



Buckner Elementary 2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Buckner Elementary School
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. 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 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%. 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 \$600,000. Oldham County is predominantly Caucasian, with 5% minority (African American and Hispanic.) The median income for Oldham County is \$83,000. 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 least restrictive environment. Buckner has 5 teachers for learning/behavior disorders and one teacher for hearing impairments who services students in both resource and collaboration settings, 1.6 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, 28 regular classroom teachers, eight special education teachers, three related arts specialists (full-time art, music, 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. 31.4% of teachers hold National Board Certification math intervention specialist, and literacy coach. In addition due to COVID, there is a

Virtual Learning Academy that has 87 of Buckner's 610 students in it. There is one virtual learning teacher for each grade level kindergarten through fifth grade which is a total of six teachers..

. 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 Response to Intervention 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 meets monthly to review progress of students in Tier II and 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 intensive interventions, on a regular basis (4 or more times a week) for students in their classrooms at all Tier levels. Additional interventions are provided by classroom teachers in an after school ESS program, a part-time, daytime ESS provider, a part-time early primary 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.

. 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 2020 school year, our most notable achievement is that reading achievement has been stable according to the MAP assessment. Comparing the fall of 2020 to the fall of 2019 in the area of reading, there was only a 1.5% drop in students projected to be proficient 3rd -5th grade. We also were able to decrease the overall projected novices by .5. This is a huge celebration since the students had been out of the building since March 13 of 2020 but achievement in reading held stable. In the 2019 school year, Buckner earned a 4 out of 5 star rating with Kentucky's accountability system. We received a rating of high in all three categories: Proficiency, Growth, and Separate Academic Indicator. Our overall proficiency rating increased from a 83.1 to a 83.5 in NAPD. In 2019 in the area of reading we saw a decrease in our percent of students scoring proficient and distinguished. We went from 68.1% P and D in 2018 to a 67.3% in 2019. We had a decrease in novice in 3rd and 4th grades in reading (3rd went from 22.2% novice to 19.2% and 4th grade went from 12% novice to 8.5%). Our fifth graders overall were 79.4% proficient and distinguished in the area of reading while our 3rd and 4th grade students hovered around 60% proficient and distinguished. The trend with our 3rd and 4th grade students lacking in proficiency has been the same for the past several years and caused us to rewrite our reading curriculum in the 2020-2021 school year. In 2020, according to our MAP assessment our students' math achievement took a sharp decline if we compare fall 2020 to fall 2019 there was a 16.6% decrease. The students in every grade level but first saw low growth and there was a 5% increase in projected novices for the spring of 2021. This is very alarming to us after already seeing a decrease in our KPREP data the previous year in math and has caused us to want to change our math curriculum for next year. In 2019 according to the KPREP , in the area of math we saw a slight decrease from 64.9% of our students scoring proficient and distinguished in 2018 to only 61.3% of our students scoring proficient and distinguished in 2019. Our third grade had a reduction in novice from the year before going from 20% novice down to 12.3% novice but unfortunately 4th and 5th both saw an increase in novice. Third grade overall proficient and distinguished scores in math continue to be the most concerning with only 41% scoring proficient and distinguished. In 2019 in Social Studies we saw a decrease from 74.7% to 69.6% Proficient and Distinguished. We only had 4 students score Novice. In the next three years, Buckner's primary focus will be on continuous improvement in both reading and math core program while closing the

achievement gap of our students with disabilities and students who qualify for free and reduced lunch. This is a huge concern for us and will be at the focus of much of our school improvement plan.

. **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

. 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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