
Fir Grove Elementary School

1360 W Harvard Avenue Roseburg, OR 97471 541-440-4085

Comprehensive Needs Assessment:

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the [ORIS needs assessment framework](#): Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

- **Mission Statement** (current): *Fir Grove Elementary School is a safe, welcoming school, where students, family members, staff, and community members are a part of our Fir Grove family. All are valued, treated with respect, and are involved and united with a focus on learning. High standards are set and achievements are celebrated. Students, teachers and families are enthusiastic about learning and are excelling academically and socially.*
- **Vision:** *Our students will leave Fir Grove prepared for their next steps with a strong foundation and a focus on serving our community.*
- **Data:**
 - Teams meet regularly to review grade level data through GrIP meetings, behavior meetings, and PLC time.
 - Data is shared regularly through staff newsletters.
- **Routines:**
 - Principal ensures routines and structures are used in daily activities - feedback is provided and surveys to staff are routinely sent to gather formative data.
- **Professional development:**
 - Opportunities for professional growth are offered during weekly Early Release times. Focus for 2022-2023 school year:
 - SEL
 - 5D Framework/District Strategic Plan
 - Math/ELA instruction
 - Data Snaps
- **Feedback:**
 - An Observation Rotation schedule has been developed to provide regular feedback to staff (classified and certified). Feedback is uploaded to personal Google Forms for easy access.

- **Stakeholder input:**
 - Regular Booster Club meetings are conducted monthly.
 - Parent newsletters are sent regularly from the Principal's office
 - Staff use email, phone calls, and Remind to access parent input.
 - Conferences are conducted twice a year for parent input.
- **Well-rounded:**
 - Staff and student celebrations occur often
 - GriP team meets regularly to review student data (academic, attendance, and behavior)
 - SEL has been a focus at Fir Grove -
 - morning meetings
 - PBIS
 - Conscious Discipline,
 - Habits of Mind and Interaction Routines

Question #2: Based on the school's needs assessment, what are the identified priorities/goals that the school will be focusing on this year.

I. ELA:

Using high quality instructional materials, purposeful management, and consistent practices to elicit authentic engagement, EOY (end of year) DIBELS results for Fir Grove will see:

- A combined average of 60% of K-2 students meeting or exceeding the grade level benchmark.
 - Currently 34% of our K-2 are meeting or exceeding.
- A combined average of 80% of 3-5 student meeting or exceeding the grade level benchmark.
 - Currently 52% of our students 3-5 are meeting or exceeding.

II. Math:

Using high quality instructional materials, purposeful management, and consistent practices to elicit authentic engagement, EOY (end of year) iReady results for Fir Grove will see:

- A combined average of 40% of K-2 students meeting or exceeding the grade level benchmark.
 - Currently 14% of our K-2 students are meeting or exceeding, based on the iReady Math Diagnostic.
- A combined average of 40% of students in grades 3-5 will meet or exceed.
 - Currently 13% of our 3-5 students are meeting or exceeding, based on the iReady Diagnostic.

III. Vision and its impact on student learning

- By the end of the 2022/2023 school year, the Fir Grove community (students, staff, and families) will be able to identify our mission and vision and will understand how we are impacting student learning using the 5D Framework in our classrooms

Question #3: Please respond to the following:

A. Talent Development

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

With a district focus on 5D and student engagement, we are working on providing meaningful teacher learning opportunities that will ultimately impact student achievement. At Fir Grove, a year-long plan has been developed to map out professional learning opportunities around 5D, SEL, Math, and ELA. A focus will be placed on refining our vision for student learning using the District Strategic Plan as our guide, with an end-goal of having all staff familiar with our plan.

B. Stakeholder Engagement

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

Information is sent out to all families using Remind, OneCall (phone/email), and through the monthly newsletter. Information is strategically placed in the newsletter in an effort to capture the attention of families as they open the newsletter on their phones or computers. We had our annual Title 1 meeting on October 13th, 2022.

- [Falcon Flyer Newsletter](#)

C. Well-Rounded Learning System

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

- *Genuine understanding and use of Habits of Mind and Interaction*
- *Focused efforts on engaging learners within the classroom - increasing student talk*
- *Exploring and understanding core curricula, and the components that can offer support and acceleration.*
- *Increasing awareness of SEL strategies and routines and embedding those practices into daily lessons*

D. Instructional strategies:

Please describe strategies that will be used to address student needs

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.
 - *Referrals are made to Adapt when a child/family expresses a need or desire for services.*
 - *SEL strategies embedded within daily routines to increase connection*
 - *Small groups to address friendship skills, emotional regulation, diffusing, calming, etc.*
 - *Regular check-in's with adults on campus*

2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).
 - *Students engage in conversations around personal goals as they move through school.*
3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.
 - *With the addition of two new staff members (Skills Trainer and 1st grade IA), we are able to provide support to students who are dysregulated.*
 - *Staff are now trained to create FBA/BSP/Safety Plans for students who are struggling with maintaining productive behavior within the classroom.*
 - *Grade Level GRIP (Group Intervention Planning) teams meet every 6 weeks to review academic, attendance, and behavior data. Interventions identified and determinations made if students is not progressing adequately.*
4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).
 - *Annual meetings take place to review upcoming students into Kindergarten - observations made and data collected (shared with schools), visits are made to the schools*

E. Inclusive Policy and Practice

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

- *Our district has purchased the ability to view informative videos on Trauma Informed Practices, as well as generally effective classroom management tips with the 321 Insight program.*
 - *Staff have been able to access the material this year and view with peers to increase understanding and practical application.*