| **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, community partners and stakeholders. (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 at *Napier Elementary*, 13 events were held to support family engagement, with a summed attendance of 470, and an unduplicated count of 216. According to the Infinite Campus Parent Portal Usage Summary, 18 families registered and utilized Parent Portal accounts. * *Napier Elementary* worked with 5 major community partners around Family Engagement to offer both programing and events to 470 parents and families during the 2017-2018 school year. * Based on results of the Panorama Education survey administered to teachers at *Napier Elementary* in Fall 2017, 61% of the ratings in the Family Relationship scale were positive. Specifically, only 55 % of the responding teachers and staff felt students’ parents do their best to help their children learn; 39 % felt teachers in the school feel good about parents’ support for their work; 47 % felt teachers and parents think of each other as partners in educating children; 100 % felt the staff work hard to build trusting relationships with parents. (Out of 38 total teacher responses) |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Community Partners to Provide Educational Opportunities for Parents**  Napier Elementary’ s monthly Family Suppers offer an opportunity to touch base with parents and provide them tools to ensure their success as well as their child’s success academically, socially and emotionally. We are seeking partners who will come and teach short sessions about important information relating to the community, access to resources, information on local issues, and school navigation techniques. We are specifically seeking partners to help with GED classes, Literacy skills, and job development.  **Donations of Meals or Snacks**  Napier strives to be a place of hospitality.  Donations of snacks, meals, and bottled beverages help us make parents and partners feel welcome and comfortable in our building.  We are looking for partners to adopt a monthly Family Supper and provide a meal for 50 -100 people on the last Wednesday of every month.  **Parent Incentives**  Events hosted at Napier offer prizes and incentives to create excitement and thank parents for being present in the school.  Items that parents enjoy are gift cards, house hold items, etc. Our main incentive focuses for the 2018 – 2019 school year are our attendance give-a-ways at our monthly Family Suppers and incentives for parents of the children in our chronically absent cohort. |

| **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)*. |
| **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, 7 % of Napier Elementary students were in the top 2 quintiles of proficiency in Math; 10 % of Napier Elementary students were in the top 2 quintiles of proficiency in Reading * In 2017-18 at Napier Elementary, we worked with 18 partners to offer 6 interventions and programs to 137 separate students to promote academic achievement and progress. * In 2017-18 at Napier Elementary, the average daily student attendance was 91.38 %, and our chronic absence rate (i.e., the percent of students absent at least 10% of enrolled days) was 32 %. * 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 78 %. Specifically, 77 % students indicated they were quite or extremely interested in their classes; 84 % 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 81 %. Specifically, 71 % 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:**  **Reading Clinic Tutoring**  Provide one-on-one tutoring during the school day one to two times a week for a child below reading level. *Last year Napier Elementary was able to pair every 3rd and 4th grader below reading level with a one-on-one reading mentor.* For the 2018 – 2019 school year, Napier would like to pair every child below reading level with a one-on-one mentor to meet at minimum once a week. Reading skills and strategies training will be provided by the school.  **Academic Enrichment Afterschool**  Provide group academic enrichment activities after the school day, from 3:45-5:30 PM during our Napier LEAD afterschool program. Ideally for 20 – 40 children at least once a week.  **Instrument and Uniform Purchase**  Fund band instruments and choir uniforms in order to offer band and choir as extracurricular college and career readiness opportunities for our students. Majorette and cheerleader uniforms are also needed.  **Sponsorship for Incentive Trips (academic)**  Fund academic incentive trips and college visits out of town for our students to celebrate their academic achievements made in the classroom as well as to expose them to colleges and universities early on in their academic career.  **Makerspace and STEAM supplies**  Provide tools and supplies for a STEAM focused Makerspace with green screen, robotics center, etc. Along with general supplies for STEAM programming for all grade levels.  **Reading Nooks**  Assist in the creation of a creative reading nook space in all classrooms to incentivize and encourage students to read during the school day.  **Lunch Buddies and Lunch Mentor Groups**  Our students benefit from one-on-one or small group time with community members. In talking with adults of varied careers and experiences, our students expand their horizons, build trusting relationships, and build self-confidence. Volunteer opportunities available daily, in 30-minute slots, between 11:00-1:30. |

