



Kenmore-Town of Tonawanda UFSD

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

**2017-2018 Annual Report
Franklin Elementary School**

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1. Franklin Overview - School Description

Franklin Elementary School consists of grades K through 4 with a yearly enrollment of approximately 560 students. The area surrounding the school is a mix of economic and ethnic populations. Franklin Elementary student population includes English Language Learner students. Our English Language Learners speak a variety of languages including Korean, Arabic, Spanish, Urdu, and Portuguese. Our English Language Learners come from Korea, Iraq, Angola, Yemen, Jordan, Puerto Rico, Nepal and Haiti. Based upon our enrollment data the majority of students come from a white ethnic background – 64%. Our population also includes 12% Hispanic, 11% African American, 8% Multiracial, 3% Asian, and 1 % American Indian. Our homeless population includes 3 students. Franklin is considered a full Title 1 building with all students entitled to receive free breakfast and lunch.

Franklin follows the district curriculums in Math, ELA, Science, and Social Studies – all of which are aligned with the Common Core Learning Standards, the NYS Learning Standards, or the Next Generation Science Standards. Franklin offers co-teaching at 3rd and 4th grades. At risk students in ELA (grades 1 through 4) and/or Mathematics (grades 2 through 5) participate in academic intervention services. At risk students in Math participate in Lunch Bunch (intensive math assistance). Those who qualify receive services through our gifted and talented teacher. Franklin’s speech therapist pushes into each kindergarten classroom to provide early intervention in phonemic awareness (a reading readiness skill). Franklin’s occupational therapist also pushes into each kindergarten classroom to work with students on fine motor skills. The staff at Franklin provides parents with the opportunity to learn about the curriculum at Open House/Curriculum Night as well as ELA and Math nights, through our school webpage, and through parent mailings to the home.

Franklin students and staff participate in the Positive Behavioral Intervention Support program. Students are rewarded for displaying safe, respectful, and responsible behaviors.

All students in grades kindergarten through fourth receive physical education, art, and vocal music lessons. Physical education provides students in grade 4 the opportunity to participate in after school P.E. and district play days. All kindergarten students participate in Totally Fit Thursdays – instruction focusing on identifying and strengthening the major muscle groups of the body. All students and families are given the opportunity to attend physical education family wellness and family swim nights.

In addition to Vocal Music students in grade 4 participate in chorus. Our chorus students perform in both a winter and spring concert. Students in grade 3 receive instruction in recorders which is introductory instruction for playing an instrument. All students in grade 4 are given the opportunity to play a musical instrument. Each Instrumental Music student attends a weekly 30 minute lesson and performs in either the school band or orchestra which rehearses for an additional 45 minutes weekly. Band and orchestra concerts are also held at least one time per year.

All students receive Art education once per week. All receive instruction that addresses the NYS Standards for Visual Art. They learn to create, interpret, analyze, and locate art that surrounds them in their everyday lives. In addition, they learn to use a wide variety of materials, and discover how other cultures do, and have done the same thing, throughout history. All students are encouraged to display their best artwork for the school wide art show in late spring. Each year pieces are digitally copied to be framed as part of the school’s displayed collection. During the year, student work is also displayed in a variety of locations outside of school.

The Library operates on a flexible schedule, which allows Franklin students and teachers to visit the library at any time during the school day to exchange books. Teachers may schedule library classes for their classrooms as often as needed. The library media specialist works collaboratively with teachers to plan literacy and information skills instruction that connects to the classroom curriculum. Most classes visit the library for research projects or other collaborative lessons which often utilize technology. Students and their parents are given the opportunity to borrow books for school projects and recreational reading.

2. Mission Statement

Quality education at Franklin Elementary School provides all students the opportunity to learn to the best of their ability in a respectful, responsible, safe, and caring environment with high academic expectations for all.

3. Executive Summary

In order to make improvements here at Franklin we worked as a team to develop our Student Engagement Plan. In this plan we identified various action steps that we felt would promote and increase student growth in the areas of ELA, Math, Participation (Attendance), and School Culture. Overall we were able to implement these action steps. Although we did see positive growth it was not at the level we were striving for.

ELA

Student Engagement Category	Achievement	Subcategory	Literacy		
Baseline	53% of Students were On-Level on 9/30/15	Goal Progress Check			
Goal	At Least 61% of all Ken/Ton Elementary Students (K-4) will be On-Level (Color) by May 31, 2017	December 1, 2016	March 15, 2017	June 25, 2017	
		40.7%	52.8%	60.1%	

Student Engagement Category	Achievement	Subcategory	Literacy		
Baseline	49% of Students were On-Level on 9/30/15	Goal Progress Check			
Goal	At Least 56% of all Ken/Ton Elementary Students (K-4) will be On-Pace by May 31, 2017	December 1, 2016	March 15, 2017	June 25, 2017	
		35.7%	39.9%	39.7%	

School Pace is a program we use to track reading progress district wide. We had a number of action steps around reading steps, conferencing, and power goals. We found the conferencing schedule we set forth to be very ambitious, and with student absences, we were not able to get to 100% each time period. On average, we conferenced with 66.8% of the students within each two-week period. This is an area we are looking to improve upon next year with continued and focused data meetings and work with the coaches. A goal for Franklin for next year will be to consistently and accurately enter all students' data both from 1:1 conferencing and skill group instruction into School Pace. Another goal will be for teachers to narrow the focus of power goals, keep them updated, and ensure that both parents and students know what they are. Monthly meetings around our data will ensure we continue to move in a positive direction around reading instruction and student achievement.

