

State of the School: Field Community School 2017

The following information is Field's current data based on 2017 MCA results, Attendance data and Behavior Referral Included in this information is our current progress in Academics (Reading, Math and Science proficiency and growth rates) and Engagement (Attendance and Suspensions).

Academics:

- In 2017 75% of grade Field students met or exceeded Reading standards as measured by the 2017 MCA's. This is the highest reading proficiency rate for MPS Middle Schools.
- In 2017 49% of Field students met their target Growth goal in Reading on the MCA's
- In 2017 76% of Field students met or exceeded Math standards as measured by the 2017 MCA's. This is the highest math proficiency rate for MPS Middle Schools.
- In 2017 45% of students met their target Growth goal in Math on the MCA's
- In 2017 63% of 5th and 8th grade Field students met or exceeded Science standards as measured by the 2017 MCAs.

2018 Academic Goals:

Reading*

- The percent of **All Students** who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at FIELD COMMUNITY will increase from 79.1% (based on current enrollment) to 84.1% in 2018, to 89.1% in 2019, to 94.1% in 2020.

Math*

- The percent of **All Students** who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at FIELD COMMUNITY will increase from 82% (based on current enrollment) to 87% in 2018, to 92% in 2019, to 97% in 2020.

*Why was the school wide goal increase amount selected for this site?

The Minneapolis Public School district achievement goals for reading and math, as well as the achievement goals for each Minneapolis Public School site, are based on metrics aligned with the "Acceleration: 2020" strategic plan. Acceleration: 2020 aims to close achievement gaps by the year 2020 through the achievement of the "5-8-10 plan." The 5-8-10 plan states a 5.0% overall annual increase in students meeting or exceeding state standards in reading and math each year through 2020. Embedded within the 5.0% overall annual increase is an 8.0% annual increase in meeting or exceeding standards in reading and math for our lowest performing students through the year 2020.

Student Engagement:

- 77% of Field students attend school at least 95% of the time. This is the highest attendance rate for MPS middle schools.
- The number of suspensions of Field students decreased from 32 in 2016 to seven in 2017.

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The four priorities of Superintendent Graff and Minneapolis School Board are Equity, Literacy, Social and Emotional (SEL) Learning and Multi-Tiered Systems of Supports (MTSS). At Field we have identified strategies to support each of these priorities and to meet our academic and engagement goals.

Equity:

- In an effort to close the proficiency gap that exists between our students of color and our white students each grade level team and specialist teachers have identified a small group of students to monitor closely. Teachers monitor these student's grades, attendance rates, behavior referrals and general success in school. Grade level teams provide an update at monthly team meetings on selected students. When concerns arise, teachers communicate information to our social worker, Administration team, Behavior Dean or other specialist to follow up with further support.
- Staff members began the year looking at our school wide data, identifying the discrepancies between our students of color and our white students, and making commitment statements for how to make a greater impact on their success.
- Staff members engage in guided reflection about their understanding of their own racial identity and implicit bias. Staff members are encouraged to prepare and present their racial autobiographies to colleagues as a way to increase understanding of the role that race plays in all of our lives .
- Staff will engage in a continuation of professional development provided by the Office of Black Male Student Achievement that focuses on increasing student engagement through culturally relevant practices and relationships, examining whiteness and purposefully hearing student voices.

Social and Emotional Learning:

- Students begin every day in Advisory class with a focus on community building, problem solving and building relationships.
- The Social Worker and intern provide focused skill building in weekly friendship groups and leadership groups for some students.
- Some students will participate in a site based mentoring program in which they are paired with a Field staff member for goal setting and monthly check ins.
- Our entire Staff is engaged in training on using Restorative Practices to support students when they need re-direction. This professional development will be ongoing for the entire year.
- Guiding questions from the restorative practice framework are used in response to behavior incidents. The questions are:
 - What Happened?
 - What were you thinking about at the time?
 - Who has been affected by your actions? How? In what way were you affected?
 - What do you think you need to do to make things right?

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MTSS:

- Universal screening in math and reading skills for every student took place this fall and is done again in the winter to monitor growth.
- Grade level teams collaborate weekly at meetings with Administration, the Social Worker, the School Psychologist and the Instructional Specialists to discuss student needs, plan interventions and provide updates on progress.
- We have ongoing support and expertise from Central office through our School Improvement Specialist who is working to create an individualized approach to meeting our students needs based on the resources and expertise that we currently have at Field.

Literacy:

- All content teachers use AVID strategies throughout their lessons concentrating in five areas: Writing, Inquiry, Collaboration, Organization and Reading (WICOR).
- The district has identified “Writing Across the Content Areas” as the literacy strategy for all secondary schools to implement this year. We are working with the district to gather data on how much writing is currently happening in all classrooms through the completion of a Landscape Study. This study consisted of four Field staff members and four district staff members paired up and followed a student’s schedule for an entire day. They spent their time looking at the quantity and the quality of writing across content areas. This baseline data will be used by our Field Instructional Leadership Team (ILT) and the district to plan future steps to increase and/or improve writing across the content areas.
- Our 5th grade team is collaborating to implement the newly adopted Literacy Curriculum. This team approach provides students an opportunity to increased exposure to non –fiction reading throughout their day and across content areas as well as common reading and writing strategies in Science, Social Studies and English Language Arts.