Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Buckner Elementary School
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

Attached

ATTACHMENTS

Attachment Name

⊞ Buckner Elementary Measurable Gap Goal 2020-2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Buckner Elementary School is in a suburban setting in Oldham County, serving a middle to upper class community. Most parents are college graduates and expect their children to graduate from college one day. Within this middle-upper class community, there is a small population of families that have a low socio-economic income. In 2020-2021, Buckner demographics were 91% of the student population is Caucasian, 1 % is African American, 4% Hispanic, and 4% other ethnicities. Percentages of students qualifying for free and reduced lunch program and qualifying with a disability are as follows: 13% qualified for free & reduced lunch) and 12% qualified for a specific learning disability. 1.5%of the student population qualifies for the Limited English Program and approximately 6.34% of students receive services in the school's G.A.T.E.S. program (Gifted and Talented Education Services). Buckner has an average annual mobility rate of 1.5%.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

In the spring of 2020 we were unable to give the KPREP and any formalized assessment to measure our students growth due to the pandemic. In 2018-2019 we saw the most success with our students in poverty in the area of reading. 45% of our students in poverty scored proficient or distinguished in the area of reading. This is only a 27.4 point gap between our non-poverty students. In 2017-2018 we had a 36.8 point gap so we made significant gains in closing that gap due to the strong system of interventions for any student who is not at grade level. This includes our students qualifying for special education. In 2018-2019 we had a 27.8 point gap between our non - disability students vs. our disability students. This is a slightly smaller gap than the previous year where we had a 28.4 point gap but this can be partially attributed to a drop with our non-disability students. We have also seen success in the area of social studies with our students who qualify for free and reduced lunch. 50% of that group scored proficient or distinguished which was a 24 point gap between our non-poverty students. In the previous year students from poverty also scored proficient and distinguished in the area of social studies. We also saw a slight increase with our students in disabilities scoring 46.2% proficient and distinguished which is an increase from 40% the previous year. In the area of math, our students in poverty saw a slight increase from 33.3% to 37.3% but there is a 30 point gap between those not from poverty. This is very concerning as is the gap

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

between disabled vs. non-disabled students in math where there is a 34.5 point gap. Our disabled students only were 31% proficient and distinguished in the area of math. Math is a major area of concern for both of these gap groups. In the area of writing our students with disabilities saw a big jump two years ago from 20% proficient and distinguished to 38.5% P and D. There is only a 15.5 drop between their non-disabled peers neither group of students performed well and both need to be targeted. In addition students in poverty in the area of writing only saw 25% proficient and distinguished.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

The school has shown improvement in with students who qualify for free and reduced lunch in the area of reading and math. The school has also shown improvement with students with disabilities in social studies and writing.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

According to the 2019-2020 KPREP, we saw regression in reading and math with our students with disabilities. We remained the same in social studies and writing with our students in poverty.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The most persistent achievement gap is with our students with disabilities in the area of reading and math. Our special education teachers have lacked training in the area of math but some have been recently trained in Math Recovery. We are hoping that this training will help support our students and plan to have the other teachers trained in Math Recovery. In addition, the school has moved to a more co-teaching model to keep students from missing core instruction. We have worked to create a schedule where students have a resource period at the very beginning of the day and/or the end of the day. We have hired additional special education staff so that there is almost one designated ECS teacher per grade level.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

KPREP data was presented to the entire faculty, leadership team and SBDM committee that highlighted our areas of strength and our areas for improvement. A Comprehensive School Improvement Planning (CSIP) committee was formed that included a representative from every grade level, the related arts, team, special education teachers and the leadership team. The CSIP committee then conducted a more thorough analysis which included analyzing the Key Core Work Processes and potential causal factors for the data as well as ideas for improvement. In addition, the school conducted an Instructional Round of a teacher team who analyzed several different facets of reading instruction throughout the day. The priority areas identified can now be found within our CSIP goals and plans.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

For the past four years, the school's professional development plan has placed a heavy emphasis on building the conceptual understanding of mathematics for students. Due to this goal, we sent over ten teachers to Conceptual Building Blocks training (8 days in total), hired a full time math interventionist and have trained every K-2 teacher and special education teacher in Math Recovery. We know that building a students conceptual understanding is key to a strong number sense. The Math Recovery training also gave us access to a math diagnostic tool that has been successful in identifying gaps in a students mathematics background. We have administered the diagnostic to our lowest performing students in mathematics according to the MAP and have grouped and administered targeted instruction accordingly. Also due to the drastic decrease in our fall MAP scores in mathematics we have recently purchased DreamBox and are offering that to students while they are learning from home. Our Curriculum Committee is also reviewing math resources and will make a proposal to the SBDM Council by the spring to help improve our core instruction in mathematics. To address our continual reading concerns we have hired two part time reading interventionists who are all certified teachers to support our ESS program before and after school. We have a few students using Lexia as a computer based enrichment. We have spent this year

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

building a guaranteed and viable curriculum in reading and are utilizing the Lucy Calkins Units of Study as a basis for our curriculum. We have developed a strong system of interventions and we continually monitor student progress every eight weeks in our Data Days. This data is analyzed for every student in Tier 3 including our students with disabilities.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See spreadsheet attached

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Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Buckner Elementary 2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12112020_09:29 - Generated on 02/05/2021

Buckner Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Buckner Elementary Achievement Gap Identification		• |
⊞ Buckner Elementary Measurable Gap Goal 2020-2021	Gap goals	•