

FAIR: 2018-19 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:

Lisa Dornacker, CCC Counselor

Kayci Rush, School Social Worker

Nancy Hellendar, Instructional Specialist

Amy Conwell, Art Educator

Jillian Hartmann, Science Educator

Martin Mudek, Social Studies Educator

Mary Pat Cumming, Principal

Victor Johnson, ELA Educator

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

Joe Kane, School Staff

SCHOOL IMPROVEMENT GOALS

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

Writing Achievement goal: By **2020**, the **ACT Writing for All Students** will **increase from an average of 2 to an average of 4.**

Arts Integration goal: By **2019**, the **Completion and documentation of Arts Integration Projects for students in all classes for All Students** will **increase from**

1 Arts Integration Project per Quarter to 4 Arts Integration projects by Quarter 4.

Social-Emotional Learning goal: By **2019**, the **School Climate Survey average factor score: Teacher-Student Relationships** for **All Students** will **increase** from **57%** to **70%**.

Social-Emotional Learning goal: By **2019**, the **School Climate Survey average factor score: School Connectedness** for **All Students** will **increase** from **46%** to **60%**.

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: An essential part of implementation science is ensuring that there is buy-in and a clear purpose across all stakeholders. Without a compelling why for what staff are being asked to do, it can be challenging to get very far. The MTSS overview is critical for developing staff buy-in. MTSS is essential to building academic strengths that support achievement and supporting equity for all students.

Focus for 2018-19: This school year, we will focus on establishing a common understanding of MTSS across all staff, setting up necessary infrastructure, and then engaging in effective, data-driven instructional cycles to improve teaching and learning across all content areas and grade levels.

Balanced Literacy

Description: Balanced Literacy provides a structure and support that enables all students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed grade-level standards in reading, writing, listening, and speaking. The

Balanced Literacy approach seeks to find an appropriate balanced of all components and elements of strong literacy instruction for students PK - 5 grade.

We have selected this strategy for the following reasons: These critical elements have been selected for year one of implementation because they are the four essential elements for setting up rituals and routines in literacy. Each critical element is necessary to have a successful balanced literacy framework throughout the school year.

Focus for 2018-19: This school year, we will focus on ensuring all teachers have established rituals & routines to support literacy instruction. That will be followed by work implementing or improving strong lesson planning and delivery, and the use of independent reading and writing.

Social Emotional Learning (SEL)

Description: "Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2016). Social Emotional Learning strategies promote the development of schools that are safe, welcoming, and inclusive learning communities for all stakeholders.

We have selected this strategy for the following reasons: It is critically important for staff to model SEL strategies in the classroom and school environment to assist students in identifying and increasing SEL resiliency to improve connectedness and achievement. In addition, our School Social Worker attended the SEED workshop over the summer and will be guiding staff through 30 hours of SEED work (based on SEL work) over the course of the school year.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like establishing an SEL team and conducting an inventory of current SEL practices, to make sure our school is ready to then develop the SEL skills of our adults.

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: Equity is central to promoting student achievement. The SIP Goals of school connectedness and school climate will be supported by the Equity Toolkit.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like establishing an equity team and a common understanding of equity, before selecting one of three strategies to work through the rest of the year, either developing the self-awareness of our adults, sharing decision-making with families and students, or interrupting our implicit biases as adults.

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.