

FAIR

SIP 2016-2017

School Information

School Number: 347
Grade Span: 9th Grade - 12th Grade
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Schoolwide Instructional Leadership Team

Amy Conwell	<i>Teacher</i>
Daniel Orth	<i>Teacher</i>
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Kayci Rush	<i>School Social Worker</i>
Mary Pat Cumming	<i>Associate Principal</i>
Rachel Yoon	<i>Teacher</i>
Sarah Larson	<i>Teacher</i>
Sharene Judeh	<i>Principal</i>

Data Review Notes

Attendance

9-12: 60 students attend below 94% 19 students below 89% 13 students below 85% Suggested Strategies: Clear expectations in handbook Share expectations with parents during open house, students first day Clear classroom expectations from teacher (homework, tardies, late work grading policy) Monthly attendance review Connect attendance to off campus lunch privileges.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

52% of 64 kids were proficient in MCA Reading Assessment.

Prioritized Concerns

42% of Black Students were not proficient on the MCA Reading Assessment.

33% of Hispanic students were not proficient on the MCA Reading Assessment.

Low number of students opted to test.

18% disparity between Black and White

27% disparity between Hispanic and Black

Hypothesized Root Causes (Controllable)

Training needs to be provided to implement literacy instruction with fidelity.

Need access to literacy materials that address the needs of student population with engaging and interesting text.

Lack of field tested assessments at all grade levels to monitor and track growth and progress.

Standards-Based Math Instruction CNA

Successes

22% of students tested were proficient on MCA Math Assessment

50% of Asian and Pacific Islander students scored higher than peers on MCA Math Assessment

Prioritized Concerns

78% of students were not proficient in math

4% disparity between black and white students

9% of Hispanic student are proficient

Hypothesized Root Causes (Controllable)

Teachers not strong in curriculum and lack of resource and training to implement.

Lack of scope and sequence at HS level.

Differing math levels upon 9th grade entry.

Classroom management.

--> increased engagement

--> clear standards based scope and sequence for instruction

Engagement CNA

Successes

Students feel a high degree of agency and autonomy. FAIR Community has low incidence of major behaviors.

Students feel welcome and can be themselves

Great arts performance â€œ ability to showcase their work

Highest number of 9th graders on the Honor Roll in 2015-16

Intergenerational Learning â€œ HS students are good examples for younger kids when designed

32 students miss more than 10% of school â€œ Native American students of particular level

Prioritized Concerns

Student climate data indicates 100% of surveyed categories are below the MPS average scores.

Reducing tardies for students.

Increasing hallway support.

Communicate clear expectations for students.

Provide instructional coaching for teachers

Tardies and skipping class at high level

Lack of accountability for attendance and tardies

Lack of technique in attendance

Lack of administrative support in hallways

Spectrum of teaching skills

Student expectations are not clear

Real time response to students in the hallway is lacking, perpetuating

Classrooms lack set up for accountability to student attendance (actionable)

Hypothesized Root Causes (Controllable)

Communication of expectations with students.

Communication between home and school needs to improve.

Graduation CNA

Successes

95% graduation rate

Many PSEO options for students

Prioritized Concerns

5% not on track for graduation

Cohort model to support 9th grade AA boys

Hypothesized Root Causes (Controllable)

32 students with less than 90% of attendance

Native American students lowest attendance rates.

Literacy Plan

Goal

FAIR School students of color (Black, Hispanic, Asian) will increase their ACT reading score to an average of 17 during the 2017 MPS spring administration.

Action Plan

Academic Feedback (PK-12)

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White

Writing Enriched Curriculum (6-12)

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White

Critical Reading Strategies (6-12)

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White, Free/Reduced Price Lunch, Special Education

Adult Actions to Implement:

"School staff will add collaborative and interdisciplinary assignments that include writing components to strengthen students expressive writing skills.

School staff will provide guided instruction on the components of writing (pre writing, outline etc)

"

Learning Targets will be posted in the classroom everyday for every class.

Adult Evidence to Collect:

Students will produce collaboratively written assignments that reflect guided instruction components.

Learning Targets are visible during learning walks.

Student Evidence of Success:

Meeting the rubric standards to a proficient level.

Professional Development or Support Needed:

Training on collaborative instruction

MPS Writing Standards

Training on understanding learning targets and how to appropriately post.

Current Stage:

Exploration

Mathematics Plan

Goal

High School math teachers will implement MPS math scope and sequence to create a seamless pathway to math instruction for all students.

Action Plan

Adult Actions to Implement:

Math Staff will work with MPS staff to adopt and develop math curriculum and sequencing for students in grades 9-12. They will attend professional development trainings and use PAR mentors to guide this process with administration support.

Learning Targets will be posted in the classroom everyday for every class.

Adult Evidence to Collect:

Attendance at math PD and use of curriculum materials.

Learning Targets are visible during learning walks.

Student Evidence of Success:

Increased understanding and performance on interim and summative math assessments.

Professional Development or Support Needed:

MPS math professional development.

Training on understanding learning targets and how to appropriately post.

Current Stage:

Exploration

Engagement Plan

Goal

FAIR students will be able to articulate the expectations of being a member of the FAIR Community. In addition, FAIR High School Student will add a formalize Student Council to increase student voice and engagement. The Student Council will be in addition to already established successful programs that include National Art Honor Society and National Honor Society.

Action Plan

School-wide Engagement*

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White, Free/Reduced Price Lunch

Other

Targeted Student Groups:

Courageous Conversations, African, African American, American Indian, Asian/Pacific Islander, Hispanic, White

Adult Actions to Implement:

New staff need to complete training in Beyond Diversity Training I.

Support by Equity Lead

Adult Evidence to Collect:

Completion of systemic protocol for orientation.

Use of systemic protocol with enrolling students.

Attendances at trainings and implementation at the school site.

Student Evidence of Success:

Students new to FAIR display an understanding of the expectations by attending class, behaving appropriately and engaging in academic work.

Functioning student council and honor society with decision making as guided by adults.

Professional Development or Support Needed:

Enrollment procedures consistent with MPS placement office and staff training.

NASSP and MASSP Trainings for advisors

Current Stage:

Exploration

Graduation Plan

Goal

FAIR School has no racialized graduation gap between white and non-white students.

Action Plan

My Life Plan

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White, Free/Reduced Price Lunch

9th Grade on Track (Data and MTSS)

Targeted Student Groups:

African, African American, Hispanic

Adult Actions to Implement:

"School Counselor will attend training to learn My Life Plan system and requirements, and develop a schedule for classroom lesson to be delivered.

Classroom teachers will attend training to learn My Life Plan system and lesson to deliver.

Classroom Teachers will monitor student input into My Life Plan system for each student in their classroom."

Adult Evidence to Collect:

9th and 10th grade students enter information and plans into My Life Plan in Naviance System.

Student Evidence of Success:

9th and 10th grade students will have begun a My Life Portfolio by the end of the 2016-17 school year.

Professional Development or Support Needed:

Attendance at 9GOT workshop

Teaching staff will participate in on-site training for uploading data and analysis of data

Current Stage:

Exploration