



# Solvay Elementary School

*STATE OF THE SCHOOL ADDRESS (BOE ACCOUNTABILITY PRESENTATION)*

CHRISTINE MICZAN

JUNE 17, 2019



# What's Going On 2018-2019...

- ▶ Appointed as SES principal-Chris Miczan
- ▶ Academic Initiatives
  - ▶ Road to Reading implementation – 3 trainings held by Jill Weston and Stephanie Spicciati
  - ▶ All Hand on Deck Approach for AIS- 14 classrooms participating
  - ▶ Huggett Phonemic Awareness Curriculum- 4 teachers currently participating (2 at K, 2 at 1st)
  - ▶ Collaboration during team meetings to analyze Math Module Assessments
  - ▶ Common Formative Writing Assessment- twice a year- 3<sup>rd</sup> and 4<sup>th</sup> grades
  - ▶ Implementation of Road to Code at K level- (letter sound program)
- ▶ BSLT/SLT (Site Based Leadership Team)
  - Building-Wide input on building concerns and initiatives
  - PAX Good Behavior Game Vote

# What's Going On 2018-2019...

- ▶ Climate/Culture/Community
  - Staff Appreciation (monthly themed treats, team lunches)
  - Student Recognition (Bearcat Coupons, Principal Lunches)
- ▶ Food Pantry Distribution
  - Weekly delivery by Vineyard Church serving 18 SES families

# Our Students (Demographics)

- ▶ Data represents June 12, 2019 reporting date
- ▶ Total Population = 485 students
- ▶ American Indian or Alaskan Native = 11
- ▶ Asian = 1
- ▶ Black or African American = 62
- ▶ Hispanic = 47
- ▶ Multiple Races = 49
- ▶ Native Hawaiian/Other Pacific Islander = 0 [0]
- ▶ White = 376
- ▶ Female = 239
- ▶ Male = 246
- ▶ IEP = 80
- ▶ 7- declassified 20- exited
- ▶ 504 Plan = 15 (3%) [19]
- ▶ + BOCES DHH = 9 [5]
- ▶ + BOCES TEAM = 9 [9]

# Student Disciplinary Incidents (%)

	Frequency	Proportion
▶		
▶ Minor –technology violation	1	.1%
▶ Minor-Property Misuse	16	1.75%
▶ Minor- Disrespect	40	4.38%
▶ Minor- Inappropriate Language	48	5.25%
▶ Minor- Physical Contact/Physical Aggression	135	14.77%
▶ Minor- Defiance	186	20.35%
▶ Inappropriate Location/ Out of Bounds Area	1	.1%

# Student Disciplinary Incidents (%)

	Frequency	Proportion
▶ Abusive Language/Inappropriate Language	42	4.60%
▶ Disruption	66	7.22%
▶ Defiance/Insubordination	79	8.64%
▶ Physical Aggression	141	15.43%
▶ Bullying	4	.44%
▶ Inappropriate Display of Affection	6	.66%
▶ Harassment	7	.77%
▶ Property Damage/ Vandalism	8	.88%
▶ Forgery/Theft/Plagiarism	8	.88%
▶ Fighting	25	2.74%
▶ Total = 914 (June 2019 data)		

# Academic Performance Data

- To measure progress at SES, multiple data points must be considered:
  - ▶ AIMSweb
  - ▶ CKLA & Math Module Unit Assessments (Upcoming & Ongoing)
  - ▶ NYS Assessments
- 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.

# Data Collection/ Team Collaboration

Benchmark - 4 <sup>th</sup> Grade	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>More successful than last year</li> <li>better in morphology (pre / suf.)</li> <li>Understanding parts of paragraph</li> </ul>	<ul style="list-style-type: none"> <li>reading questions carefully</li> <li>evaluative questions for reading comprehension</li> <li>re-writing sentences w/ punctuation</li> <li><b>FOCUS</b> grammar - run on sentences linking words</li> </ul>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>Daily student corrections on incorrect sentences (1/2 sheet paper)</li> <li>Self correct in own writing</li> <li>Read aloud own writing to locate errors</li> <li>Read aloud writing to partner - model expectations</li> <li>Carousel activity with sentence errors/teams</li> </ul>	
<b>LW:</b> link to "big questions" in CKLA <ul style="list-style-type: none"> <li>use in own writing</li> <li>need ideas!</li> </ul>	

