



Solvay Elementary School

SES Accountability: Levers for Success

Matthew Carpenter
Principal



Solvay Elementary School

SES At a Glance 492 Total Students

K	1	2	3	4
108	106	81	87	110

Male	Female
49%	51%

White	Hispanic	African American	American Indian	Asian
80.0%	9.1%	8.5%	1.5%	.9%



Key Levers

- **Behavioral Data**
- **Attendance Data**
- **Academic Data**
- **Observation Data & Professional Development**



Student Behavior

September '17-December '17 Discipline Totals:

256 Office Referrals

54 Different Students

31 Students with multiple Referrals

Students	Referrals
23 Students	1
17 Students	2-5
7 Students	6-10
3 Students	11-15
4 Students	16+



Student Behavior, cont.

Highest Frequency Offenses:

Physical Aggression	Disruption	Defiance	Other
33% of Referrals	24% of Referrals	17% of Referrals	26% of Referrals

Highest Frequency Locations:

Classroom	Bus	Cafeteria	Hallway
55% of Referrals	13% of Referrals	9% of Referrals	7% of Referrals



Student Behavior, cont.

Referrals by Grade:

	K	1	2	3	4
# Referrals	114	52	13	32	45
# Students	15	15	4	9	11

Principal Suspensions:
1 total suspension
1 student (2nd grade male)

Superintendent's Suspensions:
0



Student Behavior, cont.

- Students with multiple behavioral issues are referred to the School Social Worker, School Psychologist and/or Principal.
- A student specific behavior plan is developed for high incidence students.
- Low-level consequences (time out, reprimand)
- Mid-level consequences (lunch detention, parent conference)
- High-level consequences (suspension)
- Students are rewarded with BearCat Coupons and recognized daily on announcements.



Student Behavior, cont.

New for 2017-2018 School Year:

Promise Zone Specialist, Jessica Sudol

- Behavior intervention. No caseload. As Needed

FSSS Liason, Cathy Southwick

- Family Support for Student Success

Arise Clinician, Lindsay Devendorf

- Carries Caseload of 24-30 students for individual counseling



Student Attendance

- Student Attendance is solid at SES:

September	October	November	December	Total
97.3	94.6	93.3	94.1	95.0

- Perfect Attendance Students are highlighted monthly in newsletter.
- Letters are sent to parents when students reach 5, 10, 15 etc. absences or instances of lateness.
- Social Worker coordinates with principal and CPS for students with extremely poor attendance records.

