



**Kenmore-Town of Tonawanda UFSD**

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

**2016-2017 Annual Report  
Thomas Edison Elementary**

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## 1. School Description

Thomas Edison Elementary is a rare blend of dedicated and talented professionals driven to identify the most effective learning environment for each child. The school community is extremely involved and supportive. Parents reinforce learning at home by reading with their children at night, assisting with homework and communicating frequently with teachers and administrators. The Edison PTA generously supports field trips and special activities for the children. The Edison faculty and staff are as dedicated to character education as they are to academics. The entire student body promotes service projects and raises money for Roswell Park Cancer Institute, The Leukemia and Lymphoma Society and Treats for Troops. Grade levels participate in service activities throughout the year, learning what it means to give back to the community. Projects including Nursing Home Sing-A-Longs, Valentines for Veterans, give students the opportunity to make a positive difference. Emphasizing positive behavior, Edison children are part of the SOAR/PBIS program, rewarding those who follow rules throughout the school. Edison school is dedicated to caring for the whole child. We strive for rigor and enduring understanding in the academic domain but we realize that teaching children involves more than academics. Edison students learn to appreciate music, art, physical education, and most importantly, they learn to care about others. Research suggests that students who are engaged in school activities perform better in academic areas. Edison has a unique teacher, student and community based musical that rivals any secondary school. The building has an entire hallway dedicated to celebrating student art work. We provide multiple opportunities for children to be involved in music, art, clubs and monthly PTA events for the whole family. We encourage parents to spend time at school and to get involved in their children's education. We celebrate community service efforts and teach children to feel proud of their civic involvement. As we pursue "Leaders of the Own Learning", children are starting to take on the responsibility of the rigor and stamina of the Common Core Curriculum. The concepts of "shifts", "accountable talk" and student progress data, serve as a foundation for our Shared Decision Making Team planning for priority activities in the 2017-2018 school year.

## 2. Mission Statement

### **Edison continues to incorporate the common characteristics of high achieving schools:**

- Laser-like focus on academic achievement
- Clear curriculum choices (time allocation/schedule)
- Frequent assessment of student progress & multiple opportunities for improvement
- Emphasis on non-fiction reading and text-referenced writing
- Collaborative scoring of student work

### **We excel at working together.**

- Block scheduling allows for 40 minutes of daily common planning time
- Co-teaching at grades 1,2,3, and 4 with common planning time for general and special education teachers
- Self-contained special education classes integrated with general education classes
- Liaisons representing grade levels and special areas meet monthly with the principal
- Weekly Instructional Support Team meetings
- Two Building Literacy Facilitators planning and implementing literacy learning meetings
- Weekly grade level team meetings and special area teacher meetings
- Looking at Student Work (Data Teams) to inform teaching and learning

### **Our Collaborative Mission Statement:**

**Our Mission is to create a happy and supportive environment to enhance learning and help students achieve their personal best.**

## 3. Executive Summary

The progressive environment of the Edison School Community can be observed in the goal achievement results noted in the Edison 2017-2018 School Engagement Plan. The major academic metrics, ELA (both reading level and target) and Math formative assessments, confirm that our students consistently met or exceeded our expectations. Our teachers were quick to adapt the American Reading Framework into the Balanced Literacy Block. The consistent formative assessment of reading skills, strategy attainment and reading level, combined with individual differentiated conferencing, contributed to our success in growing readers. Building culture, as indicated by attendance and behavioral metrics, appeared as a need, as evidenced by the lack of success with these goals on the SEP. While SOAR/PBIS work continues to address tier 1 behaviors, our building continues to develop a consistent check in/check out program for Tier II students. Likewise, our concern centers on the need for proactive strategies. It is our hope that engaging teachers in “restorative practices” will produce a proactive de-escalation of behaviors and a reduction of Tier II/III behavioral needs. In all cases Edison continues on the positive aspects of collaboration and community, celebrating student achievement and effort. The final metric, student participation (as identified by attendance), was another stumbling block for a very specific part of our population. Our efforts to solve this issue turn outward to District programs, counselors and parental engagement to reach these learners.

The metrics mentioned in the above summary include:

Student Engagement Category	Achievement	Subcategory	Literacy		
Goal	At Least 61% of all Ken/Ton Elementary Students (K-4) will be On-Level by May 31, 2017	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		55%	63%	73%	

Student Engagement Category	Achievement	Subcategory	Literacy		
Goal	At Least 56% of all Ken/Ton Elementary Students (K-4) will be On-Pace by May 31, 2017	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		32%	43%	48.5%	

Student Engagement Category	Achievement	Subcategory	Numeracy		
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	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		65%	70%	70%	

Student Engagement Category	Achievement	Subcategory	Numeracy		
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	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		49%	54%	52%	

(Executive Summary Continued)

Student Engagement Category	School Participation	Subcategory	Attendance		
Goal	No more than 30 (6%) of our students will be chronically absent in 16/17 (missing 10% of enrolled school days)	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		29 (5%)	12 (3%)	46 (8%)	