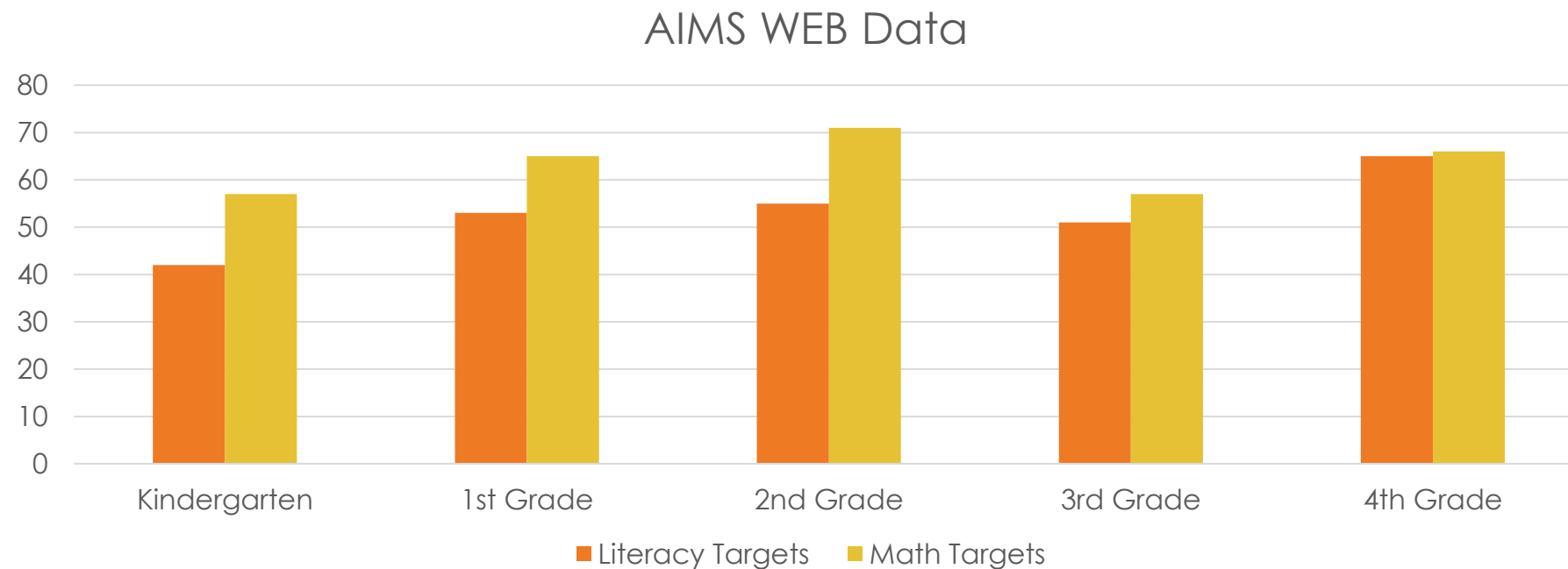
Skills Unit 2 - Grade 1	
Strengths:	Weaknesses:
<b>word recognition</b> 12/16 - passed 12/16 - passed  <b>grammar</b> 9/16 passed 12/16 passed	<ul style="list-style-type: none"> <li>student performed weaker than anticipated</li> <li>challenge w/ wording of questions</li> <li>reading comprehension</li> <li>class 3/28/16 - scored 5/5</li> <li>2/16 - scored 4/5</li> <li>11/16 - scored less than 3/5</li> <li>5/15 - demonstrated 4/5</li> <li>11/15 - didn't pass</li> </ul> <p><i>Annotations: New concept re-tested, 2 improved 4/5 to 4/5 from 0/5 to 4/5, reading comprehension skills and math</i></p>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>Can the questions be read aloud?</li> <li>highlight in text → strategies</li> <li>preview questions before reading text</li> <li>focus instruction on mc questions</li> <li>choice elimination</li> <li>read entire question and choices</li> <li>de-stress test</li> <li>rearrange groups w/in classroom</li> </ul>	

Module 3 - math	
① What skills are being assessed? algebra multi-digit multiplication patterns word problems basic facts (multiplication/division)	② What predictions can you make on student performance? challenge → wording of word problems vocabulary (calculate) 2 step problems
③ How will we support students for success? practice and cover multi-digit multiplication in class create charts to answer #9 w/ patterns review vocabulary (daily oral practice) use x/÷ chart show skip counting on every problem different strategies (stop diagram) touch math - binder	④ What supports do you need?

