



Kenmore-Town of Tonawanda UFSD

We educate, prepare, and inspire all students to achieve their
highest potential

2016-2017 Annual Report
Benjamin Franklin Middle School

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1. School Description

Benjamin Franklin Middle School serves students in grades 5-7 within the Kenmore Town of Tonawanda UFSD. It is located at 540 Parkhurst Blvd, Buffalo, NY 14223. For the 2016-2017 school year we had 631 students enrolled. Of those students we had 211 fifth graders, 213 sixth graders, and 207 seventh graders. Our school serves a diverse population with 83% of our students being white, 7% identified as African American, and 6% hispanic. Transportation to our school is provided for any student who lives .75 miles from the school. The school serves breakfast and lunch. The school participates in the federal lunch program and can provide both free and reduced lunch pricing for eligible students. Our school utilizes the Engage NY ELA Modules program as well as the Eureka math program. Both of these programs are researched based and show they support students in obtaining mastery of their grade level standards. Students take Music, Art, PE, FACS, as well as the traditional school subjects of Math, Science, Social Studies Reading and Writing. Students have the option of participating in chorus and band during the school day. We offer a variety of clubs for students to participate in, including; Socrates Club, The Recycling and Sustainable Earth Solutions Club, The Yearbook Club, Student Leadership Council, Theater Troupe/School Musical, National Junior Honor Society, Student Ambassadors, and Supper Club. We also have both modified and other sport clubs such as inter-mural football skills club, Running Club, Girls on the Run, modified soccer, modified basketball, modified wrestling, modified swimming, and modified volleyball.

2. Mission Statement

This We Believe...

Benjamin Franklin Middle School provides a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge and values. This foundation enables each student to become a well-educated, productive adult able to cope with an ever changing world.

We believe that all learners must become:

- Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
- Inspired Learners who are accountable for demonstrating, assessing, and directing their present and lifelong intellectual growth.
- Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
- Responsible Citizens who have a global and multicultural perspective, and who take the initiative for improving the quality of life for self and others.
- Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

3. Executive Summary

Benjamin Franklin Middle School has had a very successful year. We started with 633 students, grades 5-7 and ended with 631. Overall we had a higher mobility than is reflected in our numbers, but we had students moving both in and out throughout the year. We did not have an accurate account of how many students left middle year and how many new students entered. In the future

we will keep track of these movement.

Our biggest focus this year was on improving our ELA and math proficiency. In order to make improvements we worked as a team to develop our Student Engagement Plan. In this plan we identified various activities that we felt would promote student growth in the above mentioned areas. Overall we were able to implement most of these action steps, however we were not able to implement them at the level we envisioned.

ELA

For reading we had a number of action steps. We wanted to make sure students were being exposed to and held account for literacy in all classrooms. We continued to implement the ELA Modules and tracked data through the SRI (Silent Reading Inventory). We implemented independent reading components during the TEAM (Together We Achieve More) academic period and during academic support periods. Furthermore, AIS teachers targeted students who exhibited reading deficiencies by developing individualized strategies that were determined by classroom data points. All classes were to incorporate literacy into their lessons plans. All teachers used complex text to determine main idea, teach inference, and Tier II and III vocabulary. As a result of these actions, Franklin Middle School was able to reach its School Engagement Plan Goal for literacy, improving the number of students that were on grade level by 25%.

Math

Franklin Middle School worked on implementing a variety of action steps to help drive increased proficiency rates. We continued to implement the Math Modules but supplemented lessons to improve basic mathematics skills. Teachers broadened the use of entrance and exit tickets, making it possible to track student progress during daily lessons. Teachers also implemented the practice of pre/post teaching of specific area of deficiency during academic support and TEAM periods. Furthermore, teachers implemented Castle Learning to give students more opportunities to practice and to gather valuable data that drove instructional decisions.

The use of the coaches in the buildings was very powerful this year. Most of the support started out with flash PDs. As my teachers became comfortable with the coaches, they asked for additional and more personalized support. I worked with the coaches to determine the flash PD topics but I feel to make it even more effective in the future I will need to schedule time to meet with the coaches and my department chairs to better understand what types of supports my teachers could get and most use.

School Culture and Participation

Franklin Middle School tasked the Shared Decision Making Team to implement programs that aimed to reduce the number of chronically absent student and to improve the overall school climate. The following chart summarizes Franklin Middle School's work during the 2016-2017 school year to

improve attendance and culture:

Activity	Leaders	Progress/Positives	What, if Anything, Would I Change in 2017-2018?	Continue in 2017-2018? (Y or N)
Dance/Fun Night	Lori Grabenstatter/ Mike Haggerty/ Jessica Morris	Excellent event, Very Well Attended!	Do more than 1 next year	Y
Google PD Training	Chris Ginestre	Completed 2 Flash PD Sessions (led by Instructional Coaches) on Google Drive. Over 60% of faculty participated in the optional training during planning periods.	Continue to offer Flash PD Sessions through Instructional Coaches. What other topics would staff like to have offered?	Y
School Newspaper	Sue Zummo/Katie Struckmann/ Mike Haggerty	We have about 12-15 students who have regularly participated in Newspaper Club. Students enjoyed a guest speaker/reporter from <i>The Buffalo News</i> . The inaugural issue of <i>Ben's Pen</i> is due out in early June.	Continue with weekly meetings beginning in September. Current 6th graders would serve as editors, chief photographers and cartoonists. Possibly 2 stipend positions for staff, as this is a time consuming club.	Y
Meditation in Lieu of Detention/ ISS (Mindfulness)	Courtney Boland/Julie Moore	presented for all teacher aides in district... flash PD 5/31 at BFMS and have been approved for staff dev in September	continue with staff development	y
Grade 5 Orientation	Jeanette Yoder/John Rojek/Christina Dawson/Jessica Morris	Implementation of WEB Transition Program, WEB Training (April 26-28), June 1 Orientation Night, Video	Continual improvement of WEB Implementation	Y