Student Engagement Category	School Culture	Subcategory	PBIS		
Goal	There will be no more than 59 Major Incidents in the Elementary Schools on average during the 16/17 school year.	Goal Progress Check			
		December 1, 2016	March 15, 2017	June 25, 2017	
		Sep- Dec :30	Dec- March: 67	Sept- Jun: 84	

#### 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	122	120	114	76
1	120	100	75	80
2	100	127	73	65
3	127	92	70	91
4	92	110	84	78

#### 5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1.0
Assistant Principals	0	0
Teaching Staff	Number	FTE
Tenured Teachers	46	43.5
Non-tenured Teachers	1	.7
Other Faculty	Number	FTE
Counselors	1 Social Worker	.8
Librarians	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	2	1-40 hour, 1-19 hour
Teaching Assistants	4	3.5
Custodial	2 Day, 2 Eve	

#### 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	95.6%	70	12	1
2015-2016	96.12%	46	10	0
2014-2015	96.02	43	7	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	18	5 students	1 student	2 students	4 students	8 (denied by guardian)	10
2015-2016	17	12	1	2	2	2	15
2014-2015	6	1	0	5	1	4	1

### 8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Well below Grade Level	% Approaching Grade Level	% On Grade Level	% Above Grade Level	% Participation
Math	3	25%	13%	40%	21%	55%
Math	4	20%	44%	19%	17%	53%
ELA	3	36%	28%	30%	6%	54%
ELA	4	19%	52%	16%	14%	56%
Science	4	0%	6%	30%	64%	64%

Assessment	% Below Proficiency	% Above Proficiency
Kindergarten Average Proficiency on Module Assessments	28%	72%
First Grade Average Proficiency on Module Assessments	18%	82%
Second Grade Average Proficiency on Module Assessments	33%	67%
Third Grade Average Proficiency on Module Assessments	48%	52%
Fourth Grade Average Proficiency on Module Assessments	53%	47%

### 9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
Math	3	61%	58%	37%
Math	4	36%	33%	31%
ELA	3	36%	54%	20%
ELA	4	30%	28%	24%
Science	4	94%	86%	78%

### 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	37	38	32

### 12. Yearly Highlights

Our 2016-2017 year was focused on the integration of Hamilton Elementary students into the Edison family, joining Jefferson elementary students two years prior. With the school nearing 600 students, our academic focus continues to be reflective of positive student behavior and student engagement. To that end the following are highlights of the year:

**Fall:** Our PBIS “Behavior Superheros” theme kicks off 2016-2017 with a welcome assembly complete with costumed characters. American Reading steps, bookbags and medals create an exciting vibe around reading. Mr. King and Mr. Brown visit classes to congratulate “step graduates,” handing out folders and medals. Teachers focus on the importance of reading and the American Reading Framework at the annual Open House. Several parent/child events happen this season, including our Pumpkin Run/Chicken Barbecue, the Halloween-centered Fall

Festival and Book Fair. We take a step forward in our communication with students, creating engaging video announcements broadcast live daily with student announcers.

**Winter:** In addition to popular events such as Bedtime Story Hour and the Invention Convention, we turned our attention to helping the Community. We proudly donated 400 pairs of mittens and scarves on our mitten tree, raised \$6000 for cancer research with Pennies for Patients and dipped our Pinky’s for Polio vaccines, raising \$500. We were awarded a grant from Lowe’s toward the establishment of our Edison Community Garden, and established a Junior Master Gardener Club. In February we held the first annual ‘Budding Readers’ week, inviting friends and community to come be reading buddies to our classes.

**Spring:** Over 100 4<sup>th</sup> graders participated in the Aristocats Musical Production. We welcomed warmer weather with a Spring Plant Sale, Sunflower Run, Wellness Night and Edison Fine Arts Festival. The Community Garden planning and planting continued, with the first crop harvested. We celebrated our excellent attendance rate, recognized those with great attendance and embraced positive behavior with our final SOAR assembly. A great field day and extended family-field-night capped off the year.

### 13.Future Resources

*Include in this section a list of desired resources for the 2018-2019 school year that would help drive success in your school. The rationale for the funds, as well as the projected impact on the school should be noted.*

Resource Requested	Amount	Rationale	Projected Impact
Enlarged Health Office	TBD	Health office is smallest in District; larger spaced needed for 600 students	Expand into side office –loss of space in main office area/copier space.
Complete Re-Paint of 1 <sup>st</sup> Floor including cafeteria.	TBD	Building was last painted 15-20 years ago. Hallways are dingy and old; not	Overall positive attitude change-we care about our students.



		engaging	
3 new classrooms	TBD	Space needed for increasing student population and areas for pullout services	Would require an addition
Bus loop or curb cut (Edison is the only building where buses are still on the street to unload)	TBD	12 buses completely block traffic on Grayton. Dismissal is difficult with increased population.	Loss of Green space in front of building – negligible impact
Additional Daytime Custodial Staff	TBD	Increased school population results in increased need for proactive cleaning and reactive cleanup	Cleaner School-Positive Climate
Full-Time Social Worker	\$15,000	Our population has increased 25%, but the mental health component (SW) has remained at .8	Improved mental health response to students in crisis/trauma. Proactive attention.