



FAIRLEY HIGH SCHOOL

Annual Title 1 Meeting

September 30, 2024
9:00 AM & 4:00 PM

Dr. Steevon Hunter
Principal

Mr. Rahnmann Slocum
Vice Principal

Ms. Quintina Merriweather
PLC Coach

FAIRLEY HIGH SCHOOL

MISSION

At Fairley High School, we ignite **brilliance**, foster **intelligence**, cultivate **tenacity**, and uphold **excellence**, empowering each student to thrive.

VISION

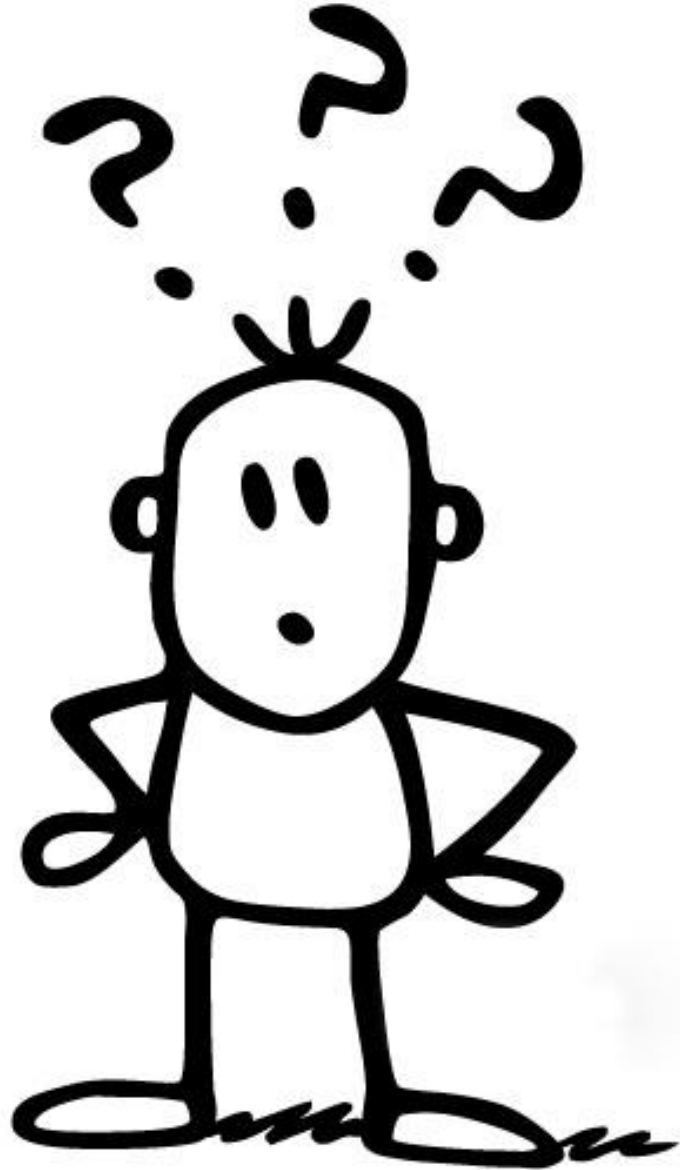
To inspire a community where the **BITE principles** ignite passion and purpose, creating fearless learners and visionary leaders who leave a lasting impact on the world.