Cultural Activities	Cindy Deer/Christina Dawson/Jessica Morris/John Rojek	FMS Cultural Awareness Board (photos, quotes, world map, ancestors, families)	Change committee name to Cultural Activities instead of ENL Cultural Opportunities; Invite students to be on this committee	Y
Kindness Club	Brett Moore	Will continue to find way to boost spirit at FMS	Develop club, student created activities.	Y
Student Organized Lunch Activities	Cindy Deer/Jeanette Yoder/ Mallorie Landseadel	FMS Gear Slide Show Techno Bingo Cafe Day	Continue to recruit students from each grade level; Continue to meet after school	Y

As a direct result of the work of the Shared Decision Making Team’s leadership in creating and implementing the above mentioned activities, Franklin Middle School was able to drastically reduce the number of chronically absent students in the 2016-2017 school year. Franklin Middle School had 65 chronically absent students in 2016-2017 as compared to 73 in 2015-2016, despite having a population of 631 in 2016-2017 compare to a population of 507 in 2015-2016. Franklin Middle School reduced the number of chronically absent students in a year where 124 more students were in the building.

4. Student Enrolment by grade level- Historical for 3 years

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
5	223	211	NA	NA
6	218	213	193	132
7	221	207	135	171

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1.0
Assistant Principals	1	1.0
Teaching Staff	Number	FTE

Tenured Teachers	59	57.5
Non-tenured Teachers	8	6.6
Other Faculty	Number	FTE
Counselors	3	3.0
Librarians	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	5	3.0
Teaching Assistance	1.0	1.0
Custodial	11 (Shared with FES)	10 (Shared with FES)
Cafeteria	11 (Shared with FES)	1 (Shared with FES)

6. Student Attendance

Year	Attendance Category			
	Overall ADA	Chronic Absenteeism--The number of students who have missed school		
		>15 Days	>25 Days	>50 Days
2016-2017	601.36	81	13	5
2015-2016	477.53	83	20	2
2014-2015	434.70	70	13	2

7. Student Behavior

Year	Behavior Category						
	Overall Number of Instructional Days Missed	Category					
		ISS (1 incident only)	ISS (multiple incidents)	OSS (1 incident only)	OSS (multiple incidents)	Expulsion (without services)	Expulsion (with services)
2016-2017	50	24	14	9	3	0	0
2015-2016	54	29	18	6	1	0	0
2014-2015	86	33	23	22	8	0	0

8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Well below Grade Level	% Approaching Grade Level	% On Grade Level	% Above Grade Level	% Participation
SRI	5	16	26	36	23	100

SRI	6	18	32	25	25	100
SRI	7	15	25	25	35	100
SMI	5	32	18	41	8	100
SMI	6	31	29	38	2	100
SMI	7	DNA	DNA	DNA	DNA	DNA
NYS ELA	5	43	38	14	5	64
NYS ELA	6	43	43	7	6	46
NYS ELA	7	18	33	31	18	55
NYS Math	5	37	24	26	12	58
NYS Math	6	27	37	24	11	42
NYS Math	7	18	33	31	18	56

DNA-Did not Administer

9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
NYS ELA	5	19	NA	NA
NYS ELA	6	13	28	21
NYS ELA	7	49	24	21
NYS Math	5	38	NA	NA
NYS Math	6	36	35	23
NYS Math	7	49	24	34

10. Enrollment number for students enrolled in a school specific program such as IB, career academy, gifted and talented.

Program	Enrollment 2016-2017	Enrollment 2015-2016	Enrollment 2014-2015
Accelerated Math	36	23 (Grade 8 Algebra)	30 (Grade 8 Algebra)

11. Yearly Highlights

- Summer School for struggling Students for Summer 2017
- Shifting to Google software suite for communication, calendaring, and collaboration. This resulted in significant decrease in paper and copy machine usage at FMS.
- Spring Art and Music Festival/Food Truck Night.
- Two certified Google Classroom Teachers
- Four flash PD days with Instructional Coaches
- 75% of teachers took advantage of Instructional Coaches
- 29 Inductees to the National Junior Honor Society
- Achieved branding consistency, utilizing a single logo, colors, letter template, and school font (Garamond)

- PTA meeting focusing on ELA and strategies families could use to support their students as they read at home

12. Future Resources for school year 2018-2019

Resource Requested	Amount	Rationale	Projected Impact
Learning Styles	\$5,000	All teachers will be trained and then have follow up training/coaching on learning styles	All students will have an individualized plan of how they learn best and areas of strength and weakness
Attendance PBIS program	\$5000	We will spend time over the next year to work with the PBIS team to develop a program to run through PBIS that is totally focused on attendance. We will need funds to pay for this program and the incentives.	This will address the 15% of the students who are having issues with chronic absenteeism, while rewarding those students who are already doing the right thing.
Subs for Monthly Data Days	\$15,000	Each teacher will spend ½ day a month on data review.	This will allow teachers to use their data as formative and differentiate instruction.
iReady or some other program for AIS	\$30 per students in AIS, \$5 for all students for diagnostic \$7,500	Targeted Rti materials to be used with students in AIS classes	Students in AIS showing growth with personalized instruction
WEB Resources	\$3000	Stipends for Web Coordinators, WEB Supplies	Engender student leadership, create a warm and welcoming environment for incoming students.