



Kenmore -Town of Tonawanda UFSD

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

**2016-2017 Annual Report
HOLMES ELEMENTARY SCHOOL**

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1. School Description

Oliver Wendell Holmes Elementary School was built in 1964 and serves the west end of the school district. Our students come from the Sheridan Parkside, Riverview and Old Town neighborhoods in KenTon. It was the last elementary school built in the Ken- Ton School District. We have a unique location in the district as we are approximately 1.5 miles from the Niagara River and the city of Buffalo border. Holmes Elementary services approximately 360 students in grades Pre K- 4. Teachers, students, and parents are proud of the school's strong commitment to establishing a positive academic learning culture. *This has been accomplished through a commitment to embedded staff development on positive behavior intervention supports. Our staff learns and works together. We successfully set solid goals and high expectations for students through professional learning meetings by grade level.*

Holmes has historically received accolades in the community for outreach programs and achievements in music and art. Approximately 70% of the staff has more than 10 years of teaching experience. Holmes is a Title I building with 80% of the student population receiving free and reduced lunch. Over the past three years our English language learner population has steadily increased to be 10% of our overall enrollment. Average parental attendance at school-wide events is 69%.

We have had several unique partnerships over the past years including our mentor program with Praxair Inc., Kindergarten Reading Buddies with The Church of the Nativity, and most recently partners in the 21st Century Learning Grant with the Boys and Girls Club on Riverdale Avenue. Each partnership has been established to help us reach our students reach mastery in literacy and numeracy.

2. Mission Statement

Holmes Elementary "Living" Visual Mission and Vision



Our Living Mission Statement

Holmes has a living, visual mission statement which is shown above. It was created in 2005. Our goal is for all students and teachers to know the mission and believe in it. It is also painted in our school hallways. At Holmes Elementary School our students and staff demonstrate our visual mission statement through their daily actions. We believe in these six tenets. This is reflected in our school wide pledge, classroom mission flags, mission statement rap, and character education program – Second Step. Our shared decision making team will be revising this mission statement this coming school year.

Our Vision Statement:

To foster life-long learning through academic excellence, character and physical development, collaborative teamwork, creative expression, and cultural diversity in an environment where a partnership exists between school, home and community.

3. Executive Summary

School Achievement: Literacy

This school year our literacy goals focused on creating a school wide culture for reading, through the American Reading independent reading framework. Reading instruction was supported by monthly literacy coaching sessions from American Reading. Teachers utilized the IRLA independent reading assessment system and School Pace student data management tool to conduct weekly reading conferences and record progress.

Our school established two goals for literacy. The first goal was to increase the percentage of students reading on grade level (on level). The second goal was to increase the percentage of students mastering their grade level common core standards according to grade level pacing in school pace (on pace).

| | | | | |
|-------------|--|------------------|----------------|---------------|
| Goal | At Least 61% of all Holmes Elementary Students (K-4) will be On-Level by May 31, 2017 | December 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 39.7% | 46.2% | 67.1% |

| | | | | |
|-------------|---|------------------|----------------|---------------|
| Goal | At Least 56% of all Holmes Elementary Students (K-4) will be On-Pace by May 31, 2017 | December 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 25.5% | 31% | 43.3% |

Reflection: Our shared decision making team reviewed our end of year data and made the following observations:

1. Celebrated 67.1% of our K-4 students were reading on level.
2. Celebrated our steady growth of K-4 students reading on pace. It was noted that our teachers were not trained in this record keeping feature until February. Therefore it is anticipated the data will more closely reflect student standard mastery in the 2017-18 school year.
3. Professional Development for 17-18 will be more targeted on standards based focus lessons and student owned power goals.

School Achievement: Math

This year our math goals focused on the utilization of the mid and end year assessments to drive differentiation in the classroom. Our district math coach provided monthly sessions on differentiation and instructional strategies to help teachers ensure students were reaching mastery in mathematics at each grade.

Our school focused on student mastery at Level 3 or 4 for primary and intermediate students. We used e-Doctrina reporting for data management. Mid year our math coach spent time working with teachers on how to school the math assessments and use data for future planning.

| | | | | |
|-------------|--|------------------|----------------|---------------|
| 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 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 63% | 57% | 59% |

| | | | | |
|-------------|--|------------------|----------------|---------------|
| 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 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 43% | 43% | 44% |

Reflection: Our shared decision making team reviewed our end of year data and made the following observations:

1. Math coaching this year focused teacher on strategies versus math data analysis teams.
2. Both primary and intermediate performance flat lined for the year.
3. Recommend: 2017-18 school year to provide closer review of student data and planning for standards based differentiation minimum three times a year for full day data team meetings.