Math

Student Engagement Category	Achievement	Subcategory	Numeracy		
Baseline	69% of K-2 Students on average were Proficient on the Mid- and End-of-Module Assessments in 15/16	Goal Progress Check			
Goal	At least 80% of all Ken/Ton K-2 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments	December 1, 2016	March 15, 2017	June 25, 2017	
		50%	54%	57%	

Student Engagement Category	Achievement	Subcategory	Numeracy		
Baseline	58% of 3-4 Students on average were Proficient on the Mid- and End-of-Module Assessments in 15/16	Goal Progress Check			
Goal	At least 66% of all Ken/Ton 3-4 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments	December 1, 2016	March 15, 2017	June 25, 2017	
		39%	42%	42%	

The use of the coach in the building was very helpful this year. As the teachers became comfortable with the coaching model they asked for more and more support. Some teachers, with the assistance of the Math coach, moved to a center based instructional delivery system. Meetings with teachers were consistently held to discuss data and teaching strategies. In the area of Math we also worked on implementing a variety of action steps to help increase proficiency rates. All teachers were expected to follow the pacing guides, however, not all grade levels reached the end of June module. The mid- and end- of module assessments were a great way to track student progress within the district/building. Data from these assessments will continue to be analyzed by the teachers along with the coach. We will be asking for sub days for these critical data conversations to occur.

Participation (Attendance)

Student Engagement Category	School Participation	Subcategory	Attendance		
Baseline	94 students were chronically absent from Ben Franklin Elementary School during the 15/16 school year	Goal Progress Check			
Goal	No more than 80 students will be chronically absent from Ben Franklin Elementary School in 16/17 (NYSESED defines chronic absence from school as missing at least 10% of enrolled school days)	December 1, 2016	March 15, 2017	June 25, 2017	
		53	44	53	

We were successful at meeting our goal of no more than 80 students being chronically absent this 2016-2017 school year. We created and implemented action steps aligned with informing parents of the difference between excused and unexcused absences, made phone calls to them, sent them printouts of their child's attendance, and letters expressing our concern. The counselor and administrator also visited every classroom twice during the school year to discuss the expectations of coming to school every day that school is in session. Our next set of action steps will center around educating parents about the impact that their child's absences have on their education and their futures as they move through life.

School Culture

Student Engagement Category	School Culture	Subcategory	PBIS		
Baseline	159 major incidents took place at Benjamin Franklin Elementary School during the 15/16 school year	Goal Progress Check			
Goal	No more than 135 major Incidents at Benjamin Franklin Elementary School will take place during the 16/17 school year	December 1, 2016	March 15, 2017	June 25, 2017	
		48	106	202	

Our PBIS Tier I and Tier II teams meets monthly to discuss student data around behaviors in the school. The data drives our action steps. A refresher course on PBIS for our staff is held at the beginning of each year focusing on the lessons that are explicitly taught to the students about behavioral expectations and how to reinforce them. With the addition of the 8:1 program here at Franklin our numbers for major referrals went dramatically up. With the addition of a new behavior program for the 8:1 classes led by the school psychologist we expect the number of major referrals to decrease.

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

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
K	100	107	90	80
1	100	95	87	102
2	96	98	115	113
3	91	126	111	85
4	113	112	89	94

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1
Assistant Principals	0	0
Teaching Staff	Number	FTE
Tenured Teachers	50	44
Non-tenured Teachers	2	2
Other Faculty	Number	FTE
Counselors	1	1
Librarians	1	1
School Support Staff	Number	FTE
Clerical/Administrative	2	1
Teaching Assistance	3	3
Custodial	11	10
Cafeteria	4	0

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	95.26%	92	16	1
2015-2016	94.64%	110	26	1
2014-2015	95.28%	55	17	0

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	118 Days	0 students	0 students	8	12	0 students	0 students
2015-2016	66 Days	0 students	0 students	10 students	5 students	0 students	0 student
2014-2015	44 Days	0 students	0 students	5 students	3 students	0 students	0 students