FAIRLEY HIGH SCHOOL

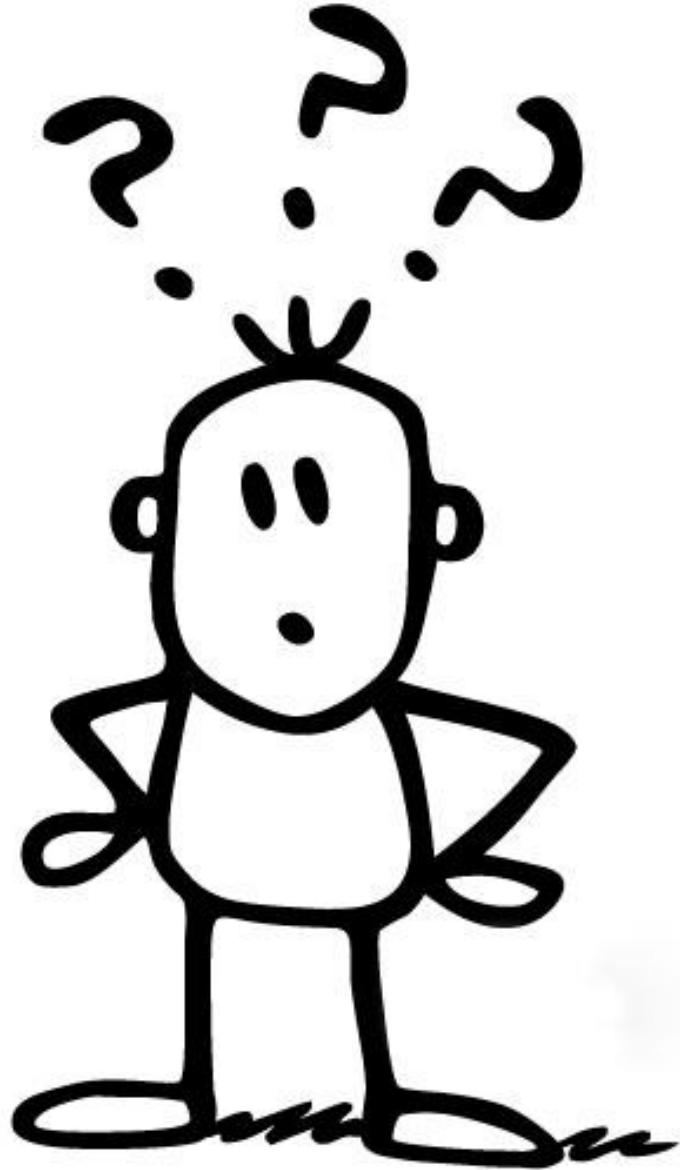
Fairley High School is a federally funded school-wide Title I school. Title I is a part of the Elementary and Secondary Education Act (ESEA). Title I requires that schools create a positive and supportive learning environment that results in high levels of achievement for all students.





WHAT IS TITLE I?

- **Title I** is the federal program that provides funding to local school districts to improve the academic achievement of disadvantaged students (**students on free or reduced lunch**). Fairley High School is qualified to receive these federal funds.
- **Section A of Title I** provides grants to states to distribute directly to school districts. This is by far the largest source of federal money for local schools.
- If more than 40% of the students in a school qualify as disadvantaged, the school is allowed to run "**schoolwide**" programs that serve all students, not just the disadvantaged.



WHAT IS TITLE I?

Title I serves to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

- **Title 1** provides funding to assist in increasing Parental Engagement: Parent Meetings/Trainings and Light Refreshments
- **Title 1** provides funding to assist and support our Instructional Programs by purchasing instructional supplies. However, supplanting is not allowed.
- **Title 1** provides funding to support Professional Development. Redelivery of P.D. information is required once Professional Development has been completed.
- The funds provided by **Title 1** help us to provide the various necessary resources and support to **ALL STUDENTS** at Fairley High School. Without these funds, additional items and resources would not be readily available.



DISTRICT/ SCHOOL PROGRESS SCHOOL STATUS

Indicator	Achievement	Growth	Growth for Highest Need Students	College & Career Readiness
	F (Level 1)	D (Level 2)	B (Level 4)	F (Level 1)
Measure	Success Rate: 5.3%	Schoolwide TVAAS: 2	TVAAS Score for Highest Need Students: 4	College & Career Readiness: 7.1%
Measure by Subject	ELA Grades 9-12: 7.9%	Literacy: 4		ACT 21+ Score: <5%
	Math Grades 9-12: <5%	Numeracy: 1		Postsecondary Attainment Score: <5%
	Science Grades 9-12: 8.1%	Science: 2		Industry Certifications Score: <5%
	Social Studies Grades 9-12: 8.1%	Social Studies: 4		ASVAB Score: <5%
Measure by Student Group	Economically Disadvantaged: <5%	Economically Disadvantaged: 2		Economically Disadvantaged: 8%
	English Learner: Insufficient N Count	English Learner: Insufficient N Count		English Learner: Insufficient N Count
	Students with Disabilities: <5%	Students with Disabilities: 3		Students with Disabilities: Insufficient N Count
Measure by Race/Ethnicity	American Indian or Alaska Native: Insufficient N Count	American Indian or Alaska Native: Insufficient N Count		American Indian or Alaska Native: Insufficient N Count
	Asian: Insufficient N Count	Asian: Insufficient N Count		Asian: Insufficient N Count
	Black or African American: <5%	Black or African American: 2		Black or African American: 7.4%
	Hispanic: Insufficient N Count	Hispanic: Insufficient N Count		Hispanic: Insufficient N Count
	Native Hawaiian or Other Pacific Islander: Insufficient N Count	Native Hawaiian or Other Pacific Islander: Insufficient N Count		Native Hawaiian or Other Pacific Islander: Insufficient N Count
	White: Insufficient N Count	White: Insufficient N Count		White: Insufficient N Count