School Participation: Attendance

This year our participation goal focused on decreasing our number of students who had chronic attendance issues. Our school social worker and attendance clerk met weekly to review our data, make phone calls, send letters and follow up with agency referrals for students who had chronic attendance pattern. Students included

in the numbers below include children who were deemed homeless or chronically ill.

| | | | | |
|-------------|---|------------------|----------------|---------------|
| Goal | No more than 60 students will be chronically absent from Holmes Elementary School in 16/17 (NYSESED defines chronic absence from school as missing at least 10% of enrolled school days) | December 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 45 | 38 | 54 |

Reflection: Our shared decision making team reviewed our end of year data and made the following observations:

1. We met our goal - 54 students with chronic absent reports.
2. 52% of the chronic absentees were in K-1-2. Parent training could be beneficial.
3. Attendance clerk and social worker were key in following up with families. Consider implementing a class incentive - Such as "Gangs All Here" posters.

School Culture: Major Incident Referrals

This year our school culture goal focused on decreasing our number of major incident referrals. We continued to implement the school wide PBIS Stepping It Up program, which focused on recognizing and rewarding preferred academic and social behaviors. Additionally we implemented our Tier 2 Check In and Check Out program for students who received 1-2 major referrals. This intervention connected students with an adult daily who provided support. As a result many of these students referral rates decreased.

Additionally, we implemented restorative practices in several of our classrooms as an alternative to suspension or in school suspension. Our school social worker and psychologist received training in this area and approximately 10 teachers welcomed restorative practices in their classrooms.

| | | | | |
|-------------|---|------------------|----------------|---------------|
| Goal | No more than 65 major Incidents at Holmes Elementary School will take place during the 16/17 school year | December 8, 2016 | March 15, 2017 | June 25, 2017 |
| | | 32 | 50 | 86 |

Reflection: Our shared decision making team reviewed our end of year data and made the following observations:

1. We did not meet our goal of 65 major referrals or less.
2. Out of the 86 major referrals 15 were from three students who went through the CSE process for alternative placements.
3. Recommended increasing staff development for teachers on de-escalation and behavior management strategies for 17-18 school year using district behavioral coach.

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

| Grade Level | Projected 2017-2018 | Actual 2016-2017 | Actual 2015-2016 | Actual 2014-2015 |
|-------------|---------------------|------------------|------------------|------------------|
| KF | 60 | 79 | 53 | 72 |
| 1 | 70 | 59 | 75 | 79 |
| 2 | 50 | 82 | 78 | 76 |
| 3 | 70 | 69 | 75 | 69 |
| 4 | 60 | 66 | 71 | 64 |

5. Staffing

| 2016-2017 Staffing | | |
|-----------------------------|--------|------|
| Administration | Number | FTE |
| Principals | 1 | 1 |
| Operations Principal | 0 | 0 |
| Assistant Principals | 0 | 0 |
| Teaching Staff | Number | FTE |
| Tenured Teachers | 36 | 27.7 |

| | | |
|--------------------------------|---------------|------------|
| Non-tenured Teachers | 6 | 4.6 |
| Other Faculty | Number | FTE |
| Counselors | 1 | 1.0 |
| Librarians | 1 | 1.0 |
| School Support Staff | Number | FTE |
| Clerical/Administrative | 2 | 1.3 |
| Teaching Assistance | 3 | 3.0 |
| Custodial | 2 | 2.0 |

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 | 93.61 | 81 | 20 | 1 |
| 2015-2016 | 93.85 | 96 | 27 | 1 |
| 2014-2015 | 93.28 | 90 | 18 | 1 |

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 | 10 | 11 | 3 | 4 | 1 | 0 | 0 |
| 2015-2016 | 2 | 4 | 2 | 2 | 0 | 0 | 0 |
| 2014-2015 | 8 | 5 | 3 | 3 | 3 | 0 | 0 |

8. Academic Achievement 2016-2017 School Year

| Assessment | Grade | % Well below Grade Level (1) | % Approaching Grade Level | % On Grade Level | % Above Grade Level | % Participation |
|---------------|-------|------------------------------|---------------------------|------------------|---------------------|-----------------|
| IRLA Read | K | 4.7 | 23.4 | 37.6 | 34.3 | 100% |
| IRLA Read | 1 | 4.1 | 10.2 | 30.7 | 55 | 100% |
| IRLA Read | 2 | 16.2 | 13.2 | 36.8 | 33.8 | 100% |
| IRLA Read | 3 | 7.0 | 24.6 | 33.4 | 35 | 100% |
| IRLA Read | 4 | 27.3 | 18.2 | 41.8 | 12.7 | 100% |
| NYS Gr. 3 ELA | 3 | 28% | 32% | 38% | 2% | 87% |

| | | | | | | |
|----------------|---|-----|-----|-----|-----|-----|
| NYS Gr. 4 ELA | 4 | 28% | 51% | 14% | 4% | 84% |
| NYS Gr. 3 Math | 3 | 33% | 33% | 18% | 16% | 83% |
| NYS Gr. 4 Math | 4 | 35% | 41% | 15% | 9% | 84% |

