

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Ms. Lichelle Garner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Buckner Performing Arts Magnet Elementary School
(As it should appear in the official records)

School Mailing Address 3530 E. 27th Street N.
(If address is P.O. Box, also include street address)

Wichita Kansas 67220-2499
City State Zip Code+4 (9 digits total)

County Sedgwick State School Code Number* 1634

Telephone (316) 973-9350 Fax (316) 973-9360

Website/URL www.usd259.com/news/schoolloc/Elementary/Buckner/Default.htm E-mail l Garner@usd259.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Winston C. Brooks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD #259 – Wichita Public Schools Tel. (316) 973-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Sarah Skelton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. (2006)

DISTRICT (Questions 1-2 not applicable to private schools)

- Number of schools in the district:
 - __57__ Elementary schools
 - __17__ Middle schools
 - _____ Junior high schools
 - __11__ High schools
 - __16__ Other
 - _____
 - __101__ TOTAL
- District Per Pupil Expenditure: \$9,243 _____
 Average State Per Pupil Expenditure: \$9,624 _____

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- ___<1___ Number of years the principal has been in her/his position at this school.
 ___8___ If fewer than three years, how long was the previous principal at this school?
- Number of students as of September 20 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	16	38	7			
K	22	28	50	8			
1	22	30	52	9			
2	30	24	54	10			
3	19	31	50	11			
4	14	25	39	12			
5	27	30	57	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							340

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 35 % White
 - 52 % Black or African-American
 - 6 % Hispanic or Latino
 - 5 % Asian/Pacific Islander
 - 2 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: ___1 %

[This rate should be calculated using the grid below. The answer to (7) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	340
(5)	Total transferred students in row (3) divided by total students in row (4)	.014
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: ___0___ %
 ___ 0___ Total Number Limited English Proficient

Number of languages represented: ___0___
 Specify languages:

9. Students eligible for free/reduced-priced meals: 49%

Total number students who qualify: 166

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14%
49 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 16 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 16 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 15 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 11 </u>
Paraprofessionals	<u> 5 </u>	<u> 1 </u>
Support staff	<u> 3 </u>	<u> 11 </u>
Total number	<u> 30 </u>	<u> 23 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	96%	96%
Teacher turnover rate	6%	9%	10%	10%	3%

PART III - SUMMARY

Built in 1956, Mary Wadsworth Buckner Elementary School recently celebrated 50 years of educating students in Wichita. An addition to the building was made in the 1960s and a major expansion was done in 2004.

Buckner started as a pure neighborhood school in the northeast section of Wichita and in 1992 became a magnet school emphasizing the performing arts as part of a desegregation plan. Currently, Buckner is a partial neighborhood magnet. Non-African-American students automatically come to Buckner and all others come through the magnet lottery process.

Buckner is an Elementary Performing Arts Magnet School that serves students in grades pre-kindergarten-5. Our students are involved in curricula that integrates the core state standards with the Performing Arts. The Performing Arts includes classes in art, music, dance, physical education, and drama. The arts are also integrated into the delivery of the core curriculum in the regular classroom.

Before Buckner became a Performing Arts Magnet the students were struggling academically. The staff recognized the need to deliver the curriculum in a different manner. Research indicated that applying the Theory of Multiple Intelligences would improve student performance. Multiple intelligences is a natural way to structure learning. Intelligence involves the ability to create or resolve problems based on the individual's innate framework. Multiple intelligences are helpful for everyone especially for people with learning disabilities. There are seven types of intelligences, eight including the naturalist: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. Students knowing their own unique learning style can develop strategies to compensate for their weaknesses and capitalize on their strengths.

Thus, Performing Arts was selected. Since 1992, Buckner's academic performance has improved and students continue to demonstrate success despite increased poverty levels, increased special education services and increased single parent family status.

Our district serves 48,770 students of which 46% are male and 54% are female. The total African-American population is 24%, Hispanic is 25%, Asian-American is 6%, American-Indian is 4% and White is 41%. The total percentage of special education students is 20%.

