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|  | **Inglewood Elementary School**  **Strategic Plan 2017-2018**  ***Purpose: To align results-based community support with the four pillars of Community Achieves:* Family Engagement, College & Career Readiness, Health & Wellness, and Social Services & Adult Development**.  *Inglewood Elementary is a small PreK to 4th grade elementary school in a rapidly changing urban neighborhood. Among our student population, 75% are black/African-American, 15% are white and 9% are Hispanic. Our academics and enrichment are structured around STEAM curriculum (Science, Technology, Engineering, Arts, Math).*  *Our enrollment has been on the decline, from 294 in 2014-2015 to 239 enrolled for 2017-2018. We have a very strong focus this year on telling our success stories so that more families may choose Inglewood Elementary for their children.* |
| **FAMILY ENGAGEMENT** | **Our Data:**  We continue to work diligently to present a welcoming atmosphere to parents and families so that they will be active in their children’s educational experience. However, 78% of our students live in economically disadvantaged situations, and more than 10% of our students were enrolled in homeless support services last school year. These circumstances can prevent parents from participating for many reasons. Further, only 5.2% of our parents created an Infinite Campus Parent Portal account last year, indicating a low level of interest, limited internet access, and/or lack of knowledge about the Parent Portal.  However, in the 2016-17 school year, Inglewood hosted 20 family engagement events and more than 340 unduplicated individuals attended these events (with more than 110 unique individuals attending multiple events). Attendance was much higher at the Spring events, with the Spring STEAM Showcase, and Black History Month celebration drawing the most attendees. Our belief is that our communication efforts were stronger and families began to plan for and expect these important engagement events as the year progressed.  One hundred and six parent-teacher conferences were held on Nov. 8, 2016, representing 44% of our student population and 80% of all conferences scheduled. The overall trends demonstrate a positive parent attendance rate and a strong representation of the student population. These success can be attributed to frequent communication with parents and relationships that are being developed with teachers, and we seek to improve even more.  MENTORS, LUNCH BUDDIES, WatchDOGS:  Research proves that having more fathers (and father figures) actively engaged in positive school activities reduces the incidence of problematic behavior and bullying. WatchDOGS (“Dads Of Great Students”), an initiative of the National Center for Fathering, was established at our school in 2015-16 to address these issues. In addition, WatchMOMS (“Moms of Motivated Students”) came together last year to engage more moms. Although not affiliated with a national nonprofit, our WatchMOMS group is very active. We will continue both of these groups in 2017-2018.    Further, studies show that positive adult role models are critical to a student’s attitude and interest in school, especially for those living in challenging circumstances. IES is developing a structured Mentoring and Lunch Buddy program, to provide a framework for adults interested in providing mentoring or lunch “buddy-time” to our students. |
| **Our Needs:**     * **Improved communications**: help with printing high-quality newsletters, fliers, yard signs, posters, t-shirts, fans, signage and other promotional-type products * **Incentives**: food or catering for family events, snacks, incentives, door prizes, gift cards, merchandise, books, groceries, clothing * **Logistical support**: meal servers, coordinated transportation, volunteer ambassadors, childcare during special events and parent meetings, signage/decoration * **WatchDOGS/WatchMOMS support**: donations of materials and in-kind support for WatchDOGS/WatchMOMS events (pizzas, pastries, door prizes, custom t-shirts, etc.). * **Mentors/Lunch Buddies**: volunteers to become lunch buddies, classroom/recess/hallway monitors, and mentors for students and teachers. |
| **COLLEGE & CAREER READINESS** | **Our Data:**  IES students are rapidly improving in academic achievement. Our Spring 2015 Text Level Assessments showed 52% of our students were reading at or above grade level, while in 2017, that number increased to 73%. Likewise, our Spring 2015 Math assessment showed marked improvement and alignment with national benchmarks.  Our average daily attendance rate last year was 93.6% with a chronic absence rate of 25%. The chronic absence rate is inflated by many Pre-Kindergarten absences, so a concerted effort to increase Pre-K attendance is in effect. Starting at Kindergarten, two missed school days per month adds up to more than half a school year missed by 4th grade. Motivation and ability to attend school can be affected by transportation, housing, illness, parent work schedule, clean/appropriate clothing, school culture, relationships with teachers/mentors, and other factors.  Our school has a very high mobility rate of 34%. (This is a measure of how many students are transferring in and out of a school.) Despite the high mobility rate, many families are committed to Inglewood Elementary through open enrollment due to our quality instruction, positive schoolwide behavior system, and agreeable school culture.  Research shows that increased access to educational and enrichment opportunities, and positive adult role models, our students can achieve higher levels of college and career readiness. Enrichment and mentoring relationships improve attendance rates, and engage and motivate students and parents to get students to school more regularly. |
