| **FAMILY ENGAGEMENT** | |
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| Community Achieves Pillars:   * **Family Engagement** * College & Career Readiness * Health & Wellness * Social Services & Adult Development | **SHARED GOALS**  We want to improve family engagement, in alignment with the School Improvement Plan (SIP) and the district’s Key Performance Indicators (KPIs). We want to engage families and the larger community to help us ensure families are actively involved in children’s education and provide strategic, proactive solutions in partnership with the school (CA OUTCOMES 1, 2). |
| **Our Data / What’s Happening at Our School:**  The bullets below present information we use to continually monitor our assets and unmet needs, as well as our progress toward improving family engagement in our school. We are sharing this information with you to develop a shared understanding of our current status and how we will monitor our progress.   * In 2017-18 atCole Elementary, more than 40 events were held to support family engagement, with a summed attendance of 2518, and an unduplicated count of 978. * Cole Elementary has a Parent Teacher Organization, which had formalized meetings 9 times, with an average attendance rate of 22 families. * Cole Elementary worked with 7 partners in 2017-18. * In 2017-18, Cole Elementary had 76 accounts registered for the Infinite Campus Family Portal. * Based on results of the Panorama Education survey administered to teachers at Cole Elementary in Fall 2017, 74% of the ratings in the Family Relationship scale were positive. Specifically, 70% of the responding teachers and staff felt students’ parents do their best to help their children learn; 66% felt teachers in the school feel good about parents’ support for their work; 70% felt teachers and parents think of each other as partners in educating children; 86% felt the staff works hard to build trusting relationships with parents. (Based on 88 responses.) |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Parent Volunteerism**  Cole Elementary would like to see an increase in parent volunteerism in 2018-19. We need to identify specific ways parents can use their specific skills to fill in gaps and provide their presence in the school. This will help our parents feel needed, empowered, and equipped to serve. The students will feel that their parents are showing interest and giving importance to their education. We’d like to train volunteers to be an active and consistent presence in our school.  **Family Academic Success Team Nights**  Over the past several years, Cole has had a strong record of family engagement. To encourage family engagement, Cole wants to train families to be more active in their child(ren)’s education by hosting a series of grade-level Family Academic Success Team Nights and to be able to practice skills building at home. Cole has used this strategy with some success in the past, but wants to promote it more fully and make it more successful by encouraging more families to attend and participate. We are seeking community organizations or individuals to partner with us in promoting these events in the Fall and Spring.  **Training and Supplies**  To continue Cole's success in engaging families in the school and in collaboration with the district, Cole will be implementing Family Academic Success Team Meetings, PTO trainings, and leadership development and skills trainings to empower parents to support student learning at home. To facilitate this program, Cole is inviting community organizations and individuals to provide supplies for parents to use at home to support student learning, at training events and meetings.  **Empower Parents to Become Decision Makers in the School**  To recruit parents and guardians to become decision makers in the school, Cole is also seeking support from community organizations or individuals to partner with us to promote and better equip our PTO program, parent committees, and members of the parent advisory committee. |

| **COLLEGE AND CAREER READINESS** | |
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| Community Achieves Pillars:   * Family Engagement * **College & Career Readiness** * Health & Wellness * Social Services & Adult Development | **SHARED GOALS**  We want to improve college and career readiness, in alignment with the School Improvement Plan (SIP) and the district’s Key Performance Indicators (KPIs). We want to students to be actively involved in their learning, maintain academic success, and prepare for post-secondary education and career *(CA OUTCOMES 3, 4, 5)*.   * Teachers, the school secretary, the Truancy Intervention Specialist, or any school personnel identify students with chronic attendance. * The Support and Intervention (S & I) team meet at least six times a year and one of the concerns discussed is chronic student absences. * Teachers use the collaborative referral process to alert the counselors of chronic student absences.  Teachers are also able to enter notes into the Support and Intervention section in Infinite Campus. * The “AAA Achiever” (Triple A) Program promotes student attendance Achiever.  Students have three areas in which they must qualify to be recognized as a Triple A. The three areas are in Academics, Attitude, and Attendance.  Under the attendance, students cannot have any more than 5 absences, tardies, and/or early dismissals combined. |
| **Our Data / What’s Happening at Our School:**  The bullets below present information we use to continually monitor our assets and unmet needs, as well as our progress toward improving college and career readiness in our school. We are sharing this information with you to develop a shared understanding of our current status and how we will monitor our progress.   * Based on the Spring administration of the MNPS test used to monitor student academic performance, 22% of Cole Elementary students were in the top 2 quintiles of proficiency in Math; 21% of Cole Elementary students were in the top 2 quintiles of proficiency in Reading. * In 2017-18 at Cole Elementary, we worked with 13 partners to offer 11 interventions and programs to 182 separate students to promote academic achievement and progress. * In 2017-18 at Cole Elementary, the average daily student attendance was 94.88%, and our chronic absence rate (i.e., the percent of students absent at least 10% of enrolled days) was 10%. * Based on the results of the Panorama Education Student Survey, administered in Fall 2017, the average favorability ratings by students in the School Engagement category was 63%. Specifically, 73% students indicated they were quite or extremely interested in their classes; 66% indicated they were quite or extremely excited about going to classes. * Based on the results of the Panorama Education Student Survey, administered in Fall 2017, the average favorability ratings by students in the Student Voice category was 59% Specifically, 63% agreed or strongly agreed that students are given a chance to help make decisions in the school. |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Support for English Language Learners**  52% of the students at Cole ES are classified as English language learners. As such, a large percentage of families are also English language learners. To promote literacy among the students Cole sees a need to increase students’ capacity to learn to read in their native languages. We are inviting community organizations and individuals to help us provide books in the students’ native languages, including Spanish, Kurdish, Nepalese, Burmese, Russian, etc.  **Reading Clinic**  The many students who participated in the District Reading Clinic at Cole ES and have made gains in their reading achievement in 2017-18. We are recruiting more volunteers to serve the clinic and to include more students from all grade levels in the program.  **Late Arrivals and Absenteeism**  Another important indicator of academic readiness is attendance. While only 10% of Cole’s students were chronically absent in the 2017-18 school year, there continues to be an issue with students arriving on-time for the school day, particularly among pre-K and Kindergarten students. We also noticed that daily attendance begins to drop at the end of the second quarter and takes a sharp drop in the three quarter.  Cole’s school hours are 8-3:00, with doors opening at 7:30, breakfast served at 7:45, and students expected to be in their chairs at 7:55, when parents also need to be out of the building. Cole is inviting community organizations and individuals to partner with the school to develop a campaign and outreach program to promote on-time arrival.  We welcome programs to help improve attendance throughout the school year. Programs that could provide incentives every 6 to 9 weeks.  Considering the time of the year when we experience the decline in daily attendance we want to engage community partners who can provide access to flu shots, health care information and practices that students and families can practice to stay health during the winter months.  **Triple A Achievers**  We believe that continuing to implement the Triple A Achievers program that rewards children for Academic achievement, daily Attendance, and positive Attitude in addition to an outreach program could potentially include neighborhood flyers and signs, incentives for grade-level competitions, students awards for perfect attendance or on-time arrival, information programming for families to incorporate a value on-time arrival (e.g., establishing routines at home, importance of student sleep patterns), among other strategies. |

| **HEALTH AND WELLNESS** | |
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| Community Achieves Pillars:   * Family Engagement * College & Career Readiness * **Health & Wellness** * Social Services & Adult Development | **SHARED GOALS**  We want to improve student health & wellness, in alignment with the School Improvement Plan (SIP) and the district’s Key Performance Indicators (KPIs). We want to engage improve conditions for learning by supporting health and wellness. In achieving this, CA schools want students to \*\*be physically capable to enter and participate in school, \*\* feel safe at school physically, socially, and emotionally *(CA OUTCOMES 6, 7)*.   * Cole Elementary School has a positive reputation of providing a safe, supportive, and healthy environment.  Through the Shared Leadership Team model, the culture team that consists of certified and non-certified staff, developed and established before and after school procedures and routines for car riders, walkers, and bus riders.  This information was communicated during open house and sent home in written format for parents * School safety drills led by teachers throughout the school year to prepare students and teachers on what to do in case of an emergency such as fire, tornado, lockdown, etc. * Members of the staff have participated in crisis prevention intervention training designed to support all staff, students and their families. * All outside doors remain locked at all times. * All staff members have a FOB to access the building. * Any visitor/volunteer that comes to the school must provide identification and go through Raptor, which runs a background check. * MNPS staff sign in using Kronos and must come in through the office. |
| **Our Data / What’s Happening at Our School:**  The bullets below present information we use to continually monitor our assets and unmet needs, as well as our progress toward improving college and career readiness in our school. We are sharing this information with you to develop a shared understanding of our current status and how we will monitor our progress.   * Based on the 2017-18 school year data, the number of discipline incidents categorized as violent or aggressive decreased and was at 6. * In 2017-18 at Cole Elementary, we worked with 13 partners to offer 5 interventions and programs to 66 separate students to promote health and wellness. * In 2017-18, 389 (+74 optometry) of students received vision and hearing screenings. * Based on the Panorama Student survey administered in Fall 2017, 83% of our students feel safe in their classrooms. However, only 57% of our students indicated they felt safe outside around the school. * Almost 41% of our students agreed that students in the school are bullied. * Based on the Panorama Staff survey administered in 2017-18, 80% of the faculty and staff feel the school consistently has high expectations for student behavior with strict and fair discipline. * Data from MNPS Coordinated Health indicate that 40% of our students were overweight or obese in the 2017-18 school year. * EPSDT Tables |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Continued Initiative to Reduce the Risk of Being Overweight**  MNPS Coordinated School Health Early and Periodic Screening, Diagnostic, and Treatment data show that 16% of Cole’s students were classified as being at risk of overweight in 2017-18. This is a great improvement over the 41% of Cole’s students who were classified as being a risk of overweight the previous year.  **Keeping Kids Active and Eating Healthy**  To continue this positive momentum among our students, Cole is inviting community organizations to sponsor or provide afterschool clubs, sports, or other physical activities to our students. Cole has also built and has begun to utilize a community garden to promote health and wellness. Because 61% of our students are classified as economically disadvantaged, these afterschool opportunities will need to be provided free of charge or on a sliding scale.  