As of September 20th, 2006 Buckner's official enrollment was 340. There were 46% males and 54% females. The racial breakdown was 52% African-American, 6% Hispanic, 5% Asian-American, 2% American Indian and 35% White. 49% of our students were eligible for free or reduced priced lunches. We had 20% of our students identified as special education. This percentage included disabled as well as gifted. The average number of students per classroom was 20. They ranged in number from 19 in pre-kindergarten to 26 in one of the 3rd grade classrooms. Our school focuses upon the needs of all students. The staff identifies the strengths and weaknesses of all students through formative data collection, and strategies are developed to enable the students to be successful. The arts support and enhance those strategies. Through performance activities our students are able to strengthen reading and problem-solving skills. The performances also provide an outlet for creativity and help develop the whole child.

Buckner believes that an individual's multiple intelligences are activated and strengthened through involvement in and exposure to the arts. Our staff provides a student-centered program that integrates traditional academics with education in the performing arts. Our school mission is "To ensure each child reaches his/her optimum level of academic achievement through the use of grade level standards and interventions that include integration and exploration of dance, drama, visual arts and music.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS:

Kansas administers State Assessments in reading, mathematics, writing, and science prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These are based on state standards found on the Kansas State Department of Education website, www.ksde.org. The Kansas Reading and Mathematics Assessments are administered online to third, fourth, and fifth grade students, and are part of the Quality Performance Accreditation process.

To meet the Kansas Standards students are expected to perform at the *Meets Standard* level, or above, in math and reading. To achieve the State Standard of Excellence, a school must have at least 25 percent of students achieving at the *Exemplary* level and no more than 5 percent in *Academic Warning*. Buckner Elementary earned the State Standard of Excellence Award in Reading in 2006 and in Math in both 2005 and 2006.

This past year, Kansas students were given a new generation of assessments, creating a new assessment baseline with new performance category names. This year's results and prior years' results, therefore, are not comparable. Subgroups with fewer than 10 students are marked in the accompanying tables as N/A.

Our performance data for the Kansas Reading Assessment, for fifth graders uses these performance levels and cut points:

- *Exemplary* 88-100: Student independently demonstrates the ability to go beyond the text consistently.
- *Exceeds Standard* 80-87: Student independently demonstrates inferential understanding within a text.
- *Meets Standard* 68-79: Student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- *Approaches Standard* 57-67: Student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- *Academic Warning* 0-56: Student does not meet any of the preceding criteria.

Over the last five years, an increasing proportion of students have scored in the upper performance levels. In 2006, nearly all fifth grade students scored in the *Meets Standard* performance level or higher, with more than half of the students scoring in the *Exemplary* level. Although our White students continue to outperform our other subgroups; all disaggregated groups continue to score higher than district or state averages. In 2005 Eisenhower received the Kansas Challenge Award for student achievement in fifth grade reading, despite facing significant challenges in our school population.

Our performance data for the Kansas Math Assessment, for fifth graders uses these performance levels and cut points:

- *Exemplary* 89-100: Student demonstrates superior knowledge and a comprehensive understanding of all mathematics standards (number sense, algebraic concepts, geometry, and data interpretation).
- *Exceeds Standard* 80-88: Student demonstrates a high level of knowledge and comprehension within at least 3 of the 4 standards.

- *Meets Standard 63-79*: Student demonstrates sound knowledge and understanding within 4 areas of the standards, but may not be able to apply his or her understanding within each of the 4 areas.
- *Approaches Standard 54-62*: Student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- *Academic Warning 0-53*: Student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Math assessment scores have trended toward the upper performance levels. 77 percent of Eisenhower fifth graders scored in the *Exemplary* level, compared to 24 percent of Kansas fifth graders. When indicators are averaged, our students scored above the state average by almost 20 percentage points. White students generally scored higher than other ethnic subpopulations, although all students scored at, or above, the *Meets Standard* performance level.