| **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)*. |
| **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 to 5 cases from the 57 reported during the 2016-2017 school year. * In 2017-18 at Napier Elementary, we worked with 22 partners to offer 9 interventions and programs to 129 separate students to promote health and wellness. * In 2017-18, 182 of students received vision and hearing screenings. * Based on the Panorama Student survey administered in Fall 2017, 76 % of our students feel safe in their classrooms. While 72 % of our students indicated they felt safe outside around the school. * Almost 59 % of our students agreed that students in the school are bullied. * Based on the Panorama Staff survey administered in 2017-18, 22 % 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. |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Mentoring/Lunch Buddies**  Meet one-on-one with a student during their lunch hour, Monday through Friday, who may need extra support or guidance from an adult influence.  **Afterschool Physical Activity**  Provide afterschool exercise opportunities for a cohort of 20 – 40 students 1-3 days per week with our LEAD after school program. Volunteer one day / week to encourage in physically rigorous activities during recess/outdoor time.  **Donations of hygiene products**  Tangible items related to personal hygiene and dental health help students maintain a healthy lifestyle and feel comfortable at school.    **Donations of healthy snacks and bottled water**  It is vital that students have access to healthy snacks and drinks during the extended school day. We also strive to provide all of our students with snacks during the spring state testing window, so extra snacks are needed in late April and early May.    **Sponsors for Field Day**  One of our favorite days of the school year is field day! We are seeking sponsors for field day, this can include but is not limited to: donations of water or popsicles, funding for inflatables, and volunteers to run stations.  **Staff Appreciations/Teacher Care Kits**  Happy teachers have happy students! Please support our staff by donating snacks or small gifts throughout the school year that can be given away as Monthly Morale Boosters. Or by sponsoring a coffee and donuts morning for encouragement. Teacher Care Kits that include items like water, Kleenex, healthy snacks, notes of encouragement, etc. are also needed. |

| **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, 92 % 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. * Napier Elementary served 15 students in the H.E.R.O. program for students and families experiencing homelessness. * In 2017-18 at Napier Elementary, we worked with 14 partners to offer 8 interventions and programs to 106 separate students to promote access to basic needs, social services, or adult development. * The average percent of students who participated in meals at Napier Elementary was 79 % for breakfast and 89 % for lunch. |
| **Our Needs / How We Want to Engage the Community to Help Meet Our Needs:**  **Standard School Attire**  Napier Elementaryis seeking donations of standard school attire clothing. Uniforms (sizes 4 – 10) of solid black polo shirts and khaki shorts, pants or skirts.    **Food Assistance**  Families often reach out to the school for assistance in with food access. While Napier works hard to connect families with agencies for long-term support and solutions, we still like to help all families that come into our building for help. Donations of gift cards to Kroger, Walmart, and Publix are helpful in times of crisis for our families. Fast food gift cards can also ease the burden of food insecurity.    **Parent Enrichment Classes**  Volunteers are needed to teach courses that would enrich and empower adults in the Napier community.  Cultural competence and social issue seminars are desired for teachers.   Team building activities between parents and teachers are needed.  Courses are needed in areas of technology, communication, and job skills for parents. |

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|  | Input for the Community Achieves strategic plan was received by:  ⭘ school staff and faculty on \_\_\_\_\_\_\_\_\_\_\_\_\_\_[enter date]  ⭘ school community parents and families on \_\_\_\_\_\_\_\_\_\_\_\_\_\_[enter date]  ⭘ existing school partners on \_\_\_\_\_\_\_\_\_\_\_\_\_\_[enter date] |