

FAIR: 2020-21 School Improvement Plan

Every school in Minneapolis Public Schools is required to develop, implement, and monitor a school improvement plan (SIP). The following plan sets the goals that our school community is working to achieve and identifies the specific strategies or activities that will help us reach those goals together. If you have questions or comments about our improvement plan, please reach out using our main telephone number listed below.

SCHOOL INFORMATION

School Name: FAIR
School Number: 347
Grades Served: 9th Grade - 12th Grade
Principal: Mary Pat Cumming
Phone: 612-668-1060
Fax: 612-668-1099
Street Address: 10 S 10th Street, Minneapolis, MN 55403

School staff involved in SIP planning or progress monitoring:

Mary Pat Cumming, Principal
Joe Kane, School Counselor
Kayci Rush, School Social Worker
Jill Hartmann, Teacher - ISS
Karen Duffy, Math Teacher
Elena Duren, ELA Teacher
Ameliah Douglas, SERT
Marty Mudek, Social Studies Teacher
Emily Heuschele, Arts TOSA
Andre Samples, Theater Teacher
Amy Conwell, Art Teacher

Other staff, families, or community members involved in SIP planning or progress monitoring:

SCHOOL IMPROVEMENT GOALS

Together, our school is working to achieve the following goals.

MTSS Core Component 2 - Long Term Planning goal: By the end of 2020-2021, teachers will modify stage 2 (unit assessments) and stage 3 (unit instruction) through cultural relevancy and peer collaboration to fit distance learning.

Equity Gaps goal: Student On-Track data is a tool for monitoring progress toward graduation. Data will be monitored during grade-level On-track meetings and ILT meetings in weekly and quarterly reviews and adjustments will be made accordingly in work with teachers and staff to change systems and systemic beliefs in instructional practice and development. By End of 2020-2021, the On-Track evidence for BIPOC students will show no gap(0%) in core course passage rate between BIPOC and white students. BIPOC students will be defined according to registration data and will include students whose home language is not English.

Arts Integration: During the 2020-2021 school year, all teachers will complete and document four Arts Integration projects as part of their curriculum each quarter. Arts Integration is defined as: The intentional infusion of arts into core and/or core into arts curriculum. A minimum of 4 projects, assignments or activities will be used and documented per quarter.

SCHOOL IMPROVEMENT STRATEGIES

To reach our school improvement goals, we will utilize the following evidence-based strategies.

Multi-Tiered Systems of Support (MTSS)

Description: MTSS is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of support are provided to support the academic, social, emotional, and behavioral development of all students. Through it, all students are given access to inclusive and equitable educational practices that minimize opportunity gaps.

We have selected this strategy for the following reasons: Understanding by Design (UBD) for culturally and linguistically diverse classrooms is part of our long term planning goal and core component 2 of MTSS. We have selected this strategy because it builds off of the work that we completed in the previous school years for long term planning.

Equity

Description: Educational equity means raising the achievement of all students while narrowing the gaps between the lowest and highest performing students, and eliminating the racial or cultural predictability and disproportionality of which student groups currently occupy the highest and lowest achievement categories across all measures.

We have selected this strategy for the following reasons: Year 3 of SEED -- Seeking Educational Equity Diversity will be implemented and continued work with the OBA to coach staff this year will be a focus.

Other Strategy: Arts Integration

Description: Staff will incorporate Arts Integration (AI) activities and projects into curriculum for all courses (including the reverse for arts courses). Throughout the year, staff will incorporate and document a minimum of 4 AI activities to engage students in the learning process.

We have selected this strategy for the following reasons: We are an Arts High School and we have noticed over the last two years that when we incorporate arts into curriculum, student engagement increased as did student academic performance. We believe that this strategy will increase on OnTrack % and student's overall SEL in the area of Self Awareness and Self Management.

Arts Integration is defined as: The intentional infusion of arts into core and/or core into arts curriculum. A minimum of 4 projects, assignments or activities will be used and documented per quarter.

PROGRESS MONITORING

Throughout the year, teams of administrators, teacher leaders, and other staff will track how we're doing with putting our school improvement strategies into place to improve student outcomes and achieve equity.

We will use best practices from implementation science to ensure we're successfully completing each step of the installation and implementation process. As we work through this process with each of our strategies, we'll set a goal for what successful implementation looks like, and we'll make sure we're giving staff the training, resources, and support they need to meet that goal. We'll check in on a regular basis with whether we're meeting those goals and will communicate out our progress to our staff and larger school community.

At the end of the year, we'll complete an Annual Evaluation to reflect on how we did with implementing our school improvement strategies, which will include looking at student outcome data to see if we're making progress toward achieving our school improvement goals.

If we determine that our school improvement strategies or improvement process is not helping us make progress toward our goals, we will work with our stakeholders to change course, because we are always striving to make sure that every student in our school is successful.

FAMILY INVOLVEMENT

Family and community members can contact our school's main telephone number with any questions or comments about our improvement plan and progress. In addition, there are a number of ways that family members of any MPS student can be involved in school improvement, including: participating in Site Council, reaching out to a school's principal or assistant principal(s) directly, and attending parent-teacher conferences. We look forward to working with you this year!