2. USING ASSESSMENT RESULTS:

Assessment data are used to identify patterns of strengths and weaknesses of students and teachers, to develop appropriate instructional strategies, to coordinate the efforts of our professional learning community, and to select relevant professional development topics promoting maximum student growth and achievement.

Test scores are disaggregated and analyzed by the staff as a whole and as grade level teams. Daily, quarterly, and annual data are reviewed to help identify student strengths and weaknesses as groups and as individuals. Keeping in mind best practices educational research, instructional strategies are selected to meet the needs suggested by the data. These strategies include multiple intelligences activities, tutoring, cooperative learning, direct instruction, discovery learning, whole-group discussion, independent study, inquiry, and convergent/divergent questioning. Further analysis of data often suggests strengths and weaknesses of teachers themselves. Grade level team meetings allow for discussion and sharing of strategies or procedures meeting with greatest success. Team members are able to take advantage of each other's strengths. Data are at the core of every instructional decision.

Formative and summative assessments are used to direct goals producing efficient, effective collaboration among teachers, campus support personnel, and administration. This information influences short as well as long term goals set by the teachers. When appropriate, horizontal and vertical grade level teaming is implemented. Support staff are often included when data suggests a need. Conferences with parents and students include reporting of assessment results and suggestions for home support. As a result, parents and other community members are partners with our school in an aligned effort to develop students who are proficient and focused.

Needs identified from the data also influence the selection of professional development topics and activities. These activities have clear connections for immediate classroom application. Data are collected in a timely manner to evaluate the success of these activities or interventions.

3. COMMUNICATING ASSESSMENT RESULTS:

The Buckner Performing Arts staff has multiple ways of communicating student performance to parents, students and the community. Students, parents and the community can retrieve assessment data for the school and district by going to the Kansas State Department of Education website. A summary of this data are also reported in the local newspaper.

The staff communicates individual student performance to parents via email, individual notes home, quarterly report cards, individual progress reports, parent phone calls, the Buckner Brief (monthly school

newsletter) that shares upcoming assessment schedules, and classroom web pages. Parent/teacher conferences are also scheduled twice a year to share student performance in the classroom and in the performing arts classes.

Communicating student performance with students is done on a regular basis. Teachers have student/teacher conferences to share their academic success as well as the areas where improvement is needed. Students in grades 3-5 use agendas, which are individual spiral notebooks for the teacher to share their performance, homework schedule and assessment data with parents. Pre-Assessment folders are created with practice sheets in preparation for state assessments in grades 3-5 and feedback is given to the students on a weekly basis to discuss their performance. Grades are discussed with the students and goals are set on a quarterly basis with students and parents. Buckner students continuously receive classroom feedback to guide them as they work to develop academic and social skills.

Student performance is communicated with the community through Site Council meetings, Parent-Teacher Organization (PTO) meetings, the Buckner Brief and through Open Honest Dialogues, an event where multiple participant groups (students, parents, staff and community) are invited to come together to share from their perspectives, the academic success of the school, state assessment results, things that are going well at the school and areas of improvement. Buckner also shares student performance in the Northeast neighborhood monthly newsletter.

4. SHARING SUCCESS:

Buckner shares its successes with the community in a number of ways. Student teachers, co-op teachers, teachers and administrators throughout the district, as well as cultural exchange program teachers observe in our classrooms. Staff members present numerous workshops, facilitate trainings, and conduct conferences city wide, statewide, and nationally. Faculty members serve on committees to develop standards and curricula. Some are lead trainers in the areas of diversity and technology integration.

Yearly, Buckner showcases its program in a citywide Choices Fair, an event that in one central location gives parents and students an opportunity to learn about the district's different schools and programs. Visitors meet with school staff, students and other parents to determine which school or program might best meet their child's educational needs. The Choices Fair also gives visitors the opportunity to learn about the Wichita Public School district itself. In addition, Buckner has been invited numerous times to participate in the KSDE "Showcase for Success," an annual event celebrating successful schools. In collaboration with Arts Partners, a video documenting the creative process of an original project and the integration of the arts into the core curriculum was produced and has recently aired on a local TV channel and been shared at staff in-services throughout the district. Students regularly perform for district sponsored events. Many students have broadcast the district news on the district's cable channel. Using the Metropolitan Opera Guild's Creating Original Opera training format, three original operas have been created and performed by students for audiences from public and private schools. Through a partnership with Wichita Children's Theater and Dance Center, Buckner students have performed at various public events. Many students have participated in area choirs and orchestras. Students' artwork has been displayed at local banks, businesses, and museums. Annually, all students perform in major productions which are open to the public and aired on local television. Highlights at Buckner are featured in the district's online newsletter and local newspapers.

