

Naas Elementary Schoolwide Plan

Comprehensive Needs Assessment:

The ORIS Needs Assessment was completed during the 2019-20 and 2020-21 school year by the Naas Site Council. The Site Council is composed of licensed and classified staff members, parent/community members and the school administrator. Academic, behavioral and attendance data was reviewed as well as information related to educationally disadvantaged groups. The ORIS Needs Assessment was completed using this information and three goals were determined based on the results of the needs assessment. Assessment results and a draft of the goals were shared with all staff for further input. The Site Council reviewed the additional input to make adjustments and finalize the assessment results and goals.

Identified Priorities/Goals

Goal 1: Develop a mission statement that accurately reflects the work being done to support the school's overall vision.

Naas Elementary has a vision statement that reflects the school community's philosophy. Updating the mission statement to align with the vision statement will bring focus and clarity to our overall goal. The Site Council will seek input from staff and community in developing the mission statement. The finalized statement will be shared through multiple communication channels and become part of the Naas Elementary profile, keeping our community focused on our overarching mission toward student success.

Goal 2: Develop a plan to increase recruitment and inclusion of adults who more accurately reflect the Naas student population.

Naas Elementary has had minimal staff turnover in the past few years. When there has been opportunity to hire new staff members, we always welcome applicants of varied backgrounds. Moving forward, we will maintain a focus on seeking and interviewing applicants who reflect the population of our school community. We will also increase communications to our non-English speaking families to encourage their involvement in school events and activities. Increased communication will include sending paper copies of electronic messages home with students and follow up communication by phone.

Goal 3: Create & post common instructional expectations. Ensure that staff, students and families are familiar with expectations.

Naas staff is familiar with instructional expectations through district documents (i.e. Frontline Evaluation Tool, district provided outline for lesson plans) as well as through building level staff development which has focused on strong instructional practices (i.e. DOK question format, gradual release lesson format, RTIi instructional practice, etc.) While these expectations have been created, shared and embraced by staff members, they have not been posted or conveyed to students or families. This will be addressed directly with staff in the coming year. Classroom teachers will share instructional expectations with students and tie the expectations to outcomes students are familiar with in the classroom setting. Instructional expectations will be shared with parents through monthly newsletters from the principal as well as classroom newsletters from teachers.

Domains for Effective Schools

A. Leadership

Please describe how the district has provided ongoing support for the implementation of the school's plan. In addition, describe how the district annually reviews the school's plan and provides feedback.

OTSD provides ongoing support for Naas Elementary to meet their implementation goals in a variety of ways. They support district-wide participation with ORTI, including coaching for school teams in our implementation of student data tracking. In addition, databases and training are made available for schools to support tracking and analyzing of our student achievement data. Standards-based curriculum and instructional practices professional development opportunities are provided at a district level. Access to behavioral support systems and training are also available. These resources and opportunities help support our building level work toward improving academic, social and emotional instruction and programs for students. District-wide tools and training related to parent communication is another area that has been a focus of district support. The district-wide early release schedule supports ongoing staff development which is critical to implementing the school plan and making progress toward meeting goals. Monthly district-wide administrative meetings provide opportunity for collaboration, training and feedback. An annual review of school goals and student achievement is another opportunity to receive feedback and support.

B. Talent Development

Please describe how professional development will be provided to school personnel to improve instruction and the use of data.

Professional development is aligned with a focus on building level needs and identified goals. It takes place during weekly, hour-long sessions provided through an early release model and includes both licensed and classified staff. In addition to the weekly staff development sessions, a focused professional development session is provided to licensed staff during inservice week which includes both district and building level activities. Our school-based professional development plan for this coming school year will focus on data-based decision making and classroom practices that positively impact instructional improvement.

C. Stakeholder Engagement

Please describe how parents are informed of their school's participation in Title 1 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 1A meeting.

Communication between home and school (two-way communication) is fostered through multiple avenues of communication. Parent Square is an online format used at the classroom, school and district level to share newsletters, upcoming events and to schedule Parent-Teacher Conferences. Site Council and Naas Community Club meetings are open to the public with meeting dates, time and location posted on the school calendar. Meeting minutes are posted to the school website. Parent-Teacher Conferences and phone calls are also critical avenues for communication.

Parents are informed of the school's participation in Title 1 through newsletters, Site Council, and a Family Literacy Night. Parents receive copies of the Parent Involvement Policy, Parent-Student-Teacher Compact and Naas Homework Agreement at the beginning of each year. These documents are also available on the school website. Title 1a information, including parent rights and school involvement opportunities, is presented yearly during Family Literacy Night. This event was held virtually this year on May 6, 2021.

D. 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.

RTI systems are in place with Tiered instruction in reading and math. All students receive quality Tier 1 core instruction in both reading and math. Tier 2 and Tier 3 instruction and interventions are in addition to the Core Curriculum and take place outside of the core instructional block. Acadience and iReady data are collected a minimum of three times per year to determine the need for intervention. On-going staff development, including Lesson Study, remain focused on developing methods and strategies to strengthen the academic instructional program.

E. 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.
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).
3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.
4. Assisting preschool children in the transition to local elementary school programs.

All Naas Elementary staff have received training in high-leverage instructional strategies that are grounded in evidence-based practice, and utilize the strategies on a consistent basis. The school-wide schedule is developed with a goal of creating blocks of quality learning time to allow for core instruction to take place uninterrupted. All students receive a minimum of 90 minutes core reading instruction and 60 minutes core math instruction per day. Additional academic, social/emotional, behavioral and mental health lessons and activities are integrated into the daily schedule.

School-based counseling and social skill building is provided to all students through whole class lessons on a bi-weekly basis. Lessons draw from Zones of Regulation, Growth Mindset and Why Try curricular programs. Small group and individual support is in addition to the classroom lessons.

PBIS (Positive Behavior Intervention and Support) is the platform used to guide our schoolwide program for instructing behavioral expectations. It is a three-tiered system that focuses on teaching expected behaviors, acknowledging and rewarding desired actions, reteaching when undesired behaviors occur and establishing logical consequences when called for. SWIS (Schoolwide Information System) is a database used to document and track student behavior as a part of our PBIS system. SWIS data is reviewed monthly by a building-level team. Adjustments to the program are made based on current student data. Students not responding to standard interventions receive additional, more individualized intervention support. If these interventions are ineffective, a student is referred to the Student Study Team for in-depth review. A similar tiered system is in place for students needing academic intervention and individualized support. Again, should interventions prove unsuccessful, the student is referred to the SST for in-depth review of academic assessment and progress.

Naas Elementary participates in a district Little Steps program which brings preschool aged students into the school four times each year for activities focused on academic and social growth. This program has proven to be a strong bridge for students as they move from their preschool programs into the elementary program. In addition, Kinder Kick Off is held each spring which provides basic information to staff on incoming kindergarten students and again provides incoming students an opportunity to visit the school, meet staff and peers, and preview activities they will participate in as a kindergarten student.

F. 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.

Naas Elementary remains focused on providing academic and social/emotional instruction to all students with the goal of preparing them to meet the state academic standards. We embrace an inclusion model that honors the skills and abilities of all students regardless of their strengths and challenges. All students receive core instruction within their classroom and all students receive an additional 30-40 minutes of tiered instruction to build needed skills and/or extend their learning. English Learners receive the majority of their language support through an inclusion model where all students participate in language lessons team taught by the classroom teacher and Language Specialist. Students have equal access to instructional content through a schoolwide schedule that honors core instructional time. Students are not scheduled for interventions or additional instruction during this core time.