In 2014-15, through community funding and support, Cole built a playground and developed part of their fields, which has been used to maximize physical activity at recess, provide space for YMCA afterschool program, for community use, and for general physical education. We are inviting community organizations and individuals to partner with the school to develop and strategically plan continued growth of outdoor areas for our students and families to engage in physical exercise, including an outdoor track.  **CASTLES Program**  Cole has identified the CASTLES program (Communities and Students Together for Learning Enhanced Service) through the Vanderbilt School of Nursing as an approach we would like to use to integrate health and wellness promotion with student academic growth. The program has several potential implementation components, but relies on community organizations and individuals to be trained to deliver the program to the students. We are especially interested in providing Health Engagement Workshops, much akin to nutritious cooking classes for parents and students, for our families, dental care services and cleaning, and to increase the mental healthcare services available to our students and families.  **Self Care for Teachers and Staff**  In order to help our teachers and staff feel motivated and encouraged throughout the year, so they can better serve our students, Cole Elementary is reaching out to community partners such as Antioch Church of Christ and Lipscomb Elementary to provide support during Teacher Appreciation Week.  Additionally, Cole Elementary is engaging Community Partners for help sponsoring the Eagle Bucks program in December and May. Eagle Bucks are earned by teachers and can be used to bid on items in an auction twice a year. |

| **SOCIAL SERVICES AND ADULT DEVELOPMENT** | |
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| Community Achieves Pillars:   * Family Engagement * College & Career Readiness * Health & Wellness * **Social Services & Adult Development** | **SHARED GOALS**  We want to support access to social services and adult development opportunities, in alignment with the School Improvement Plan (SIP) and the district’s Key Performance Indicators (KPIs). We want students to have basic needs of food and clothing met, have access to the range of public services relevant to their needs, and help our parents and community adults to be actively involved in personal development *(CA OUTCOMES 8, 9, 10)*. |
| **Our Data / What’s Happening at Our School:**  The bullets below present information we use to continually monitor our assets and unmet needs, as well as our progress toward improving access to social services and adult development opportunities for our school community. We are sharing this information with you to develop a shared understanding of our current status and how we will monitor our progress.   * In 2017-18, 61 % of our students were classified as ‘economically disadvantaged.’ Because this estimate relies on direct certification, we feel the actual percent is likely higher. Direct certification is the process under which Local Education Agencies (LEAs) certify children who are members of households receiving assistance under the assistance programs (e.g., SNAP, TANF) as eligible for free benefits, without further application, based on information provided by the state or local agencies administering those programs. * Cole Elementary served students under the Social Services, Health and Wellness, and Family Engagement pillars in the H.E.R.O. program for students and families experiencing homelessness. * In 2017-18 at Cole Elementary, we worked with 15 partners to offer 1 intervention and programs to 7 separate students to promote access to basic needs, social services, or adult development. * In 2017-18, Cole Elementary distributed 304 food boxes / bags, 359 clothing items, and 38 school supplies. * The average percent of students who participated in meals at Cole Elementary was 78% for breakfast and 81% for lunch. * 394 adult members of our school community participated in classes to promote adult development, including ESL classes. |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Adult English (ESL) Classes**  Over half of the students at Cole ES were classified as English Language Learners (ELL) during the 2017-18 school year. As such, a large percentage of family members are also English language learners. Cole has and will continue to offer classes for adult English learners through partnerships with TFLI and the Southeast Library. We are inviting community organizations to help us expand these offerings and bring training to the school after school hours, in the evenings, and/or on the weekends.  **Food Assistance and Educational/Employment Resources for Families**  61% of Cole’s students were classified as Economically Disadvantaged in 2017-18. MNPS is now offering free breakfast and lunch to all students in the district. Although this allows our district to serve every child with breakfast and lunch it makes it more difficult to identify students who would have directly certified for free and reduce meals. Since family income level is generally highly correlated with under or unemployment and education level, Cole would like to promote, offer information about, and potentially provide transportation to existing GED classes, job readiness training, job fairs, etc., to adult family members of students and members of the community. The Cole Family Resource Center currently refers adults to these existing resources, but is trying to build a larger referral base to serve the needs of the adults in the community. In some cases, the adult family members also need volunteers to go with them to serve as advocates and/or translators.  **Mental Health Referrals**  The Cole Family Resource Center also provides information on and makes a lot of referrals for mental health. We are inviting organizations and individuals to help us integrate mental health awareness into some of our existing family events and to become part of our referral base, and/or to help us develop an event for targeted families that would focus on some of the areas we have noticed a need for: depression, post-partum depression, behavioral ADD, trauma, domestic violence, spectrum disorders, and ACE (Adverse Childhood Experiences). |

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|  | Input for the Community Achieves strategic plan was received by:  ⭘ school staff and faculty on August 2018  ⭘ school community parents and families on August 2018  ⭘ existing school partners on August 2018 |