Unit 2 Skills - 3 <sup>rd</sup> grade	
Strengths:	Weaknesses:
<ul style="list-style-type: none"> <li>setting (.76   .9   .68)</li> <li>inference (.76   .62   .63)</li> <li>author's purpose (.67   .77   .6)</li> <li>literal (.76   .66   .65   .64)</li> <li>morphology (.78   .54   .76   .76)</li> <li>1<sup>st</sup> year that many passed! e.g. (8, 6, 7, 5)</li> </ul>	<ul style="list-style-type: none"> <li>inference question required background knowledge</li> <li>sequence*</li> </ul>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>practice inferences w/ sequencing - need!!</li> </ul>	

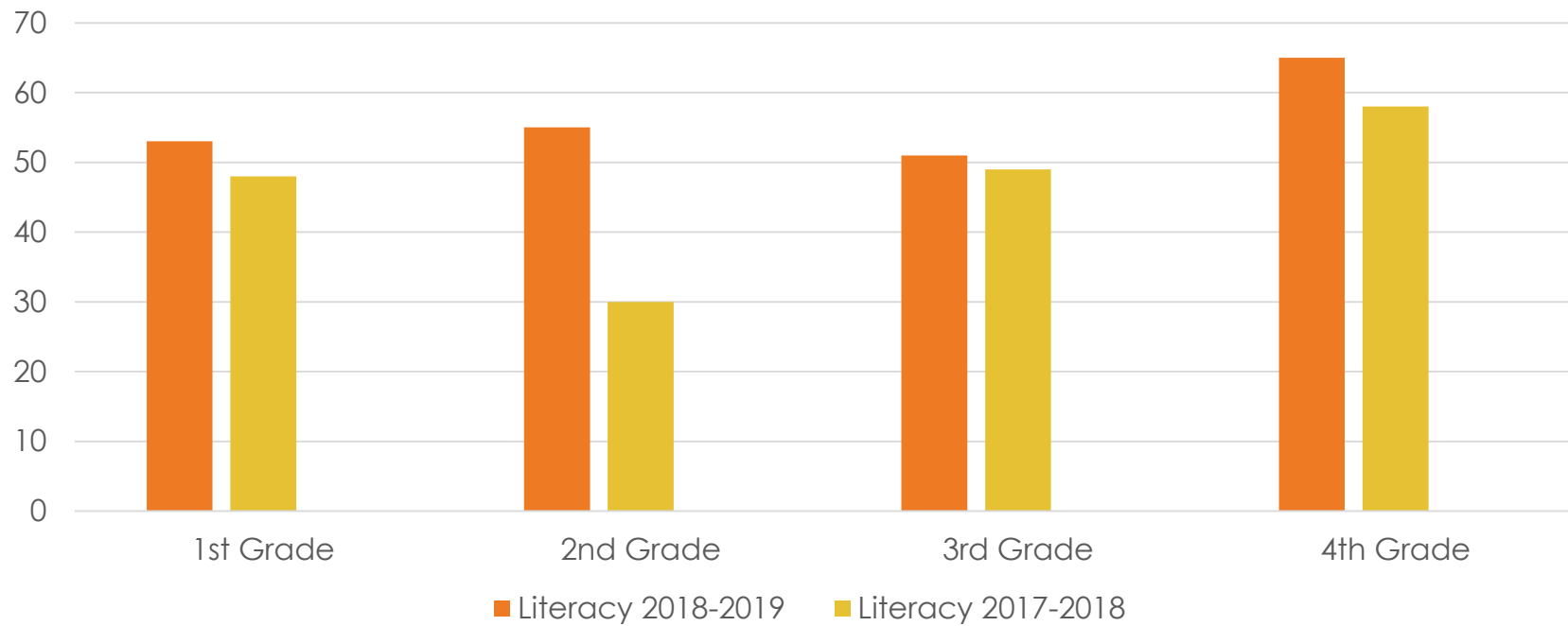


# Academic Performance Data, cont.



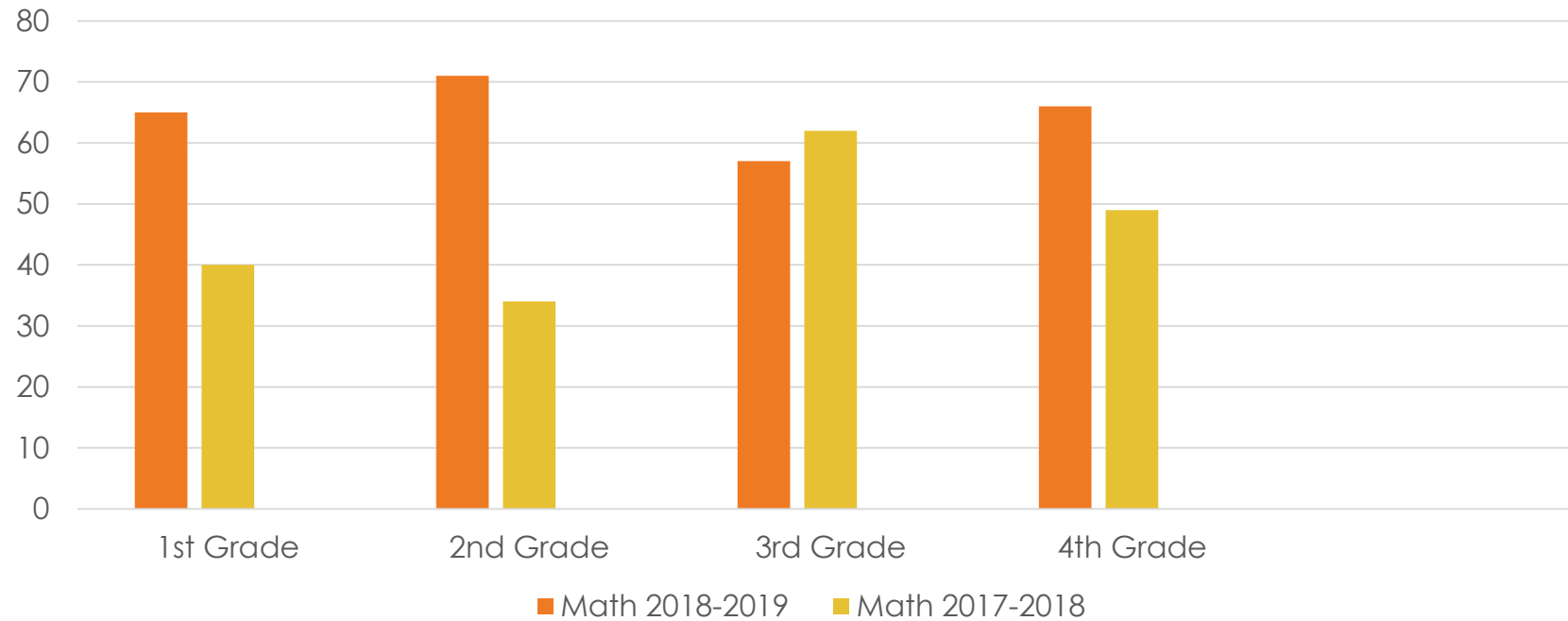
# Academic Performance Data, cont.

AIMS WEB DATA- Literacy Growth



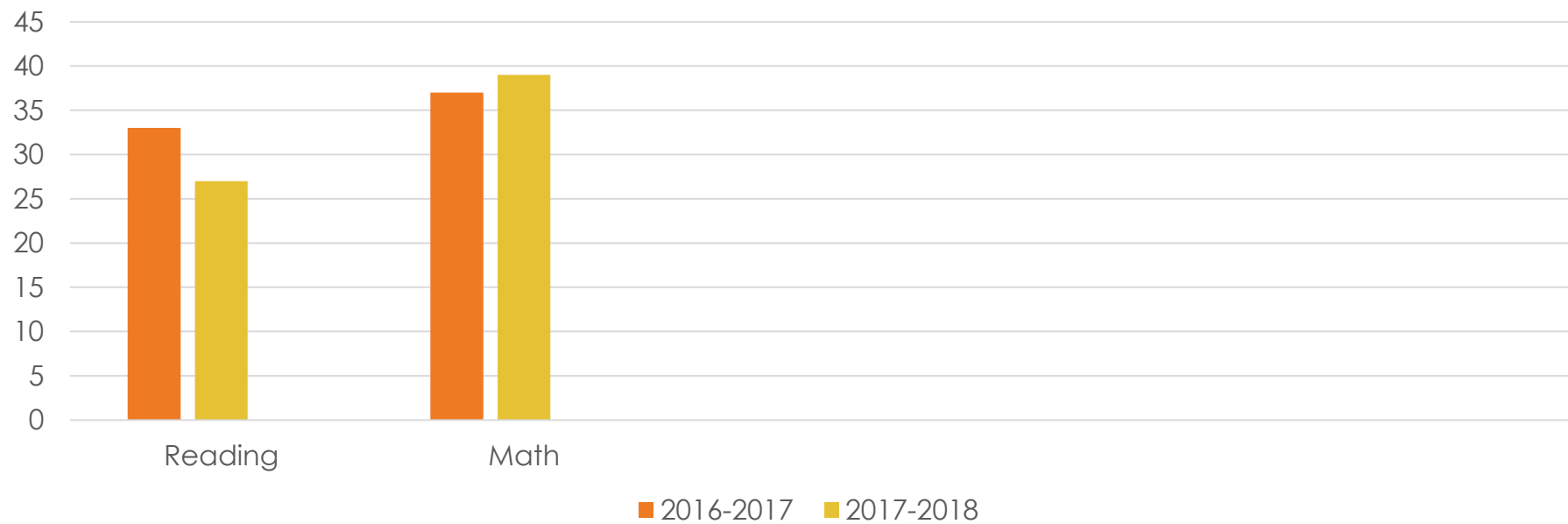
# Academic Performance Data, cont.