| **Our Needs:**   * **Staffing, transportation, and funding for enrichment programming**   Our vision is to provide every student at Inglewood the opportunity to participate in enrichment, whether it is within the school day or at other times. Regular participation in afterschool programs results in overall improvements in academic achievement, reductions in school absences and improvements in behavioral outcomes, all benchmarks for student success. Most IES students either walk home to unspecified, unstructured/unmonitored, nonacademic activities.  Lack of transportation home after school buses depart is our largest barrier to participation in after-school programming. With appropriate transportation, free and low-cost programming could take place at the school.  Further, after-school enrichment clubs are often out-of-reach for low-income families. We invite partners to sponsor after-school club costs for staffing and materials.  IES invites other organizations and individuals to provide free or low-cost, short- or long-term, high-quality after-school activities (academic, science, technology, sports, or arts/cultural enrichment). We ask that programs address the typical barriers to participation, including program costs, transportation, snacks, and parent/guardian commitment. Some partners may provide funding or transportation, while others may provide programming and staffing. IES invites organizations and individuals to provide volunteers, donated materials, and/or funding for the after-school programs developed by our IES staff and other organizations.   * **Donations of school supplies**   With a 34% mobility rate, many students move between schools within a school year, often leaving behind their supplies. In an effort to give all students the supplies that they need to be successful, we seek donations throughout the year of the supplies listed on our school website.     * **Literacy Tutors and Guest Readers**   IES invites community partners to provide volunteers to participate in tutoring and literacy activities during school hours. Our literacy support program is a structured option for consistent volunteers. Training, materials and support are provided. Additionally, we seek guest readers in the classrooms and library throughout the year. On Fridays in February, we feature members of the African-American community as special guest readers. Visitors have included a wide range of individuals, including elected officials, entrepreneurs, art therapists, authors, educators, artists, retirees, and community volunteers.   * **STEAM Classroom Visitors and Demonstrators/Presenters**   As we roll out our new STEAM (Science, Technology, Engineering, Arts, Math) curriculum, we seek partners to provide project-based learning opportunities, classroom visits and demonstrations, field trip opportunities, and presentations to align with STEAM.   * **Volunteer library clerk volunteers**   A successful school library offers an organized, clean, welcoming, and creative environment. Our librarian is also a teacher, providing classes with instruction during the related arts rotations, in-school clubs, and collaboration with the STEAM lab teachers. Volunteer library clerks help ensure the librarian has time to prepare and provide instruction and support by checking books in and out, reshelving books, doing inventory, tidying up, and assisting students. Volunteers must be as consistent as possible, but volunteer hours can be scheduled around the volunteers’ needs. |
| **HEALTH & WELLNESS** | **Our Data:**  Inglewood strives to support our students’ physical and mental health. For the 2016-17 school year, our staff trained in Explicit Direct Instruction and several targeted instructional methods, classroom management, Adverse Childhood Experiences, poverty simulations, and Restorative Discipline Practices. With implementation of our Schoolwide Positive Behavior System, we saw a 70% reduction in fighting, 66% reduction in violating school rules, and reductions in other behavior issues. We offered dental sealants, health screenings and physicals to nearly half of our students. Of the students screened in 2016-2017, 58% fell into the category of “normal weight;” however, the percent of obese students increased from 19% to 26% in one year. We participate in MNPS’s Healthy Schools initiative, and we have partnered with the Tennessee Titans, NFL Play60, Nashville Predators, and other programs to motivate and inspire active choices for our students and families. |
