Development Feedback and Implementation
- Assessment Data
 - mCLASS/DIBELS
 - IDAPEL
 - iReady
 - Curriculum Embedded Assessments
 - Classroom-Based Formative/Summative Assessments
 - MCAS



Goal 2: Safe and Supportive Schools

Trauma Informed Teaching



What Are We Doing?

Ongoing Professional Development and Staff Support- led by SEL Leads

- Positive Behavioral Interventions and Supports
- CALM Classroom
- PowerSchool SEL Screener Data Collection and Analysis
- Trauma-Informed Teaching and Learning
- Responding to Effects of Trauma in the Classroom
- Crisis Team Professional Development with Maria Trozzi
- Second Step New Edition
- Zones of Regulation/Sensory Tools
- SafetyCare training

Behavioral Health Support Team

- Referral system for all educators
- Monitoring of student attendance
- Implementation of student and family support plans
- Intentional incorporation of community resources and prioritization of family engagement



Goal 2: Safe and Supportive Schools

Trauma Informed Teaching



Measuring Progress

- **Assessment Data**
 - VOCAL survey
 - PowerSchool SEL Screener
 - Attendance data
 - Formative Assessments
 - School Culture/Climate Surveys
 - Intellispark data (SY 22-23)
 - Office referral data
 - DUCK FEET!
- **“Soft Signs”**
 - 100% of students can identify a trusted adult at Glover School
 - 98% of staff feel that Glover is a safe and supportive school for both faculty and students (1 response- neutral- 46 submissions)
 - 97% of families feel that Glover is a safe place for their child(ren)- (93 submissions)



Goal 3: Equity in Learning



What Are We Doing?

- Strategies that Prioritize Equity
 - Morning Announcements
 - Student Leadership Team
 - Diverse Reads Book Club
 - Celebrating Our Differences
 - Glover Extracurricular Activities
 - Diversification of Classroom/School Libraries
 - Exploration of Creative Scheduling/Flexible Grouping to meet specific needs of students
 - Examination of curriculum, instructional materials, and pedagogical approaches to ensure all perspectives, viewpoints, and identities are reflected
 - Maximizing connections with families as partners in learning
 - Hosting family/community events with barriers to participation addressed



Goal 3: Equity in Learning

STUDENT
LEADERSHIP
TEAM

Measuring Progress

- **Assessment Data**
 - VOCAL survey
 - PowerSchool SEL Screener
 - Attendance/Participation data
 - School Culture/Climate Surveys
- **“Soft Signs”**
 - High Percentage of Student Participation in Student Leadership Teams, GLEA clubs, and book club
 - 100% of staff report that diversity is respected and embraced at Glover
 - 97% of families report that they feel the Glover School promotes understanding among students from different backgrounds
 - 98% of families report attending one or more Glover event



Glover Data



mCLASS



Organization Information	
DISTRICT NAME Milton (01890000)	TITLE I STATUS Non-Title I School
SCHOOL Glover (01890010)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
Reason for classification	School of Recognition
Progress toward improvement targets	Accountability percentile
81% - Meeting or exceeding targets	94

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students: ELA	504.9	507.0	2.1	507.5	341	3	Met Target
All Students: MATH	507.5	509.0	1.5	510.0	341	3	Met Target
All Students: SCIENCE	512.9	514.6	1.7	514.3	111	4	Exceeded Target
Multi-race: ELA	503.8	516.8	13.0	505.2	25	4	Exceeded Target
Lowest Performing: MATH	480.7	489.8	9.1	485.5	54	4	Exceeded Target
Low income: MATH	487.6	491.4	3.8	490.0	38	4	Exceeded Target
Multi-race: MATH	503.2	515.8	12.6	504.7	25	4	Exceeded Target
White: MATH	510.0	510.3	0.3	511.9	252	4	Exceeded Target