AIMS WEB DATA- Math Growth



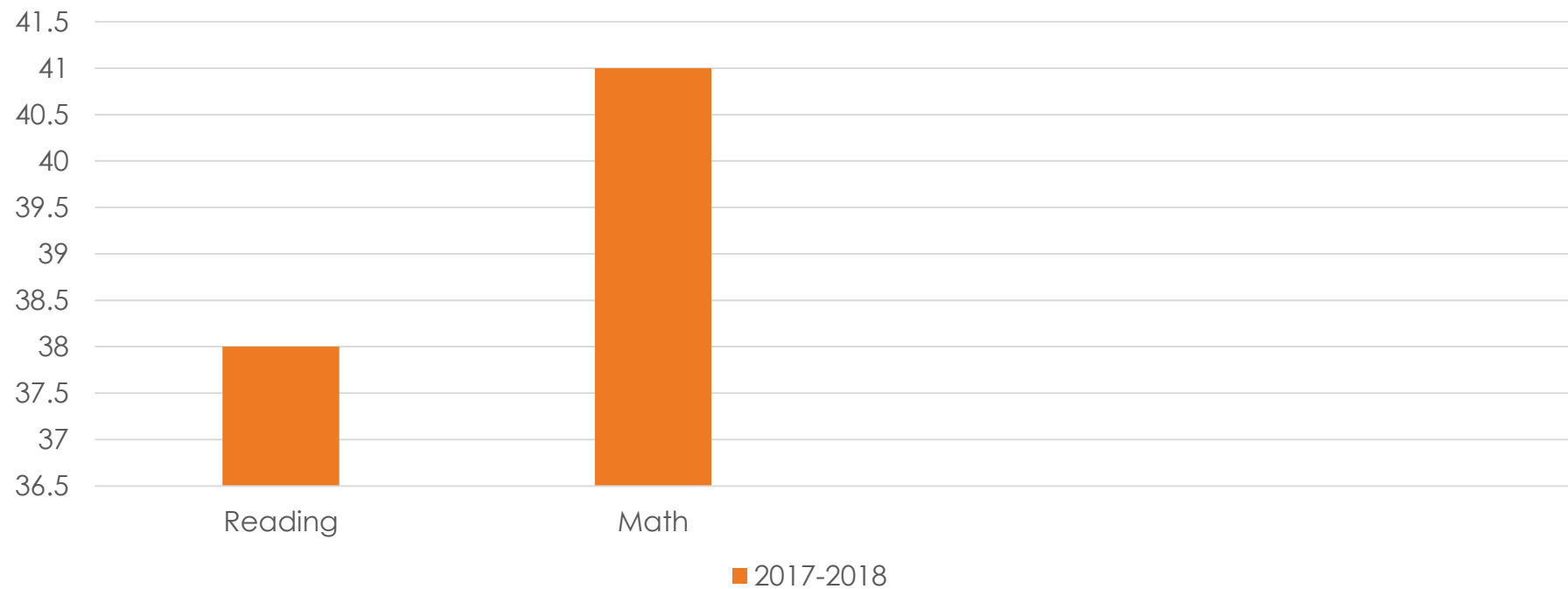
# NY State Assessments

## 3<sup>rd</sup> Grade State Assessments



# New York State Assessments

## 4<sup>th</sup> Grade State Assessments



# What's Going On Next 2019-2020...

## ▶ Scheduling

- Staggering lunches to free up congestion in the hallways
- Moving Band/Chorus to am rather than pm to try and help with student attention and behaviors.

## ▶ Student Achievement

- Continued training and development of LETTERS training in grades K-2
- Continue with All Hands on Deck approach for intervention/remediation
- Road to Reading and Road to Code
- Heggerty Model

# What's Going On Next 2019-2020...

- ▶ Capital Projects
- ▶ Increase Social and Emotional Learning [SEL] Skill Instruction
  - Positive behavior/PAX Good Behavior Game through Contact
  - Addition of a PBIS Coordinator
  - Trauma Informed Professional Development (Summer 2019)
  - Instituting Second Step at the K & 1 level
  - 4 CPI (Crisis Prevention Institute) trainings offered (Summer 2019)
  - Responsive Classroom training for many teachers (Spring 2019-Summer 2019)