| **Our Needs:**   * **Donations of healthy snacks and bottled water**   Classroom celebrations are restricted to healthy snacks, which can be more expensive than “junk food.” Teachers often purchase celebratory food from their own wallets. We seek donations of fruit, yogurt, cheese, and other healthy yet fun snack foods for classroom parties. Also, we try to provide all students participating in state testing with healthy snacks during the testing window in late April and early May.     * **Partners in leading programs that promote a healthy lifestyle**   Partners are invited to present programs and educational opportunities that promote healthy living for students and families, such as cooking/healthy eating classes, peer relationship classes, mentoring/mediating experiences, exercise classes/clubs, donations of equipment used for exercise and physical activity, field trips to active learning places, or donations. Further, appropriate community and healthy living programs are invited to provide information to our families at open house nights and other school events.     * **Donations that support in-school clubs**   Our students’ limited access to after-school transportation prevents many after-school opportunities. However, our in-school clubs provide enrichment opportunities without the transportation issues. Research shows that students who participate in enrichment of their choice attend school more regularly, and are happier with the school experience. Our clubs for this year -- STREAM (science, tech, reading, engineering, arts, math), Engineering, Advertising, Music Studio, Bucket Band, Sports, and GirlTalk -- are in need of supplies, guest artists or visitors, demonstrators, field trips, and volunteer support. Volunteers, businesses and community partners are matched with the club of their choice and work directly with the teachers to schedule volunteer time, donations, visitors, and trips. Girls on the Run, an after-school club staffed by volunteers, also needs Running Buddies for two annual 5Ks, plus incentives, running shoes and clothes, sponsorships, and celebration supplies (decorations, foods).   * **Donations of meals/treats/gifts to support teacher and staff morale**   Teachers provide more than six hours of direct instruction and classroom management every school day, plus many more hours of planning, preparation, and follow-up work both in and outside school. Teacher and staff attitude and morale is extremely important to school culture and environment, contributing to successful students. We look to partners for support of our staff meals, treats, and special treat (gift) cart. Partners can decorate our staff lounge for holidays; donate cakes for staff birthdays or special evetns; write thank-you notes for teachers and staff; bring meals or treats for staff on planning and in-service days; donate small gift items, gift cards, candies, chocolate, office supplies, etc., for staff treat cart.   * **Volunteers and food donations for Field Day**   Field Day is scheduled for May 18, 2018 (rain date: May 21). Volunteers will help set up, provide student support throughout the field day games, cook and serve foods (hot dogs, snack items), and help clean up. |
| **SOCIAL SERVICES & ADULT DEVELOPMENT** | **Our Data:**  Results from our most-recently-completed Parent Input Survey (August 2016) showed that most respondents who seek school-provided workshops or support focus on homework strategies, instructional methods for home use, and classroom and school data. (A new parent survey in progress for the 2017-18 school year.) To address these needs, Inglewood will present three FAST Family Nights. The use of FAST (Family Academic Success Teams) is a highly effective strategy for caregivers to become intentionally involved in their child’s academic success. This model bridges communication between teachers and caregivers about specific student data and empowers them with tools to support learning at home. FAST Family Nights require a large number of volunteers so that parents/caregivers can participate in classroom meetings while children are entertained separately. A family meal is provided at the end of the evening.  As the surrounding neighborhood changes dramatically through gentrification, many school families are still in great need of support, particularly around the holidays. Dozens of families request support and donations for warm coats, holiday meals, and holiday gifts. In December 2016, more than 50 families were supported with both gifts and holiday meals. |
| **Our Needs:**   * **Holiday gift and meal donations**   Through consultation with our school counselor, social worker, teachers and administration, Community Achieves identifies dozens of families each year who are are in need of assistance for holiday gifts and meals. Commitments for donations of fresh holiday meal items and gifts of all kinds are needed no later than Thanksgiving for organization and distribution to families prior to December holidays.   * **Volunteers for FAST Family Night support and childcare/entertainment programs**   FAST Family Nights are meant to engage parents and caregivers directly with classroom teachers in targeted data and academic support discussions. Meanwhile, children must be cared for in another location in the building, and a family meal must be prepared and served. Volunteers are needed for FAST Family Nights to provide childcare/programs, and to help serve dinner. FAST nights are scheduled for 9/28/17, 1/25/18, and 4/12/18, 5-7pm.   * **Second Harvest School Food Pantry support**   Volunteers are needed to help unload Second Harvest deliveries, organize the pantry and pack pantry items into individual bags for families to pick up. |