Attendance Data



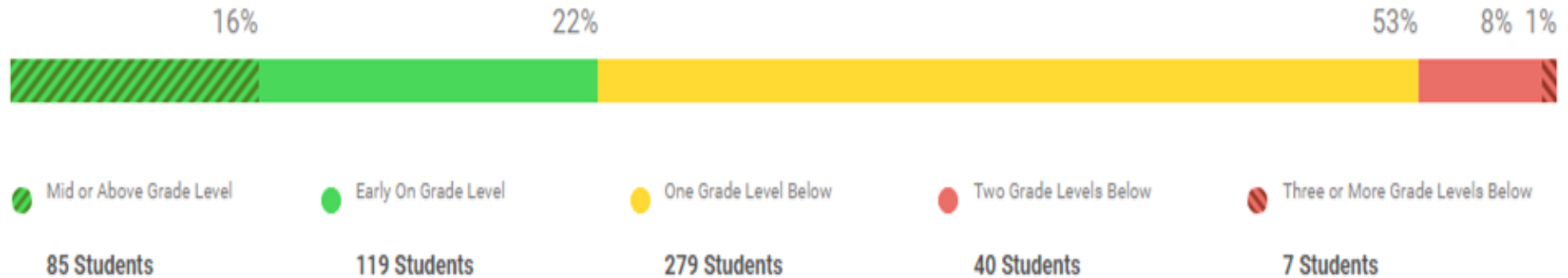
Massachusetts defines Chronically Absent as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	10.4	6.0	-4.4	9.3	546	4	Exceeded Target
Lowest Performing	11.1	7.4	-3.7	9.4	54	4	Exceeded Target
High needs	14.4	11.3	-3.1	12.3	141	4	Exceeded Target
Low income	23.4	17.9	-5.5	19.1	56	4	Exceeded Target
EL and Former EL	-	-	-	-	32	-	-
Students w/ disabilities	12.8	11.8	-1.0	10.3	85	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	-	-	-	-	33	-	-
Afr. Amer./Black	21.6	9.4	-12.2	18.6	32	4	Exceeded Target
Hispanic/Latino	-	-	-	-	30	-	-
Multi-race, Non-Hisp./Lat.	2.6	7.9	5.3	1.5	38	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	9.3	5.1	-4.2	8.1	410	4	Exceeded Target