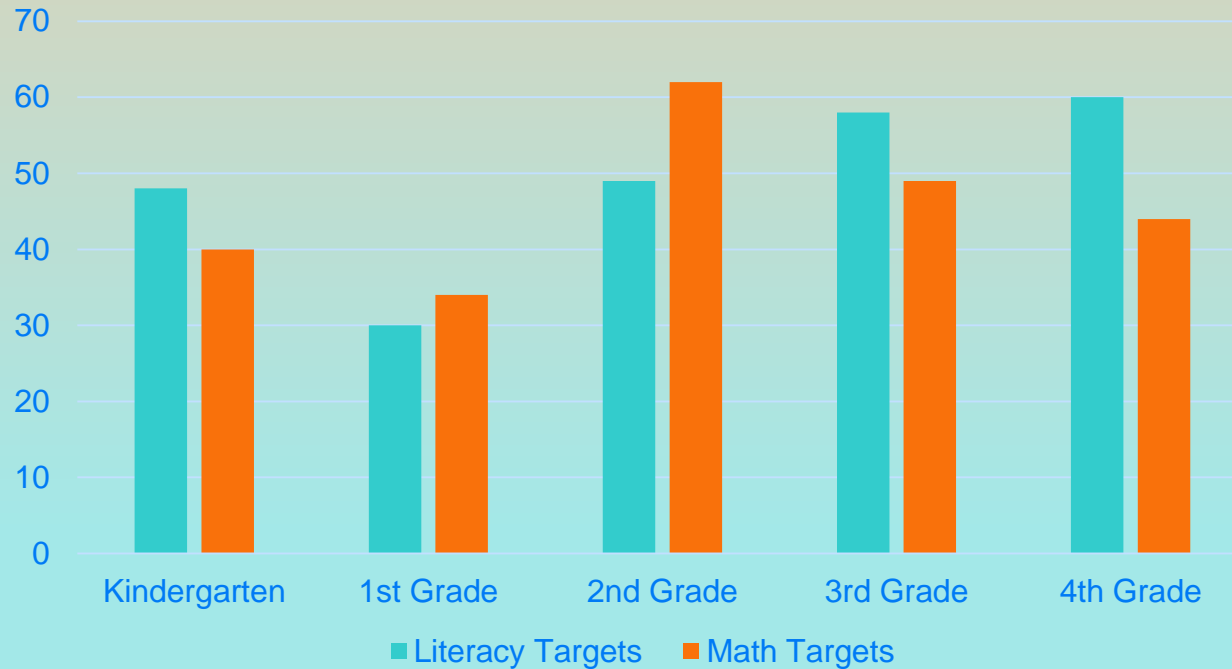


Academic Performance Data

- To measure progress at SES, multiple data points must be considered:
 - AIMSweb Plus
 - CKLA & Math Module Unit Assessments (Upcoming & Ongoing)
 - NYS Assessment
- Independently, none of these paint the entire picture of student performance at SES; however, each contributes to an understanding of student progress and tailoring our instruction to meet student needs.

Academic Performance Data, cont.

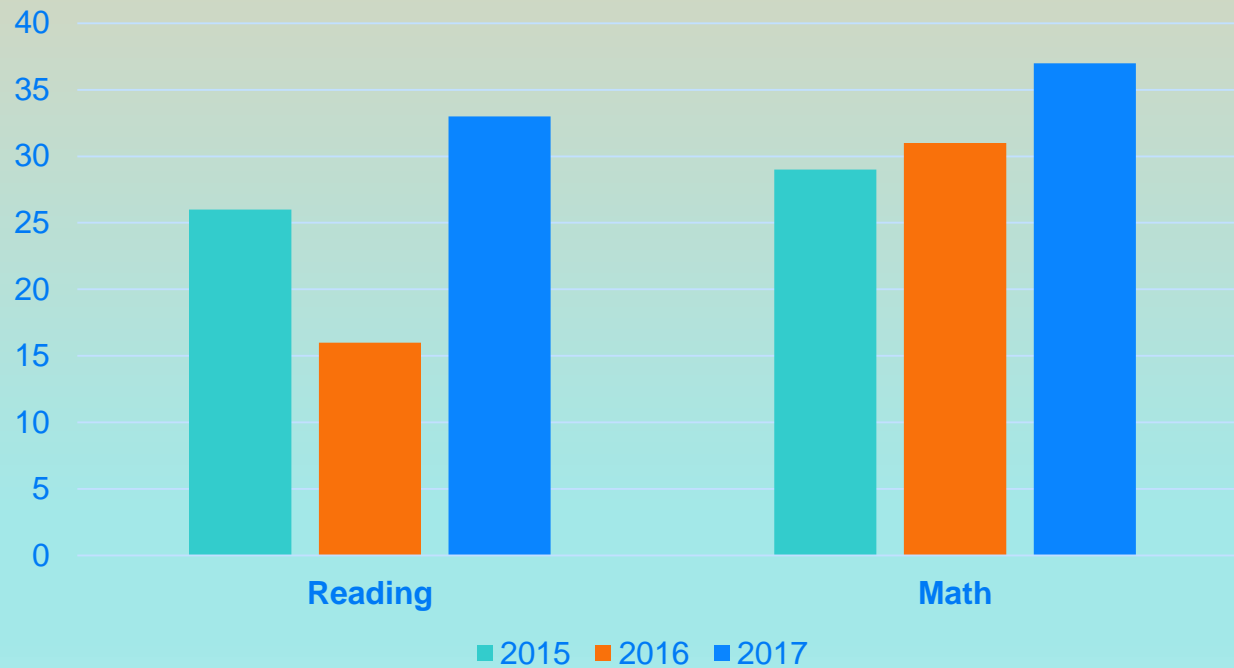
AIMSweb Plus Data



- Literacy Targets: Print Concepts, Letter Naming Fluency, Initial Sounds, Vocabulary, Reading Comprehension, Reading Fluency
- Math Targets: Number Naming Fluency, Concepts & Application, Computation, Mental Computation Fluency

Academic Performance Data, cont.

3rd Grade NYS Assessment Performance



Academic Performance Data, cont.