Indicator	▲ Level	Weight	Score
Achievement	1	50.0%	0.5
Growth	2	30.0%	0.6
Growth for Highest Need Students	4	10.0%	0.4
College & Career Readiness	1	10.0%	0.1

Total Score: 1.6

Calculation of School Letter Grade

D

Overall School Letter Grade

Letter Grade	▲ Score Range
A	4.5 - 5.0
B	3.5 - 4.4
C	2.5 - 3.4
D	1.5 - 2.4
F	1.0 - 1.4

FAIRLEY HIGH SCHOOL

Achievement Goals:

In 2023-2024, 7.9% of our 9th grade students performed on 9th grade level; 7.9% of our 10th grade students performed on 10th grade level.

Our 2024-2025 ELA Goal: Increase from 7.9% to 19.7% of students scoring on-track or mastery.

- **Mrs. Boyce:** At least 30 out of 150 students performing at grade level.
- **Mr. Ross:** At least 22 out of 111 students performing at grade level.

In 2023-2024, less than 5% of our Algebra 1, Geometry, and Algebra 2 students performed on grade level.

Our 2024-2025 Math Goal: Increase from 5% to 13% of students scoring on-track or mastery.

- **Mr. Graham:** At least 20 out of 149 students performing at grade level.
- **Geometry (Placeholder):** At least 16 out of 121 students performing at grade level.
- **Algebra II (Placeholder):** At least 13 out of 98 students performing at grade level.

In 2023-2024, 8% of our Biology students performed on grade level.

Our 2024-2025 Science Goal: Increase from 8% to 16% of students scoring on-track or mastery.

- **Mrs. Brackett:** At least 20 out of 123 students performing at grade level.

FAIRLEY HIGH SCHOOL

General Strategies to Achieve Goals Across Subjects:

- **Standards-Aligned Instruction:** Ensure all lessons and assessments align with TN state standards to drive proficiency.
- **Partnership with District-Level Instructional Coaches:** Collaborate with district coaches for curriculum guidance, instructional strategies, and targeted professional development.
- **Data-Driven Instruction:** Utilize diagnostic and short cycle assessments to identify skill gaps and tailor instruction accordingly. Implement progress monitoring every 2-3 weeks.
- **Targeted Intervention:** Establish small-group or one-on-one tutoring sessions for students based on performance levels and projections (mastery, on-track, approaching, and below grade level).
- **Strategic Use of Technology:** Leverage adaptive learning platforms (e.g., iReady, Study Island, etc.) to provide personalized practice.
- **Differentiated Instruction:** Provide scaffolded lessons, leveled reading materials, and multiple problem-solving approaches.
- **Student Accountability:** Implement goal-setting conferences where students track progress toward mastery.
- **Parental Involvement:** Send home progress reports, encourage parent participation at parent-teacher conferences, provide parent workshops, and encourage at-home practice.
- **Increased Engagement:** Use project-based learning, gamification, and hands-on activities to enhance student interest.
- **Professional Development:** Conduct teacher workshops on best instructional strategies for improving literacy, numeracy, and scientific reasoning.
- **Peer Tutoring & Mentoring:** Implement peer-led tutoring programs where high-performing students assist struggling peers.

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ELA Strategies (Goal: Increase from 7.9% to 19.7%)

Standards-Aligned Instruction: Align reading, writing, and comprehension activities with TN state ELA standards to ensure students master required skills.

Partnership with District-Level Instructional Coaches: Work with literacy coaches to analyze student data, develop targeted intervention plans, refine lesson plans, and implement evidence-based teaching strategies. Collaborate to enhance inquiry-based teaching methods, improve assessment strategies, and strengthen instructional techniques to ensure best practices are effectively integrated into daily instruction.

Structured Reading Interventions: Implement daily guided reading groups for struggling students.

Writing Across the Curriculum: Require structured writing in all subjects to reinforce comprehension.