Fall 2023 Overall Placement

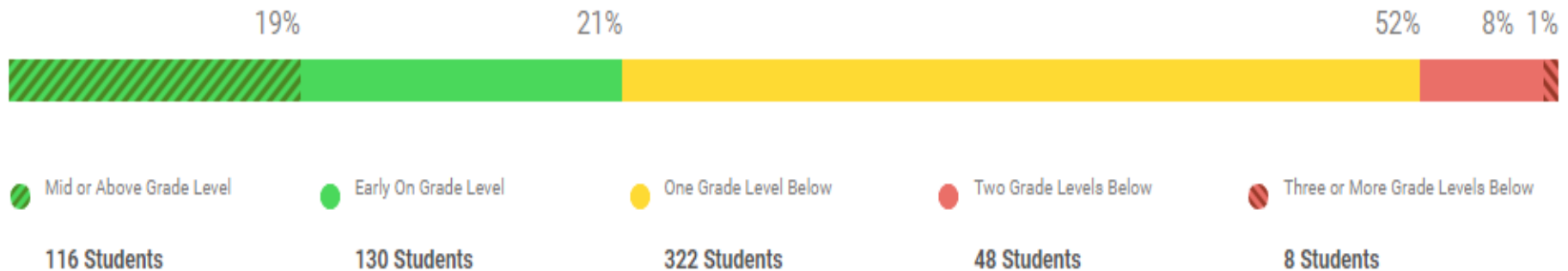
Students Assessed/Total: 530/622

****Does not include Kindergarten***

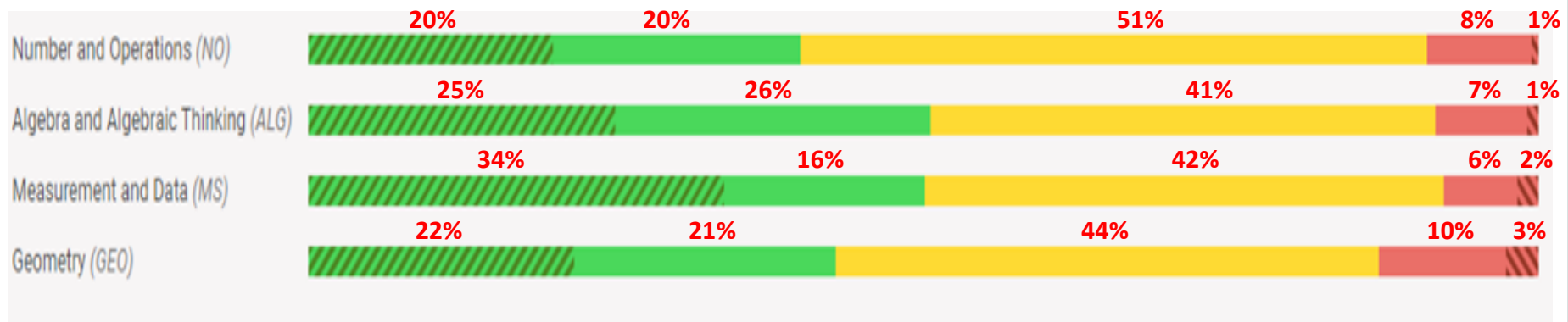


Fall 2022 Overall Placement

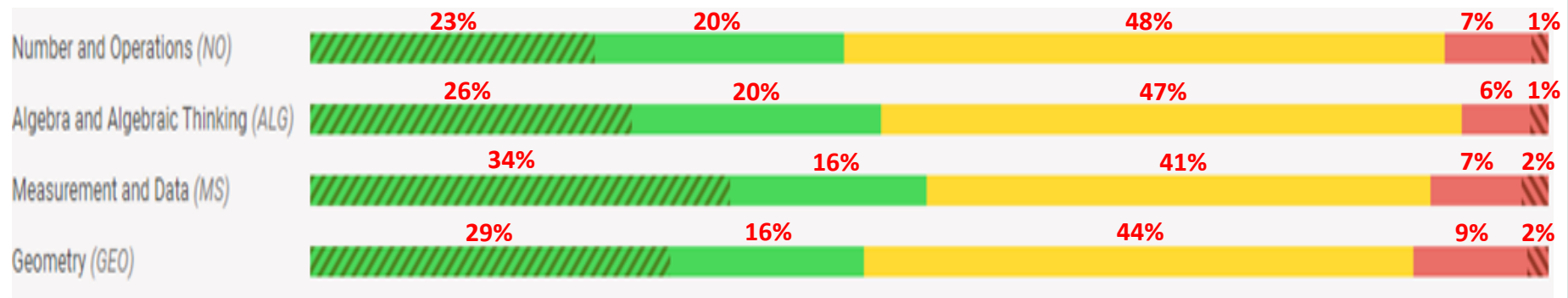
Students Assessed/Total: 624/631