Many of our staff members have received awards for teaching excellence. Several teach at the college level in their field of expertise as well as at local arts organizations. All teachers have presented parent involvement workshops focusing on curriculum content.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM:

The arts are heavily integrated into the curriculum and instructional practices at Buckner and academic excellence is promoted for all students. The district mandates the scheduling of a 90 minute reading block followed by 30 minutes of reading interventions, a 60 minute math block followed by 30 minutes of math interventions and a 30 minute writing block. Additional learning blocks in science, social studies, reader's theatre, library, music, physical education, art, dance and drama are also included in this rigorous schedule.

The **language arts curriculum** at Buckner is based on the Four Block Model, a framework incorporating four different approaches to teaching children to read - Guided Reading, Self-Selected Reading, Writing, and Working with Words. Lessons are extended and enriched by researching a topic, creating a visual product, rewriting the ending to a story, writing and performing a song, acting out the story, making a poster and writing poems.

Our **mathematics curriculum** features a hands-on approach to teaching mathematics which emphasizes real-world application. The curriculum stresses and promotes higher-order thinking skills, working with peers, cooperative learning and the integration of multiple intelligences. Our program is strongly research-based and student centered and has resulted in high student achievement. Teachers follow the National Council of Teachers of Mathematics math standards in conjunction with state math benchmarks and the framework for all instruction is supplied by district scope and sequence guides.

The **science curriculum** at Buckner invites children into the world of inquiry. Hands-on and minds-on experiences are fundamental to our approach. Children are asked to investigate and inquire using processes that real life scientists use. Emphasizing observation, planning, measurement, data collection, and creativity, our science program naturally integrates the curriculum, bringing higher order thinking skills into application. Our program fosters curiosity and actively involves our students in discovering the dynamic nature of science.

The **social studies curriculum** is enhanced by various projects initiated by both the teachers and the performing arts team. Many of the main stage performances are based on historical events. As part of a collaboration with Arts Partners, students gave a performance about the history of music. Large panels depicting the music's history were constructed for the stage and are now permanently displayed in the school.

Because of the **art curriculum** Buckner is a delightful showplace filled with student artwork. The art class is an exciting place where students can explore a world of ideas and express their thoughts and feelings. Through hands-on production, students stretch their creativity and explore many possibilities for solving art problems. Along the way they discover the joy of making visual statements. Students develop their own way of communicating meaning and also learn to see how other artists share ideas.

The **music curriculum** at Buckner teaches a variety of musical styles while focusing on music reading skills, vocal production techniques, and standards adopted by the Wichita district. Major original productions presented to the public often marry music with drama, dance and art. As a bonus, first through fifth graders receive instruction in piano and kindergarteners have the opportunity for exploration on the keyboards. Students are able to take their learning to another level, cementing the foundations of their education by integrating reading, writing and math into the arts through specially designed programs and projects with community artists.

The **dance curriculum** combines drama, music, and visual design into a moving, breathing art form that strengthens not only the body but the spirits of self-expression and self-discipline. Dancers at Buckner have exposure to ballet, jazz, modern, and tap. Dancers are taught proper technique, terminology, study various cultures, and develop a working knowledge of the human anatomy.

2A. (ELEMENTARY SCHOOLS) READING:

Buckner's reading curriculum combines leveled readers, basal anthologies, and children's literature in all grades. The teachers use a combination of approaches to meet the needs of all students.