Explicit Vocabulary Instruction: Focus on tiered vocabulary instruction in all content areas.

Close Reading Strategies: Use annotation techniques to develop deep comprehension skills.

Book Clubs & Independent Reading: Encourage reading with incentives for completed books and discussions.

Graphic Organizers: Use story maps, Venn diagrams, character analysis charts, cause-and-effect charts, etc. to enhance comprehension and critical thinking.

Teacher-Specific Targets:

Mrs. Boyce (ELA 9): At least 30 out of 150 students performing at grade level.

Mr. Ross (ELA 10): At least 22 out of 111 students performing at grade level.

FAIRLEY HIGH SCHOOL

Math Strategies (Goal: Increase from 5% to 13%)

Standards-Aligned Instruction: Ensure all lessons and assessments are aligned with state math standards, focusing on conceptual understanding and application.

Partnership with District-Level Instructional Coaches: Collaborate with math coaches to analyze student data, develop targeted intervention plans, refine lesson plans, and implement evidence-based teaching strategies. Collaborate to enhance inquiry-based teaching methods, improve assessment strategies, and strengthen instructional techniques to ensure best practices are effectively integrated into daily instruction.

Daily Spiral Review: Implement warm-ups covering foundational skills.

Problem-Solving Frameworks: Teach step-by-step problem-solving strategies.

Use of Manipulatives: Incorporate hands-on activities with physical and digital tools.

Real-World Application: Show math in real-life scenarios to enhance relevance and engagement.

Targeted Remediation Days: Dedicate weekly remediation sessions for struggling students.

Fluency Drills: Focus on number sense, basic operations, and algebraic fluency.

Graphic Organizers: Utilize problem-solving charts, equation organizers, step-by-step math process maps, etc. to break down complex problems.

Teacher-Specific Targets:

Mr. Graham: At least 20 out of 149 students performing at grade level.

Geometry (Placeholder): At least 16 out of 121 students performing at grade level.

Algebra II (Placeholder): At least 13 out of 98 students performing at grade level.

FAIRLEY HIGH SCHOOL

Science Strategies (Goal: Increase from 8% to 16%)

Standards-Aligned Instruction: Design science lessons and experiments that align with TN state science standards and emphasize inquiry-based learning.

Partnership with District-Level Instructional Coaches: Work with science instructional coaches to analyze student data, develop targeted intervention plans, refine lesson plans, and implement evidence-based teaching strategies. Collaborate to enhance inquiry-based teaching methods, improve assessment strategies, and strengthen instructional techniques to ensure best practices are effectively integrated into daily instruction.

Hands-On Labs: Increase lab activities to reinforce scientific concepts.

Claim, Evidence, Reasoning (CER) Framework: Teach students to structure scientific explanations effectively.

Reading & Interpreting Data: Focus on analyzing charts, graphs, and experimental results.

Science Vocabulary Development: Implement weekly quizzes and interactive vocabulary activities.

Cross-Curricular Connections: Link science concepts to math and literacy skills.

Project-Based Learning: Assign real-world science investigations for deeper engagement.

Graphic Organizers: Implement concept maps, flowcharts, cause-and-effect diagrams, etc. to help students organize scientific information visually.

Teacher-Specific Target:

Mrs. Brackett: At least 20 out of 123 students performing at grade level.

FAMILY ENGAGEMENT

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, families of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for family engagement and describes how the school will implement a number of specific family engagement activities.

PARENT EXPECTATIONS



Parents are encouraged to...

- Be involved in the education of their children.
- Communicate with teachers.
- Send children to school **daily and on time.**
- Set high expectations for their children.
- Become involved in the Fairley High School community to aid in student achievement.

FAMILY ENGAGEMENT

The Impact Parents Have on School Culture & Student Achievement

"When parents are engaged, schools become stronger, communities thrive, and students achieve more." — Unknown

"Schools flourish when parents see themselves as partners in education, not just spectators." — Unknown

"A positive school culture begins at home. When parents and schools work together, students feel supported, valued, and empowered to succeed." — Unknown

"The involvement of parents in a school does more than improve academics—it builds a culture of respect, collaboration, and high expectations." — Joyce L. Epstein

FAMILY ENGAGEMENT

The Impact Parents Have on School Culture & Student Achievement

"A school's culture is a reflection of the community it serves. When parents are active participants, they help shape an environment where learning, inclusivity, and success are the norm." — Unknown

