

2018-2019 F. E. Burleson Continuous Improvement Plan in Review

Mission and Purpose Statement:

Inspiring and preparing ALL students for learning, leadership, and life.

Vision Statement:

F. E. Burleson will establish itself as a premier Alabama elementary school by leading the way on local, state, and national levels academically, artistically, and athletically.

Goal 1: Students in second, third, and fourth grades will increase math proficiency for the 2018- 2019 school year.

Measurable Objective 1: 58% of Second, Third and Fourth grade students will increase student growth by meeting their math growth goal (SEM) in Mathematics by 05/23/2019 as measured by the Scantron Performance Series.

Strategy 1: Improve computational and critical thinking skills - Students will improve basic computational and critical thinking skills utilizing Go Math, AMSTI lessons, Math Lab, Title I services, intervention services, and special education services. Teachers will administer regular assessments and fact fluency tests to assess student progress and to guide teacher instruction.

Activities: Utilize Go Math, AMSTI, Math Lab, intervention services, enrichment activities, MobyMax, SST/RTI, data meetings, grade level meetings to discuss student data and to use data to guide instruction/teaching practices.

Goal 2: All students at F.E. Burleson Elementary School will become more proficient in STEM areas.

Measurable Objective 1: 80% of all students will increase student growth in critical thinking and STEM skills in Science by 05/23/2019 as measured by classroom/student observations, lesson plans, and quality of student products.

Strategy 1: High Quality STEM Instruction and Professional Development - Teachers will receive professional development on effective ways to implement STEM into their classroom instruction. Professional development will teach educators to learn ways to promote a culture of creative problem solving and critical thinking skills with real-world application of STEM activities in their classrooms.

Activities: Programming Club. Composting and recycling. STEM Training at Winfield, STEM classes with Mrs. England. Science class and STEM activities in 4th grade with Mrs. Halverson.

Strategy 2: Increased Parent and Community Involvement - During school and after-school activities will be offered to inform and involve parents in high-quality STEM activities and authentic learning projects.

Activities: STEM Night with parents and students. Science Fair poster contest.

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Goal 3: Students in second, third, and fourth grades will increase reading proficiency for the 2018-2019 school year.

Measurable Objective 1: 63% of Second, Third and Fourth grade students will increase student growth by meeting their reading growth goal (SEM) in Reading by 05/23/2019 as measured by the Scantron Performance Series.

Strategy 1: Increased Direct Instruction and Intervention of Reading Skills - Teachers will provide direct instruction of reading skills and writing skills. Teachers will provide focused reading instruction and intervention in the areas of phonics, spelling, vocabulary, and reading comprehension skills. Saxon Phonics and Spelling will be implemented in kindergarten through third grade classrooms to address academic needs in the areas of phonics and spelling.

Activities: Purchase and implement Saxon Phonics. Professional development in Saxon Phonics and DIBELS, remediation and re-teaching of reading skills, Tiger Time in 1st grade, intervention services, enrichment activities, MobyMax, SST/RTI, data meetings, grade level meetings to discuss student data and to use data to guide instruction/teaching practices.

Areas of Achievement:

2017-2018 Scantron Reading Gains (Percentage of Students who met gains goal):

2nd grade: 49% 3rd grade: 68% 4th grade: 59%

2017-2018 Scantron Math Gains (Percentage of Students who met gains goal):

2nd grade: 55% 3rd grade: 50% 4th grade: 54%

According to AdvancED Climate and Culture Surveys and surveys completed in previous years, including the spring 2017 student and Title 1 surveys, students continue to report they feel their teacher cares and parents report positive interactions with school staff.

Areas in Need of Improvement:

The number of kindergarten students at risk and in need of intense support on the fall DIBELS assessment have increased and remained high over the last several years.

2014-15 At Risk 20%

2015-16 At Risk 38%

2016-17 At Risk 25%

2017-18 At Risk 25%

2018-19 At Risk 28% (according to former goals) 54% (according to DIBELS Next recommended goals)

AdvancED survey results indicate students and teachers report a fairly high percentage of worksheets are used during instruction in the classroom. Survey results indicate students want interesting activities to help them learn while at school. We need to increase and provide more hands-on, active, project based learning, and STEM activities with students.