8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Well below Grade Level	% Approaching Grade Level	% On Grade Level	% Above Grade Level	% Participation
ARC	K	6.6%	18.9%	74.5%	N/A	69.1%
ARC	1	11.5%	22.9%	65.6%	N/A	35.7%
ARC	2	20.4%	15.3%	64.3%	N/A	79.6%
ARC	3	16.3%	8.9%	74.8%	N/A	85%
ARC	4	21%	24.4%	54.6%	N/A	37.8%
NYS ELA	3	TBA	TBA	TBA	TBA	TBA
NYS ELA	4	TBA	TBA	TBA	TBA	TBA
NYS Math	3	TBA	TBA	TBA	TBA	TBA
NYS Math	4	TBA	TBA	TBA	TBA	TBA

Assessment	% Below Proficiency	% Above Proficiency
Kindergarten Average Proficiency on Module Assessments	31%	69%
First Grade Average Proficiency on Module Assessments	44%	56%
Second Grade Average Proficiency on Module Assessments	53%	47%
Third Grade Average Proficiency on Module Assessments	53%	47%
Fourth Grade Average Proficiency on Module Assessments	63%	37%

9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
NYS ELA	3	24%	17%	24%
NYS ELA	4	13%	23%	17%
NYS Math	3	21%	17%	37%
NYS Math	4	19%	37%	40%

10. High Schools Only – On Track for Graduation/College and Career Readiness

Measure	Percentage
Percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.	N/A
Percentage of Students with AP (3 or better)	N/A
Percentage of Students with IB (4 or better)	N/A
Percentage of Students with CTE approved industry credential	N/A
Percentage of Students with College credit earned with a B or better through dual enrollment	N/A

11. High School Only – Graduation Rate

School Year	4 year Cohort	5 year Cohort	6 year Cohort
2016-2017	N/A	N/A	N/A
2015-2016	N/A	N/A	N/A
2014-2015	N/A	N/A	N/A

12. 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
Gifted and Talented Grade 2	2	0	0
Gifted and Talented Grade3	16	3	11
Gifted and Talented Grade 4	3	10	6

13. Yearly Highlights/Community Involvement

Franklin has a very dedicated group of parents who run a successful PTA. The PTA provides a variety of school activities including field trips, roller skating parties, Spring Carnival, and Book Fairs. Yearly, the Elks provide dictionaries to each third grade student. Our fourth grade students and teachers participate in community service projects through their association with the Kiwanis "K-Kids" program. In addition, students brought in their pennies which are then donated to Pennies for Patients at Roswell Park Cancer Institute. Our students donated their Halloween candy to the Winning Smiles program which sent the candy to our military personnel overseas. In addition, the students sent Valentine cards to our military personnel. Our students raise funds for the Heart Association through the Jump Rope for Heart program during physical education classes. This year the students and staff participated in Purple Pinkie day and an event held for the Juvenile Diabetes Association. Our students are actively involved in a partnership with Sheridan Manor Nursing Home. Students visit the nursing home to present a holiday show to them. Faculty and staff "dress down" on Fridays for a donation of \$1.00. The donated money is used to provide Franklin families in need with food and clothing during the holiday season. The Kenmore Fire Department Ladies Auxiliary along with the Kenmore Lion's Club donates school supplies which are given to students in need. Blessed Sacrament Church donates school supplies and holiday gifts to those students in need.

14. Future Resources

Resource Requested	Amount	Rationale	Projected Impact
Funding for ARC - replacement books, instructional kits, folders, and monthly incentives	\$10,000	To continue the successful implementation of ARC	Increase in student achievement in the area of Reading - SEP goal
PBIS funding - incentives, posters, substitutes for meetings	\$2,000	To continue the successful implementation of the PBIS program	Decrease of the major referrals - SEP goal
Math funding for consumables	\$5,000	To continue the successful implementation of the Eureka Math program	Increase in student achievement in the area of Math - SEP goal
Substitutes for monthly ARC coach meetings	TBD	Data analysis and instructional strategies	To increase student achievement
Substitutes for monthly math meetings with district Math coach	TBD	Data analysis and instructional strategies	To increase student achievement
Substitutes for meetings with district ELA coach	TBD	Data analysis and instructional strategies	To increase student achievement
Substitutes for technology meetings with Mike Amici	TBD	Instruction for teachers around the use of technology in instruction	To increase student achievement
Auditorium risers	\$10,000	Current raisers are old and a safety concern. They are not stable and have been repaired many times thus weakening them	Ensure the safety of performing students
Community Room curtains	TBD	Curtains are old and ripped	To give the students/staff a sense of pride in the school when performing.
Faculty Book Club books	\$2,500	PD for staff	Increase student achievement
Paint the lockers throughout the building	TBD	Old, chipped, rusting	Sense of community pride in the school
Paint the hallways throughout the building	TBD	Have not been done in many years - peeling, chipped	Sense of community pride in the school
Paint the main offices	TBD	Refreshen	Sense of pride in the school

Carpet for the main offices	TBD	Ripped and shredding	Sense of pride in the school
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