



Kenmore-Town of Tonawanda UFSD

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

**2016-2017 Annual Report
LINDBERGH ELEMENTARY**

Table of Contents

1. School Description
2. Mission Statement
3. Executive Summary
4. Staffing
5. Student Enrollment
6. Student Attendance
7. Student Behavior
8. Academic Achievement
9. Academic Progress
10. Yearly Highlights
11. HS - College and Career Readiness
12. HS - Graduation Rates
13. Special School Programs
14. Future Resources

1. School Description

Lindbergh Elementary is a K-4 building with a steady enrollment of over 500 students. Lindbergh Elementary School serves students in grades K-4 within the Kenmore Town of Tonawanda UFSD. It is located at 184 Irving Terrace, Kenmore, NY. For the 2016-2017 school year we had 508 students enrolled. Of those students we had 97 Kindergarteners, 102 first graders, 103 second graders, 115 third graders and 91 fourth graders. Our school serves a diverse population with 390 of our students being white, 18 identified as African American, 56 hispanic, 33 multiracial, 10 Asian and 1 American Indian.

At Lindbergh Elementary School, we recognize that quality requires continuous improvement. Our school is an exciting place: thoughtful, reflective and engaged. It is a place where meaning is made for all students. It is a place that resembles a laboratory, research site, workshop, studio, gallery, theater, and a newsroom. The spirit is one of shared inquiry where all members are lifelong learners.

Students thrive in our learner-centered school environment. They develop self-confidence and feel supported in taking risks and thinking independently. They are engaged in initiating and assessing their ideas and products, and develop respect for their own work and the work of others. Good citizenship is consistently practiced. Our staff functions as coaches, mentors and guides, helping to develop and cultivate the full range of human intelligences and capabilities for all learners. Our success will be ensured through a shared commitment of students, staff, family, and community.

Lindbergh students and staff are supported by a very active PTA and high level of parental involvement. On any given day, parents are volunteering in classrooms, the cafeteria, or running a committee in the evening to set up a school event. Some of the events include, book fairs, yearly author visits, food drives, skating parties, Gingerbread Shop, holiday breakfasts, after school clubs, family socials, Grandparents Day and family fun walks to name a few. Lindbergh is a special place thanks to our dedicated staff, students, families and community!

2. Mission Statement

We the staff, students, and community at Lindbergh Elementary School dedicate ourselves to create an environment that is positive, safe, and consistent. We strive to develop successful leaders both academically and socially, through respect, honesty, responsibility, and integrity.

3. Executive Summary

Lindbergh Elementary School has had a very successful 2016-2017 school year. We started with 507 students, grades K-4 and ended with 508. Most of the students who left moved out of the district (10 students), 5 students moved within the district, and one family, with two students, left to attend a private school. None of our students left to attend a charter school. While this makes up less than 1% of the population we do not know why they made this decision.

Our biggest focus this year was on improving our ELA and math proficiency, including the implementation of a RTI block and implementing our PBIS program--especially for new students who have not attended our school in the past. In order to make improvements, we worked as a team to develop our Student Engagement Plan and met bi-weekly with our PBIS team/Tier 2 team. In these plans, 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 all of them at the level we envisioned.

ELA:

This was our first year implementing a designated 30 minutes period of time for ELA interventions, formally called the RTI block (Response to Intervention). Teacher led, our building reading teachers created a process that involved all classroom teachers and utilized multiple data points to review student progress and best group students together to deliver services. Teams gathered at 3 separate times during the school year to review progress and determine next steps. For the 2017-18 school year, we will increase to 4x and begin in September.

In our 16-17 School Engagement Plan, our goal was to conference with 100% of students within a 2 week period of time. 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. One of the roadblocks we have found is the time to enter records electronically into SchoolPace. We are continue to fine-tune this part of the process and hope to be able to meet this conferencing goal with record input during the 17-18 school year. Since we are entering our third year with the ARC framework, our next focus will be writing. We believe there is a direct connection between reading and writing and will be focusing our efforts in this area over the next year.

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 by May 31, 2017	December 1, 2016 ¹	March 15, 2017	June 25, 2017
		Average: 60.4%	Average: 71%	Average: 80.2%

Student Engagement Category	Achievement	Subcategory	Literacy	
Baseline	49% of Students were On-Pace 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 ²	March 15, 2017	June 25, 2017
		Average: 42%	Average: 47.9%	Average: 51.3%

¹ The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31.