9. Academic Progress

| Assessment | Grade | % Proficient and Above 2016-2017 | % Proficient and Above 2015-2016 | % Proficient and Above 2014-2015 |
|-------------|-------|----------------------------------|----------------------------------|----------------------------------|
| NYS ELA | Gr. 3 | 40% | 20% | 11% |
| NYS ELA | Gr. 4 | 21% | 18% | 16% |
| NYS Math | Gr. 3 | 33% | 31% | 30% |
| NYS Math | Gr. 4 | 24% | 26% | 19% |
| NYS Science | Gr. 4 | 87% | 92% | 72% |

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. | |
| Percentage of Students with AP (3 or better) | |
| Percentage of Students with IB (4 or better) | |
| Percentage of Students with CTE approved industry credential | |
| Percentage of Students with College credit earned with a B or better through dual enrollment | |

11. High School Only – Graduation Rate

| School Year | 4 year Cohort | 5 year Cohort | 6 year Cohort |
|-------------|---------------|---------------|---------------|
| 2016-2017 | | | |
| 2015-2016 | | | |
| 2014-2015 | | | |

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 |
|---------|----------------------|----------------------|----------------------|
| GT | 10 | 11 | 11 |
| | | | |

13. Yearly Highlights

Highlights from the 2016-17 School Year:

1. Successful American Reading coaching by grade level resulting in an increase of students reading on grade level.
2. Increased number of students participating from 25 to 30 in the Praxair Mentor program.
3. Successful Arts Rock Fine Arts Festival: Cultures Around the World resulting in 400 participants at our evening event. Student led art talks and Art TV presentations.

4. Recipient of the 21st Learning Grant from NYS Dept. Of Education resulting in a 5 year partnership with Praxair - providing free after school programming to Holmes Students.
5. First year pilot of Restorative Justice by social worker to reduce major referral rates.
6. Established Kindergarten Reading Buddies Partnership with Church of the Nativity in Kenmore. Volunteers read weekly with kindergarten students.
7. Successful implementation of Ipad 1:1 initiative in classroom - teachers and students using See Saw, Notability and Google Classroom to go paperless with instruction.
8. Math coach taught demonstration lessons for students on a quarterly basis leading to professional learning discussion on topics such as "Numberless Word Problems" and "Working within Ten".
9. Successful school music concerts in fall and spring led by the Holmes Show Choir.
10. Holmes received the "Key Metric" recognition certificate from American Reading Conference in May for steady progress and over a year of growth in reading for our K-4 student body.
11. Grades 1, 2, 3, and 4 were recipients of "NYS Parks Education Grant" program and we were able to send them to Reinstein Woods, Niagara Falls, and Fort Niagara at no cost.

14. 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 |
|--|------------------|---|--|
| Reduced Class Sizes | \$50,000-70,000 | Provide more opportunity for small group targeted instruction | Increased academic performance and greater background knowledge developed in students |
| Technology Integrator Full Time | \$50,000 | Increase teacher and student knowledge in best practices with technology | Create cohorts of technology savvy students who are ready and prepared for our K-12 pathways into the technology/arts/math academies at the high schools. |
| District ELA and Math Director to Manage Vertical and Horizontal Curriculum Changes K-12 | \$75,000 | NYS Assessment Scores are showing slow growth...coaches are instructional and hands on work and curriculum analysis needs to occur to ensure students have strong vertical pathways | Look at Williamsville's director model - it shows constant updates to curriculum and resources - not a 3 year cycle such as the vertical team - this is too late for immediate impact - curriculum work needs to spiral and be constant, based on student progress and results |
| Continue Yearly Curriculum Budget for American Reading/Math Supplies | \$10,000 | Supports teacher and student materials needed for instruction | Improved targeted instruction with CCLS approved resources |
| Office - Front Hall Painted/Carpeted/Painting Renovation cycle | \$2,500? | Create welcoming school office for families and teachers | Improved welcoming school environment |
| Continue District Coaching support in ELA and Math | KTA Salary Scale | Direct impact on teaching instruction using research based strategies | Increased student academic performance |
| Landscaping and Maintenance Upgrades of playground, parking lot | 5,000? | Create a welcoming and weed/pothole free facility | Improved welcoming school environment |