Buckner uses the district adopted research-based reading curriculum because it targets the indicators of reading success identified by the National Reading Panel – phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The district's adopted reading curriculum includes whole class instruction, strong progress monitoring, and daily small group lessons which allow for differentiated instruction. This curriculum provides the teachers with explicit instruction, decision-making information and specific lessons for all levels of students. As part of reading instruction at Buckner, students have the opportunity to move within various reading groups as their needs change. Students are challenged with appropriate text during small and whole group instruction.

Working within the reading adoption, Buckner uses a model reading approach that is split into four areas: guided reading, working with words, writer's workshop, and self-selected reading. Guided reading involves the whole group. It includes before, during, and after reading comprehension strategies, understanding literary elements and text structures. In the working with words section, the teachers focus on phonics, word families, decoding, and context clues. The teachers use a variety of strategies such as word walls, grade level sight word lists, and word building activities. Writer's workshop focuses on mini-lessons that reinforce the six traits of writing as well as the various forms of writing (e.g. persuasive, or letter writing). The self-selected piece allows the teacher to conduct fluency modeling and practice as well as have individual conferences with students to talk about their reading.

The performing arts piece is not lost in this reading curriculum. All of the teachers use the performing arts to enhance their reading lessons. Some examples of this are math songs, role playing of historical characters, creating songs using vocabulary words, and special guest speakers. We have also done "Poetry Comes Alive", which works on voice and fluency.

3. ADDITIONAL CURRICULUM AREA:

Drama class at Buckner is high interest, high energy, and is highly engaging. Through a variety of drama activities, students are given opportunities to perceive, imagine, communicate, and respond to the world inside and out, by engaging their minds, feelings, bodies and voices. Movement, pantomime, improvisation, character analysis, dramatizations, role play, puppetry, play-making and play writing are a few of the areas of development explored as drama is integrated with the core curriculum. A number of language arts, social studies, and science standards are taught and reinforced in drama.

While much time is spent on theater skills and arts integration, students also grow in self-confidence. They begin to develop and communicate an awareness of self and society. Creative thinking, interpersonal skills, and appreciation and understanding of human values are fostered. Other life skills are improved such as communication, decision-making and problem solving.

Students are given many opportunities to perform, but the process of creating theatre is very valuable in and of itself. While drama classes are often an exciting and magical experience, theatre is serious. It has form, discipline, and structure and it complements other subjects by making students better thinkers.

In addition to their weekly drama time and special rehearsals, 2nd-5th graders participate weekly in Reader's Theater. It is an exciting, highly motivational way to have success in reading. It encourages strong oral skills and allows students to explore literature in a new form. Students beg for opportunities to perform.

Some of the most effective and enjoyable lessons have been those which have been taught in collaboration with the classroom teachers. When this is done, we are better equipped to help our students make connections. We are also able to optimize learning and teaching by engaging a variety of learning styles and human intelligences and by integrating cognitive functions.

4. INSTRUCTIONAL METHODS:

Our entire Buckner staff is highly motivated to ensure success for all students. To accomplish this goal, we have a rigorous curriculum taught using various multiple intelligences that constantly challenges our students academically. The mission of our school states: *To ensure each child's educational needs will be met through the use of grade level standards and interventions that include integration and exploration of dance, drama, visual arts and music.* Differentiated instruction is a major component of our staff development plan. District trained facilitators teach teachers the strategies needed to differentiate instruction. A continuum of lessons are planned which differentiate instruction according to learning styles and student ability.

Inquiry based hands-on math, science inquiry method, reading and writing researched-based methods create a student-centered environment and reinforce student accountability. Students are provided the opportunity to work in small groups, cooperative groups and one-on-one with the teacher.

Research-based instruction is complemented by daily integration of the arts by professionals in each of the arts disciplines. Addressing the varying learning styles of students provides a connection between the child's learning style and the instruction that is meaningful, motivating and enriching.

