


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Fir Grove Elementary

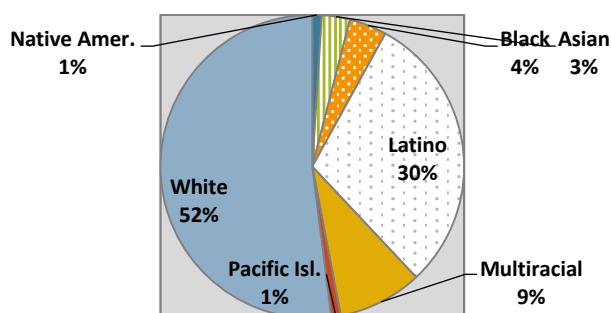
Principal: Erin Miles

Years as School Principal: 4

Years in BSD: 18

School Demographics 2018-19

Enrollment:	385
Economically Disadvantaged:	50%
Students with Disabilities:	14%
Ever English Language Learner:	25%
Different Languages Spoken:	14



School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	26.5	30.1	28.1	All Students	9.1	13.0	11.4
Economically Disadvantaged	15.4	20.3	14.0	Economically Disadvantaged	7.5	11.3	9.2
English Language Learners	11.5			English Language Learners	6.5		
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	8.8	10.5	9.7	All Students	3.1	3.0	3.4
Economically Disadvantaged	2.5	5.8	3.4	Economically Disadvantaged	2.9	3.0	2.9
English Language Learners	2.2			English Language Learners	2.9		
Students with Disabilities				Students with Disabilities			

* Combined results for uppercase and lowercase letter assessments.

College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	47%	50%	56%	All Students	39%	30%	55%
Economically Disadvantaged	24%	32%	32%	Economically disadvantaged	16%	24%	38%
English Language Learners		32%		English Language Learners		18%	
Ever English Language Learners		32%		Ever English Language Learners		18%	
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Asian				Asian			
Hispanic/Latino		40%		Hispanic		25%	
White	63%	59%	63%	White	45%	36%	59%
Multi-racial				Multi-racial			
Male	34%	52%	56%	Male	37%	37%	61%
Female	60%	48%	54%	Female	40%	23%	46%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	60%	44%	61%	All Students	41%	32%	37%
Economically Disadvantaged	49%	24%	46%	Economically disadvantaged	27%	10%	26%
English Language Learners		<5%		English Language Learners		<5%	
Ever English Language Learners	54%	<5%		Ever English Language Learners	32%	<5%	
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	56%		46%	Hispanic	32%		33%
White	63%	61%	75%	White	45%	46%	36%
Multi-racial				Multi-racial			
Male	60%	45%	49%	Male	43%	27%	33%
Female	60%	44%	75%	Female	40%	36%	41%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	51%	46%	59%	All Students	44%	48%	62%
Economically Disadvantaged	48%	35%	59%	Economically Disadvantaged	44%	44%	63%
English Language Learners	53%	17%	64%	English Language Learners	39%	57%	67%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	43%	24%		Students with Disabilities	40%	38%	
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	57%	32%	61%	Hispanic/Latino	45%	43%	68%
White	49%	61%	60%	White	43%	48%	61%
Multi-racial				Multi-racial			
Male	48%	34%	59%	Male	39%	46%	59%
Female	54%	58%	60%	Female	50%	51%	66%

2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **99%**

Student Survey: **100%**

Absence and Exclusion Measures	16-17	17-18	18-19	Annual Survey Responses	16-17	17-18	18-19
Students missing fewer than 10 days of school	74%	64%	63%	Students reporting that at least one adult cares about them	82%	91%	94%
Students missing class due to suspensions or expulsion	6	10	11	Parents reporting they feel informed and valued as active partners in their child's education	80%	84%	73%
Number of class days missed due to suspensions or expulsion	10	23	41.5	Teachers and staff reporting they contribute to school decision making	83%	93%	

Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.

Successes:

Out of the all the metrics, I am most proud of the growth our students made in English Language Arts and Mathematics.

For the past four years, Fir Grove had a **co-teaching** literacy model for ESL. We have also tried, as much as possible, to have a push-in service model for students with disabilities. These models have all but eliminated the need to serve students, who receive ELD and specially designed instruction, outside the classroom. There is strong **collaboration** between classroom teachers, ESL, SpED, Counselor, Student Success Coach and Reading Specialists. More time inside the classroom led to greater learning and growth. Also, the **Workshop Model** is being used consistently in both reading and math. **Class sizes in the low 20s** allowed teachers to meet with individual students to target instruction.

Additionally, Fir Grove made it a **schoolwide focus to read at home**. There was a consistent message from all teachers that reading at home is important. We celebrated reading growth at school. This has led to an **increased ownership of student learning**.

The growth in math, I believe is directly related to a change we implemented two years ago. Two years ago, Fir Grove used a **certified teacher to co-teach math** in third, fourth and fifth grade. This teacher, who is now a BSD Math TOSA, helped teachers dive into the Cathy Fosnot math curriculum Contexts for Learning Math. Each 3rd, 4th, and 5th grade level team had time with the math teacher to plan lessons and review strategies. Having a “math expert” in their classroom to come alongside and team teach lessons led to deeper understanding of the curriculum by both teachers and students. Additionally, targeted professional development in reading, math and social emotional learning has been another factor that has led to increased success in student learning.

Challenges:

Of the metrics above, I am most concerned about is disruptive behavior that has led to loss of learning and suspensions. Disruptive behavior has moved from the classroom to the hallways, playground, and even past school grounds. I have had to call the police multiple times due to disruptive and disregulated behavior. Students and staff have been assaulted by students.

The low attendance rate for a few students is also another concern. Despite our attendance protocol, we have students who are consistently below a 70% attendance rate. I have use my school budget to pay for a Truancy Officer visit or a Truancy Officer meeting. Due to a budget shortfall, I do not use the Truancy Officer as much as I would like.

Action Plan:

Our plan of action to address disruptive behavior has many facets. We are continuing to implement consistent social emotional learning practices across the school. This year every classroom will teach Unit 1: Diversity and Inclusion. We will continue to have our weekly visit by a trained therapy dog, Wilson. We will also continue our Joiner program to call for additional adult assistance to that classroom. Teachers can use the adult to take over teaching, meet with the student, have an extra set of eyes to monitor the classroom or remove the student for a break. Also, we are in our fourth year using Restorative Practices to reinforce the idea that behavior impacts our community. Our collaboration with the Special Education Team, Counselor, Social Worker, and outside agencies will continue as we work with families to support our students. Our Wellness Center is in the second year. The Student Success Coach books appointments to meet with students to address lagging skills through role play, bibliotherapy, or games. Teachers are also able to meet with the SSC, Counselor, SpEd, and Principal to create plans to better support students during substitute release time.

For students who are below the 90% attendance rate, we are continuing with our Attendance Protocol. This involves fostering meaningful relationships with the students and families and reaching out via text, email, with home visits, or via phone.