



Executive Summary

Mary Weeks Burroughs Elementary School

Mobile County Board of Education

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

Mary Weeks Burroughs Elementary is a small community school with 352 students enrolled for the 2016-17 school-year. Our school population is 71% Black, 23% White, 4% Hispanic/Latino, 1% Asian, and < 1% Indian. We are part of the Mobile County Public School System, the largest school system in Alabama, with approximately 59,000 students and 7000 employees. Burroughs Elementary is located in Theodore, Alabama in the southeastern part of Mobile County which is home to Bellingrath Gardens and NFL player C.J. Mosley. C.J. played for the University of Alabama and Theodore High School. Our school is unique in that it houses the area's original little school house, which was built in 1949. Another unique feature is that our current administrator attended Burroughs Elementary when it was a first through seventh grade school.

From the 2000 to the 2010 Census, Theodore had a change in demographics with a 10% decrease in population. Of the 6,130 residents, the two largest races are in direct contrast to the school with 79.7% White and 13.3% Black. The other races were similar to that of the school with 1.1% Indian, 2.4% Asian, 1.1% Other and 3.2% Hispanic/Latino. Of the 2,293 households on record for the 2010 census, 35.7% have school-aged children and the median income for these families is \$44,950. This creates a challenge for the school with 17.9% of the families in the Theodore area falling below the poverty line which stifles parental involvement. In addition, technology is a continuous challenge. The school needs more funding to update technology and provide enough computers in every classroom and in the computer lab to help our students to be more college and career ready.

Over the last 3 years, Burroughs Elementary has had the privilege to add a special education pre-school unit to our enrollment and house three HeadStart units on our campus. With the increased student participation, our kindergarten enrollment has grown and another teaching unit has been added. Our current faculty is 49% Black and 51% White with one male teacher having been added to our teaching staff within the last three years. As of December 2015, a multi-purpose building was added to our facility.

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 vision of Burroughs Elementary School is "We take responsibility for the success of every student".

Mission statement:

We, the members of Mary Weeks Burroughs school community, are dedicated to developing caring, responsible citizens, as well as life-long learners who believe in themselves, contribute to their community, and achieve in an ever-changing world.

Burroughs Beliefs:

- 1) We believe all students should be provided a safe learning environment that is physically and technologically current.
- 2) We believe a student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- 3) We believe in promoting academic excellence by establishing high yet fair expectations and by using a variety of instructional strategies.
- 4) We believe that every child needs an education that will meet individual needs.
- 5) We believe in providing an atmosphere for cooperative learning.
- 6) We believe education is a cooperative effort of parents, students, educators, and the community.
- 7) We believe parents share the responsibility for the education of their children, and parental involvement is essential in promoting learning.
- 8) We believe in communicating assessment information in a timely manner to parents and community stakeholders.

Burroughs Elementary insures that the school's vision and purpose guides the teaching and learning process by conducting bi-weekly PST/Data meetings. The administrator, counselor, grade-level teachers, along with resource and intervention teacher(s), discuss and analyze current data and immediately implement strategies to help students that are not proficient with current standards and/or skills.

One program used at BES to help our students succeed and meet their academic goals is the Renaissance program. Students read and take AR tests and are challenged to meet and exceed their reading goals each quarter. The teachers utilize STAR Reading and STAR Math results to guide instruction. Another program that is used to help provide a friendly, positive culture is the OLWEUS Bullying Prevention Program. Students have an opportunity each month, during Anti-Bullying Class (ABC) time, to discuss and be provided with strategies to resolve any social conflicts or issues .

The principal also communicates expectations and goals for the school during Terrific Kids/Honor Roll assemblies, quarterly PTO meetings and during Reading & Math Nights that are held monthly to keep parents and community stakeholders involved and informed. The expectations are for every child to succeed. At BES, we work with the student, parent(s) or guardian, and teachers to insure that each child has every available resource to become proficient.

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.

Over the past three years, we had practically no course failures with a rate that was < 1% . We also decreased the school suspension rate to nearly zero with the continued implementation of the OLWEUS Bullying Prevention Program. We earned the title of Model School and Model Library by Renaissance Reading. Our school cafeteria received the USDA Healthier US School Bronze Level award for its leadership role in implementing healthier school meals. Most recently, the local school board recognized BES as 1 of the 8 schools in the entire district to receive Energy Star status from the EPA for energy conservation.

In the next three years, the school is striving to increase the ACT Aspire reading and math scores in 3rd-5th grade. We are also working extremely hard to equip our school with current technology to provide students with digital tools and resources needed to succeed in the 21st century. We are making efforts to become a Leader in Me school and our ultimate goal is to receive Torchbearer status again.

Additional Information

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

BES works diligently to ensure that all students achieve academics goals by offering free reading and math tutoring. ACT Aspire tutoring is offered to EVERY student in 3rd-5th grade in the spring to help students prepare for the upcoming standardized assessment. Based on current STAR Reading data, third grade students have been given an extended school day to provide extra assistance in the area of reading. Many teachers volunteer to provide these services throughout the school year.

The school has now started a local school spelling bee that includes pre-kindergarten through fifth grade students and meet regularly to work on building vocabulary and spelling skills. We now offer Club Day once a month during the school day and have added more clubs for school-wide involvement. These school sponsored clubs are invaluable as an opportunity for the students to develop leadership skills, become more goal oriented and have academic growth.

The PTO, along with the community, worked hard to offer a special incentive to the students that maintained an A-average on their end of quarter tests (EQTs). For nine years, through 2015, the PTO offered all the third through fifth grade students the opportunity to attend the Youth Education Series (YES) program at Disney World each year for FREE. With the implementation of the ACT Aspire, the administrator will work with the PTO, to resume special incentives for all students.