² The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31.

Math:

In math we also worked on implementing a variety of action steps to help drive increased proficiency rates. We utilized edoctrina to enter mid and end of module assessment results. We did this is to be able to quickly identify trends with standards and students. While this was a bit of a learning curve, we were able to scan most assessments. We also set out to meet as a grade level with our math coach at least monthly. This proved to be very difficult and resulted in rushed meetings and isolated conversations. For the upcoming school year, we will obtain sub coverage and meet with our colleagues at Holmes to better plan, prepare and meet student needs within each of the modules of instruction.

The use of the coaches in the buildings was very powerful this year. As many teachers became comfortable with the model, they asked for more and more support. To make this more effective in the future I will need to schedule time to meet with the coaches to better understand what types of supports my teachers are getting, so we can all be working towards the same end goal.

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	
			Average: 62%	Average: 67%	Average: 71%	

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	
			Average: 53%	Average: 51%	Average: 54%	

School Culture and Participation:

The other two initiatives we had for this year was to decrease the number of students who were chronically absent, as well as, decrease the number of major incidents. We worked closely with our PBIS and attendance teams on these areas.

Major incidents increased from the year prior (133), with many of these incidents coming from a small number of students. Our Tier 2 team, along with our IST team worked with individual students to identify individual behavioral plans along with referring to CSE when needed. It should be noted that we transitioned to entering all incidents in Infinite Campus this year, and did not have exact numbers from the year prior. We have made some changes within our Tier 2 team for the upcoming school year and expect incidents to decline for the upcoming school year.

Issues with chronic absences really are not student issues, but they are the ones who are impacted. This year, we had 48 students who met the NYS threshold for chronically absent. This was an increase of 6 students from the year prior. Please note that students coming over from new buildings were not included in this number from the year prior. For next year, we have increased the frequency of our meetings so that we may be better prepared to intervene sooner upon finding trends with students attendance. It is our hope that through working with families and connecting them to community resources, students will arrive to school on time and be in school on a daily bases.

Student Engagement Category		School Participation	Subcategory	Attendance	
Baseline	42 students chronically absent in 15/16		Goal Progress Check		
Goal	No more than 36 of our students will be chronically absent in 16/17 (NYSED defines chronic absence from school as missing at least ten percent of enrolled school days)		December 1, 2016	March 15, 2017	June 25, 2017
			28 students are chronically absent to date	50 students are chronically absent to date	48 students are chronically absent to date

Student Engagement Category		School Culture	Subcategory	PBIS	
Baseline	70 Major Incidents in 15/16		Goal Progress Check		
Goal	There will be no more than 59 Major Incidents in the Elementary Schools on average during the 16/17 school year		December 1, 2016	March 15, 2017	June 25, 2017
			54 Major Incidents to date	95 Major Incidents to date	133 Major Incidents to date

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	101	97	101	67
1	98	102	69	81
2	103	103	80	64
3	104	115	63	89
4	114	91	80	87
5	0	0	79	83

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1.0
Assistant Principals	0	0
Teaching Staff	Number	FTE
Tenured Teachers	37	36.7
Non-tenured Teachers	0	0
Other Faculty	Number	FTE
Counselors	1	1.0
Librarians	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	2	2.0
Teaching Assistance	3	2.5
Custodial	4	4.0
Teacher Aides	12	11.0

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	95.16%	45	17	1
2015-2016	95.70%	40	7	0
2014-2015	95.79%	38	2	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	59	8	5	10	4	0	0
2015-2016	6	4	0	2	0	0	0
2014-2015	2	5	1	1	0	0	0

8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Proficient	% At-Risk	% On Emergency Level	% Participation
IRLA Reading Assessment	K	94.8%	5.2%	N/A	100%
IRLA Reading Assessment	1	83.5%	8.7%	7.8%	100%
IRLA Reading Assessment	2	84.5%	8.7%	5.8%	100%
IRLA Reading Assessment	3	78.3%	13.9%	7.8%	100%
IRLA Reading Assessment	4	71.4%	24.2%	4.4%	100%

Math Assessment	% Below Proficiency	% Above Proficiency
Kindergarten Average Proficiency on Module Assessments	9%	91%
First Grade Average Proficiency on Module Assessments	46%	54%
Second Grade Average Proficiency on Module Assessments	31%	69%
Third Grade Average Proficiency on Module Assessments	41%	59%
Fourth Grade Average Proficiency on Module Assessments	51%	49%

