

## **Bucknell has been designated as a priority school.**

### **What does this mean?**

- Although Bucknell and FCPS continues to make significant achievement progress with all our students, subgroup (subgroups are defined by the No Child Left Behind legislation) differences in achievement do exist—particularly between students that are economically disadvantaged and those that are not. Bucknell also has an achievement gap between African American students and other subgroups. Based on previous school year testing data, Bucknell was and remains designated a school “in improvement” status, sometimes referred to as “not making AYP (Adequate Yearly Progress).”
- The Priority Schools Initiative is a three-year program to address this achievement gap with additional support to participating schools. Bucknell was one of thirty schools designated as a Priority School. Bucknell’s principal, assistant principal and instructional coach are involved in ongoing priority schools training through the University of Virginia’s Darden School of Business and the Curry School of Education.
- As a priority school, several supports have been put in place to support Bucknell as it continues to close the achievement gap. First, each priority school has a team of central office employees representing various departments that are committed to being their “critical friend” in strategic planning and advocating for additional resources if needed. Bucknell’s principal, Tim Slayter and assistant principal, Nancy Mercer are working with teachers on strategic adjustments to close the achievement gap and to raise the bar for all. Below are some of the key initiatives:
  - Professional Learning Community (PLC) Model initiated at Bucknell
    - 8 teachers trained by Dr. Richard DuFour and Mrs. Rebecca DuFour, school reform experts
    - 90 minutes of weekly collaborative teacher planning. Teams of teachers study student learning data and best practice instruction.
    - Daily uninterrupted 120 minute block for language arts
    - Daily uninterrupted 75-90 minute block for math
    - Daily 30 minute intervention/enrichment block for all grade levels
  - Full time instructional coach hired
  - After-school academies for enrichment and intervention-details forthcoming
  - Co-teaching model introduced; ESOL, Special Education and resource teachers deliver lessons together with classroom teachers.
  - Creation of a school based parent center
  - Continued weekend tutoring at Bucknell through outside tutoring agencies