



# Buckner Elementary 2021-22 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

**Buckner Elementary School**  
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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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 2021-2022, Buckner demographics were 89% of the student population is Caucasian, less than 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 14% qualified for a specific learning disability. 1.3% of the student population qualifies for the Limited English Program and approximately 8% 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%. The school is nestled in the heart of Buckner, as a part of a campus comprised of the district's Preschool, Buckner Elementary School, Oldham County Middle School, Oldham County High School, and Buckner Alternative High School. Surrounding the campus is a suburban community made up of neighborhoods where houses range from \$70,000 to \$700,000. Oldham County is predominantly Caucasian, with 5% minority (African American and Hispanic.) The median income for an Oldham County household is \$99,000. Classroom configurations consist of straight grades, K-5, with all day kindergarten. Special education services consist of full-time self-contained, resource, and collaboration. Inclusion is encouraged per individual education plans according to the least restrictive environment. Buckner has 6 teachers for learning/behavior disorders and one teacher for hearing impairments who services students in both resource and collaboration settings, 2 speech pathologists and two full-time teachers who teach students with moderate/severe disabilities in self-contained classrooms. Buckner has 41 full-time (in person) certified teachers, 30 regular classroom teachers, 11 special education teachers, four related arts specialists (full-time art, music, STEM and PE), a literacy coach, a full-time math interventionist, a full-time guidance counselor, full-time library media specialist, assistant principal and principal. In addition, Buckner employs two part-time certified staff members who provide daytime Extended School Services. One hundred percent (100%) of Buckner's teachers are highly qualified according to

Educational Professional Standards Board criteria. 23% of teachers hold National Board Certification.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The main purpose of Buckner Elementary School is to Build as a team, Enthusiastically motivated, Academically outstanding, Responsible and respectful, Students in a secure and nurturing environment (BEARS). In striving to reach every student at his or her readiness level, teachers and staff realize that learning starts with them, as they continually seek to improve their own instructional knowledge of research based best practices in order to design, implement, and analyze instruction. Through collaboration between regular classroom teachers, special education teachers, administration, and support staff, the professional culture of the school is one of support and laser-like focus on what is best for students. Buckner has a very systematic approach in place for addressing students with additional learning needs. A MTSS process is soundly in place as PLC teams meet weekly to discuss student progress and share strategies for students in Tier I and Tier II. The School Academic Team and the Behavior Intervention Team meets monthly to review progress of students in Tier III, to monitor academic and behavioral growth of students in the intervention process and to make recommendations for revisions to action plans when progress is not made. Classroom teachers are responsible for providing Tier 2 interventions, on a regular basis (3 or more times a week) for students in their classrooms.. Additional interventions are provided by classroom teachers in an after school ESS program, a part-time, daytime ESS provider, two part-time early primary intervention teachers, a full time intervention teacher and a Math Recovery teacher. For students who are accelerated, our gifted talented coordinator provides pull-out services. In addition, a district level support person provides additional pull-out services, monthly with students who are formally identified for gifted and talented as well as students who have been identified for the Primary Talent Pool. Students are cluster grouped in classrooms and instruction is differentiated to meet their learning needs. Flexible grouping and tiered assignments are common strategies used in the classroom instruction. Special education is primarily delivered through various co-teaching models and teachers continually develop and revise IEPs to match the needs of students with disabilities and are seen as in-house experts as they formally and informally collaborate with regular classroom teachers and related arts teachers to discuss learning strategies. Special education teachers are meeting every eight

weeks to analyze the growth of special needs students and to ensure the schedule is maximizing the learning time of each student.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the area of writing, our students scored 65% proficient and distinguished despite a pandemic. This is an increase from 2019 when we only scored 52% proficient and distinguished and we were in school for the full year. We are also making improvements in reading over the past several months. In the 2021 school year our Fall Reading MAP projects that we will have 57.2% Proficient and Distinguished on the KPREP which would be a 9% increase from this past year. 49% of our kindergarten students are rated high at 80% or above according to the MAP. According to the Fall Reading MAP for 4th graders they are projected to have 22% novice which is a reduction from 43% novice on the spring KPREP. In the area of math 13.8% of our students were novice in math in the spring of 2021 as compared to 26% in reading. 20.4% of our students were distinguished in math Our 4th graders outperformed the district's 4th graders with 62% P and D. According to the Fall MAP Math projections, we are projected to have 57% proficient and distinguished students. According to the Fall MAP math we are projected to still have 16% novice in 4th grade which would be a novice reduction from the previous year when the 3rd graders were 18% novice. According to the Fall MAP math 45% of our kindergarten students are in the high category 80% or higher. In the next three years, Buckner's primary focus will be on continuous improvement in both reading and math core programs while closing the achievement gap of our students with disabilities. Our overall proficiency in both reading and math and the deficits in our students with disabilities were impacted greatly by this pandemic and will be at the focus of much of our school improvement plan.

### Additional Information

**CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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