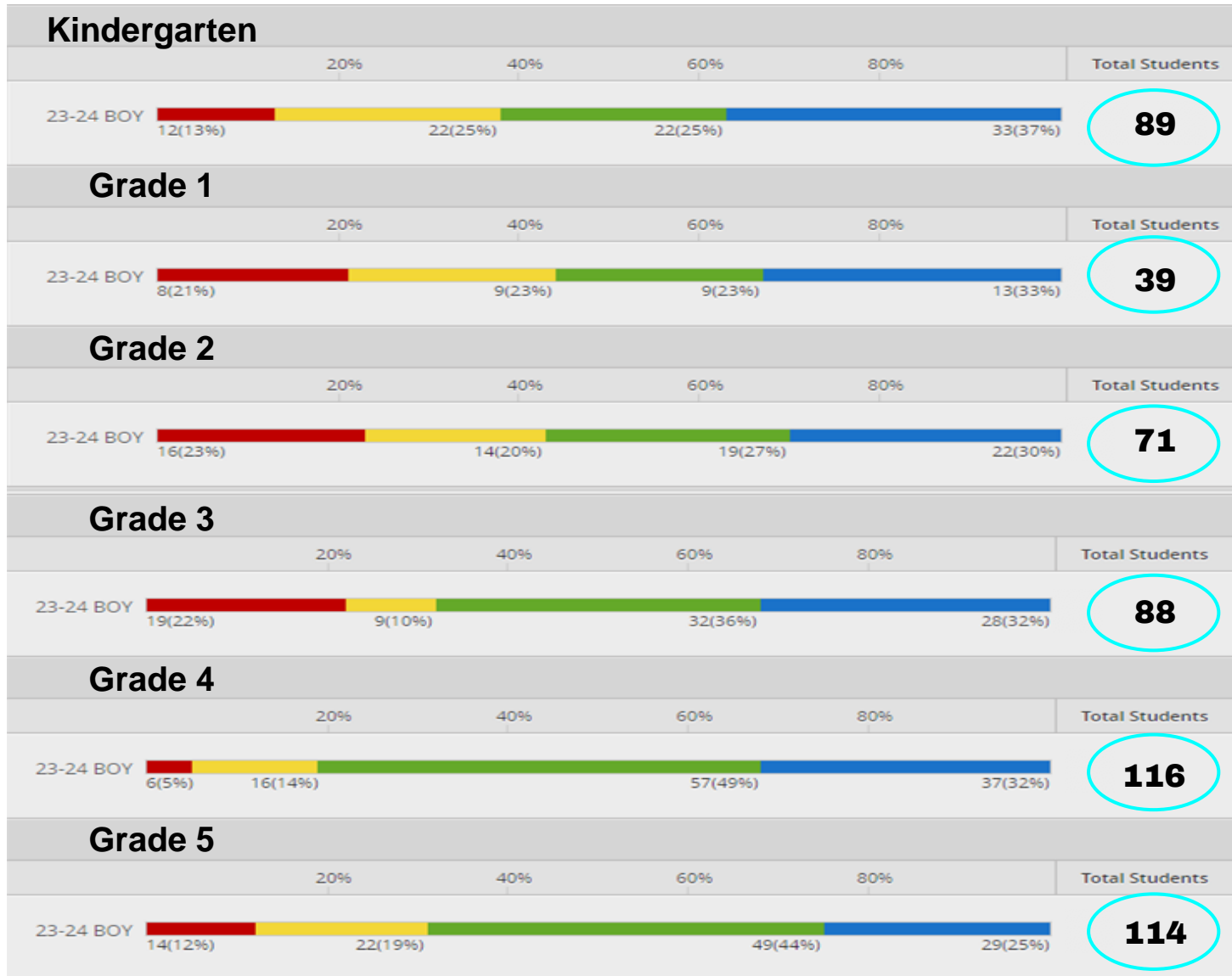
Fall 2023 Placement by Domain



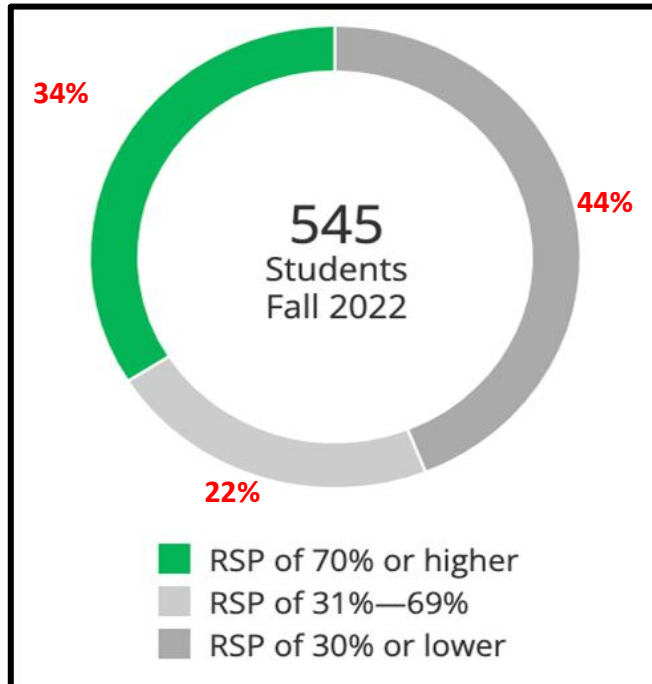
Fall 2022 Placement by Domain



Fall 2023 K-5 Composite DIBELS Data



Fall 2022 Lexia Data



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