Grade Level Item Assessment Analysis

4th Grade AIS
11:45-12:10

G. Bosco PM (math only)
B. Corless 2
J. Conners 2

A. Hicks 2 2
K. Teague moved
M. Westcott 2
A. Wilson 2

CKLA Unit 2 4th grade

Strengths	Weaknesses
<ul style="list-style-type: none"> evaluative questions Writing improvement since benchmark Students rose to a very challenging test and performed better than expected effort on opinion piece did better on fiction text 	<ul style="list-style-type: none"> multiple choice inferential (not taught until later unit) struggled w/ castle text & new vocabulary reading directions & effects results compared to class performance

focus

Instructional Strategies:

- take apart directions - underline important words
- practice reading directions
- Glyphs - reading / following directions
- Step - direction activities - not related to academy
- error analysis - w/ ELA tests

3rd Grade AIS
ELA 3rd math 3rd

K. Mantor
M. Norton
H. Paul ? ELA

S. Harding
J. Liqoc PM
G. Ferbel PM
G. Robinson PM

CKLA Unit 2 Skills 3rd

Strengths	Weaknesses
<ul style="list-style-type: none"> grammar sequencing author's purpose morphology 	<ul style="list-style-type: none"> nouns parts of speech spelling question #14 (literal) #9 subject/predicate #12

Instructional Strategies:

- CKLA ran guide
- Practice - PP
- ticket in/exit ticket

2nd Grade AIS math ELA 2nd

D. Campbell
I. Oliver
M. Moran

A. Glass
G. Guilhones
A. Hanue

Unit 2 Skills 2nd

55, 80, 92 WPM (AIMSweb)

Strengths	Weaknesses
<ul style="list-style-type: none"> dictation comprehension (literal) fluency 	<ul style="list-style-type: none"> #6 / 8 Comprehension & WHY Questions slowing down and reading questions

label in text
stems & demonstrate on illustration

Instructional Strategies:

- CKBS

Academic Performance Data, cont.

Grade Level Item Assessment Analysis

1st GRADE

CKLA Benchmark Data

Strengths	Weaknesses
<ul style="list-style-type: none">Some did well on Reading Comp. (those that took that test)5/64/4letter name	<ul style="list-style-type: none">digraphsdouble con. soundsblendsletter name/sounds (Con./Novels)Drinking4th's 4th students stayed7th's 3 students stay at
Instructional Strategies: <i>Flaring Points, Pen guides</i> <ul style="list-style-type: none">Songs-letter name/soundsanchor chart-digraphsWINhunt in classrooms w/ magazine within the roomRoad to Reading	

KINDERGARTEN

K Team Goals

CKLA Benchmark Data

Strengths	Weaknesses
<ul style="list-style-type: none">Writing Strokesdirectionality	<ul style="list-style-type: none">blendingwords in sentencesounds
Instructional Strategies: <ul style="list-style-type: none">practice timeImagine LearningsongsPausing PointsR. Guide	



Observations & Professional Development

- 36 Teachers were observed in the fall between September and November.
- Evidence was taken and rated against the Danielson Framework for Teaching.
- Feedback was given within a timeframe of 30 days (with most feedback delivered in 1-5 days).



Observations & Professional Development, cont.

Indicators most frequently identified as an Area of Strength:

Domain 2: Classroom Environment	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 3: Instruction
2A: Creating a Classroom of Respect & Rapport	2C: Managing Classroom Procedures	3A: Communication with Students	3C: Engaging Students in Learning
19 Teachers	13 Teachers	28 Teachers	19 Teachers
Teacher and student interactions	Expectations, pride in work, importance of content	Expectations, directions, explanation of content	Student groups, activities, structure and pacing



Observations & Professional Development, cont.

Indicators most frequently identified as an Area of Growth:

Domain 2: Classroom Environment	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 3: Instruction
2C: Managing Classroom Procedures	2D: Managing Student Behavior	3A: Communication with Students	3C: Engaging Students in Learning
4 Teachers	14 Teachers	6 Teachers	6 Teachers
Transitions, groups, materials	Expectations, monitoring behavior	Expectations, directions, explanation of content	Activities, Grouping of Students, Structure & Pacing



Observations & Professional Development, cont.

- A total of 4 indicators were identified as greatest strength or growth area.
- During January-February Faculty Meetings time will be devoted to studying leading indicators of strength or growth.



Observations & Professional Development, cont.

Other Professional Development Opportunities:

- Responsive Classroom
- Smithsonian Science Unit Training
- Cognitive Coaching
- Presentation Skills
- SIOP Lesson Planning



SES Accountability

Focusing on the Key Levers of **student behavior, staff & student attendance, academic data, and meaningful professional development** will pay dividends as we work towards our goal of increased student outcomes.