5. PROFESSIONAL DEVELOPMENT:

Professional Development (PD) at Buckner is designed with careful consideration of data and student needs. Staff members attend monthly PD sessions that include data analysis and research-based instructional methods. The comprehensive analysis of student data included in our Campus Improvement Plan drives the direction for the trainings and includes methods for making cross-curricular connections and integrating the arts. This Results Based Staff Development Plan outlined in the Campus Improvement Plan looks at: goals, professional development strategies, timelines, person(s) responsible, resources and evaluations. The PD sessions are led by our campus support teacher, administrator and other district curriculum specialists. Professional Development sessions expose teachers to new research-based strategies, as well as continuous review of which strategies work and which need revision. These sessions also give teachers an opportunity to inquire sensitively, listen carefully and look thoughtfully at student work and abilities.

Professional Development directly supports the district and state standards and focuses on areas of lowest performance. Based on data, specific areas of concern are identified and addressed. Core areas include reading, writing and math. Our scores have been consistently high in these areas therefore we continue to implement strategies that promote high student achievement. The arts play a large role in providing a powerful vehicle for enrichment and rigorous learning. The music, art, and physical education teachers attend professional development with other district teachers within the same discipline. Buckner is the only performing arts elementary school in the district, therefore the dance and drama teachers have the option to attend workshops at Wichita State University or join one of the other disciplines. Further, our professional development program guides teaching in ways that honor and celebrate each learner's unique abilities and recognize cultural differences, family experiences, developed intelligences, and approaches to learning.

PART VII – ASSESSMENT RESULTS

Subject Reading Grade 3 Kansas State Reading Assessment

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	90
% At or Above Exceeds Std. (Advanced 2002-2005)	67
% Exemplary (Exemplary 2002-2005)	38
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	85
% At or Above Exceeds Std. (Advanced 2002-2005)	62
% Exemplary (Exemplary 2002-2005)	46
Number of students tested	13
2. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	94
% At or Above Exceeds Std. (Advanced 2001-2005)	78
% Exemplary (Exemplary 2001-2005)	33
Number of students tested	18
3. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	90
% At or Above Exceeds Std. (Advanced 2001-2005)	53
% Exemplary (Exemplary 2001-2005)	21
Number of students tested	19
4. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	NA
% At or Above Exceeds Std. (Advanced 2002-2005)	NA
% Exemplary (Exemplary 2002-2005)	NA
Number of students tested	3

Subject Reading Grade 4 Kansas State Reading Assessment

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	85
% At or Above Exceeds Std. (Advanced 2002-2005)	50
% Exemplary (Exemplary 2002-2005)	20
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
5. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	81
% At or Above Exceeds Std. (Advanced 2002-2005)	33
% Exemplary (Exemplary 2002-2005)	10
Number of students tested	21
6. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	96
% At or Above Exceeds Std. (Advanced 2001-2005)	63
% Exemplary (Exemplary 2001-2005)	38
Number of students tested	24
7. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	79
% At or Above Exceeds Std. (Advanced 2001-2005)	37
% Exemplary (Exemplary 2001-2005)	11
Number of students tested	19
8. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	92
% At or Above Exceeds Std. (Advanced 2002-2005)	46
% Exemplary (Exemplary 2002-2005)	15
Number of students tested	13

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL					
	2006 March	2005 March	2004 March	2003 March	2002 March
ALL STUDENTS					
% At or Above Meets Std. (Proficient 2002-2005)	93	71	57	63	56
% At or Above Exceeds Std. (Advanced 2002-2005)	73	51	37	38	27
% Exemplary (Exemplary 2002-2005)	52	20	12	8	10
Number of students tested	44	51	49	48	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
9. AFRICAN AMERICAN					
% At or Above Meets Std. (Proficient 2002-2005)	80	61	60	44	47
% At or Above Exceeds Std. (Advanced 2002-2005)	60	39	30	25	29
% Exemplary (Exemplary 2002-2005)	33	11	0	0	6
Number of students tested	15	18	10	16	17
10. WHITE					
% At or Above Meets Std. (Proficient 2002-2005)	100	78	67	69	87
% At or Above Exceeds Std. (Advanced 2002-2005)	89	57	48	45	33
% Exemplary (Exemplary 2002-2005)	67	30	24	14	13
Number of students tested	18	23	21	29	15
11. ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2002-2005)	84	67	45	71	38
% At or Above Exceeds Std. (Advanced 2002-2005)	58	38	25	41	10
% Exemplary (Exemplary 2002-2005)	37	13	0	6	5
Number of students tested	19	24	20	17	21
12. SPED					
% At or Above Meets Std. (Proficient 2002-2005)	90	50	NA	NA	NA
% At or Above Exceeds Std. (Advanced 2002-2005)	80	30	NA	NA	NA
% Exemplary (Exemplary 2002-2005)	50	0	NA	NA	NA
Number of students tested	10	10	3	6	2