9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
NYS ELA	3	51%	52%	38%
	4	46%	62%	54%
NYS Math	3	67%	65%	53%
	4	43%	69%	67%
NYS Science	4	89%	100%	100%

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
GT	56 (Gr. 2-4)	49 (gr. 3-5)	53 (gr. 3-5)

13. Yearly Highlights

The 2016-2017 year was focused on the welcoming of Roosevelt Elementary students into the Lindbergh community, joining Jefferson elementary students two years prior. With the school nearing 510 students, our academic focus continues to be student engagement. To that end, the following are highlights of the year:

In September, we started our first year as a K-4 building! We welcomed new students from Roosevelt and made many new friends! We continued to focus on building a reading culture and continued/introduced students to many new books and promoted a reading culture at home and in school. Many students earned medals throughout the year as a way to celebrate their successes! We also introduced students to a new Wellness room- an additional PE space connected to the main gym. Several students and teachers presented to the Ken-Ton BOE in November showcasing our new program and space! Also in November, Lindbergh Elementary had over 100 4th graders participate in James & the Giant Peach Jr. Led by Mr. Holden and Mrs. Waggoner. The show was a success and created memories that are sure to last for a lifetime!

Other Notable highlights;

Student Recognition: Michael Cerami, 4th Grade Student, was presented with a certificate by Superintendent Mirand and President O'Malley, recognizing him for his leadership at Lindbergh Elementary School, his hard work, and for his respectful and positive attitude.

Support Staff Recognition: Sheila Babbitt – Teacher Aide, Lindbergh Elementary School

Superintendent Mirand and President O'Malley presented a certificate to Sheila Babbitt, Teacher Aide, in recognition of her outstanding support and service to the staff and students at Lindbergh Elementary School.

Faculty Recognition:

Chris Zimmer – Retired Teacher & Substitute, Lindbergh Elementary School Superintendent Mirand and President O'Malley recognized Chris Zimmer, Retired Teacher and Substitute, with a certificate for her dedication and support of the students and teachers at Lindbergh Elementary School.

Sandy Terrance- Lindbergh ELA Coach, District Coach, Ken-Ton PTSA Council recognized Mrs. Terrance as the 2016-17 Ken-Ton Educator of the Year.

Business First 2017 Annual Report:

- Rank #31 out of 257 schools. #26 for Public Schools
- Top 12% of all schools.
- #27 for Math / #46 for ELA

2016-17 Implementation:

- RTI Block- 30 minutes of ELA intervention
- American Reading Year 2- First year at Grade 4
- Technology Integration- Grade 4 iPad's
- Wellness Room
- Daily Recess

14. Future Resources

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

Resource Requested	Amount	Rationale	Projected Impact
Minimum 5 new classrooms (possible Fine Arts Wing) plus increased student cafeteria space and faculty meeting space	TBD	Space needed for increasing student population and areas for pullout services	Capital Project
Expand & Upgrade Lindbergh Playground Create a outdoor wellness station in courtyard	TBD	2 classes can only use the playground at a time. Increase in space will allow more students to use this area for recess.	District / Capital Project
Increase Math AIS staff from 1.5 to 2.0	TBD	Increasing number of student needs	Students who qualify for Tier 2 and 3 will get needed support
Expand IPAD access in Kindergarten, First and Second Grade	TBD	Teachers are asking for 1:1 IPAD access in primary grades as a result of new apps and training	Technology/ Content integration
Paint 1st & 2nd floor Classrooms, bathrooms and offices	TBD	Classroom paint and plaster is peeling and cracking	Classrooms will be more appealing and support student learning
Remodel Library Media Center	TBD	Library is out of date and could better support student interest in technology and STEM integration	Expanded Learning Opportunities
Open 2nd Floor Balcony (pending new addition)	TBD	Limited K-4 assemblies for student, staff and parents	Ability to host K-4 assemblies and increase parent school events
Outdoor Covered Space over existing tables in courtyard	TBD	Wind and vandalism prevent market style umbrellas from being used for outdoor lunch and classroom use	Covered space with protected sun exposure
Shed	\$10,000	Storage needed for PE program & District PE use	Curricular supplies available on-site