Subject Math Grade 3 Kansas State Math Assessment

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	91
% At or Above Exceeds Std. (Advanced 2002-2005)	69
% Exemplary (Exemplary 2002-2005)	38
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
13. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	69
% Exemplary (Exemplary 2002-2005)	39
Number of students tested	13
14. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	83
% At or Above Exceeds Std. (Advanced 2001-2005)	67
% Exemplary (Exemplary 2001-2005)	39
Number of students tested	18
15. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	95
% At or Above Exceeds Std. (Advanced 2001-2005)	68
% Exemplary (Exemplary 2001-2005)	32
Number of students tested	19
16. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	NA
% At or Above Exceeds Std. (Advanced 2002-2005)	NA
% Exemplary (Exemplary 2002-2005)	NA
Number of students tested	3

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL					
	2006 March	2005 March	2004 March	2003 March	2002 March
ALL STUDENTS					
% At or Above Meets Std. (Proficient 2002-2005)	78	91	75	59	57
% At or Above Exceeds Std. (Advanced 2002-2005)	47	85	56	47	32
% Exemplary (Exemplary 2002-2005)	23	46	27	20	8
Number of students tested	60	52	48	51	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
17. AFRICAN AMERICAN					
% At or Above Meets Std. (Proficient 2002-2005)	62	81	43	NA	24
% At or Above Exceeds Std. (Advanced 2002-2005)	24	75	21	NA	12
% Exemplary (Exemplary 2002-2005)	14	25	14	NA	0
Number of students tested	21	16	14	8	17
18. WHITE					
% At or Above Meets Std. (Proficient 2001-2005)	92	96	85	64	67
% At or Above Exceeds Std. (Advanced 2001-2005)	63	89	67	54	41
% Exemplary (Exemplary 2001-2005)	29	58	33	21	11
Number of students tested	24	26	27	28	27
19. ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2001-2005)	68	81	70	44	59
% At or Above Exceeds Std. (Advanced 2001-2005)	32	71	45	38	29
% Exemplary (Exemplary 2001-2005)	11	33	15	6	12
Number of students tested	19	21	20	16	17
20. SPED					
% At or Above Meets Std. (Proficient 2002-2005)	85	80	NA	NA	NA
% At or Above Exceeds Std. (Advanced 2002-2005)	54	80	NA	NA	NA
% Exemplary (Exemplary 2002-2005)	23	10	NA	NA	NA
Number of students tested	13	10	9	4	2

Subject Math Grade 5 Kansas State Math Assessment

BUCKNER PERFORMING ARTS ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	96
% At or Above Exceeds Std. (Advanced 2002-2005)	71
% Exemplary (Exemplary 2002-2005)	55
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
21. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	87
% At or Above Exceeds Std. (Advanced 2002-2005)	47
% Exemplary (Exemplary 2002-2005)	27
Number of students tested	15
22. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	94
% Exemplary (Exemplary 2001-2005)	83
Number of students tested	18
23. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	90
% At or Above Exceeds Std. (Advanced 2001-2005)	42
% Exemplary (Exemplary 2001-2005)	37
Number of students tested	19
24. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	90
% At or Above Exceeds Std. (Advanced 2002-2005)	40
% Exemplary (Exemplary 2002-2005)	30
Number of students tested	10