"When parents and educators work together, they don't just change test scores—they change lives and transform school communities." — Unknown

"Strong parent-school partnerships foster a sense of belonging and shared responsibility, creating a school culture where every child feels valued and supported." — Unknown

"The heart of a school's culture lies in the strength of its relationships—between teachers, students, and most importantly, parents." — Unknown

FAMILY ENGAGEMENT

The Impact Parents Have on School Culture & Student Achievement

"A child's success in school is not just about what happens in the classroom. It's about the support and encouragement they receive at home." — Unknown

"Parents' attitudes and involvement have a significant impact on students' motivation, self-esteem, and academic performance." — Joyce Epstein

**"Children are more likely to succeed when their families take an active interest in their education."
— U.S. Department of Education**

FAIRLEY HIGH SCHOOL

October 23rd QTR 1 Report Card

November 13th Progress Report

January 15th QTR 2 Report Card

February 5th Progress Report

March 26th QTR 3 Report Card

April 16th Progress Report

May 30th QTR 4 Report Card

FAIRLEY HIGH SCHOOL

Parent Teacher Conference

Memphis-Shelby County Schools has scheduled two dates this school year
for Parent-Teacher Conferences:

September 7th 4PM – 7PM

February 13th 4PM – 7PM

Additional Conferences can be scheduled, as needed, with your child's teachers.

FAIRLEY HIGH SCHOOL STUDENT/ TEACHER/ PARENT COMPACT



Fairley High School

Title I Student/Parent/Teacher/School Compact 2024-2025

Fairley High School is a close-knit community comprising staff, parents, students, and other community members collaborating to ensure an exceptional school year for all children. The agreement details the shared responsibility among parents, students, staff, and the school to enhance student academic performance. It also emphasizes the partnership between the school and parents to support students in meeting the state's rigorous standards. This agreement establishes a mutual understanding of the roles of both home and school in ensuring student success. Developed collaboratively with parents, this agreement will be revisited during parent meetings and conferences.

Student Agreement

I am committed to academic excellence and performing at my best, so I pledge to:

- Attend school daily with a positive attitude, a growth mindset, and the necessary tools for learning.
- Arrive on time for school and classes, ready to engage in learning.
- Actively engage in the classroom learning environment by engaging with the text and/or task, my classmates, and my teachers.
- Complete and submit assignments to the best of my ability, seeking help when needed.
- Attend additional sessions for academic support or skill enhancement when needed and/ or required.
- Engage in school events with pride and enthusiasm.
- Adhere to the Memphis Shelby County Schools Code of Conduct and the rules and expectations of Fairley High School.
- Return signed progress reports, report cards, and all documents needing a parent/guardian signature, including the school compact.
- Show respect towards others and myself.
- Honor Fairley High School's dress code and dress appropriately while at school.
- Be kind; learn and apply conflict resolution techniques in a positive and non-violent manner.

Print - Student Name

Student Signature

Parent/Guardian Agreement

I desire for my child to succeed; hence, I will take responsibility for fully supporting the culture of academic excellence and aiding my child's education by:

- Familiarizing myself with the school's vision and objectives and collaborating with the school.
- Supervising my child's attendance, behavior, punctuality, and engagement in class; ensuring that my child completes all homework assignments and prepares for all assessments, and actively supporting my child's participation in extracurricular activities both at home and school.
- Providing necessary learning materials and a quiet, well-lit study area.
- Encouraging productive use of free time outside of school.
- Creating a secure and nurturing home environment.
- Encouraging the use of school tutorial programs as needed – before, during, and after school.
- Ensuring my child wears appropriate school-approved attire daily.
- Motivating my child to read daily and providing a library card.
- Teaching my child to communicate problems and misunderstandings in a peaceful manner.
- Supporting the school in maintaining a structured and secure atmosphere.
- Establishing positive communication and relationships with my child's teachers.
- Attending parent-teacher conferences and engaging in school events.
- Volunteering at the school in areas of interest to my child and me. Observing my child's classes when necessary.
- Believing in my child's ability to learn and expecting their best effort

Print - Parent/Guardian Name

Parent/Guardian Signature

Teacher Agreement

It is crucial for students to succeed; therefore, I will:

- Believe that all students can learn and strive to meet their individual needs.
- Offer a high-quality curriculum and engaging instruction that promotes academic excellence and enjoyable learning experiences.
- Provide regular progress updates to parents and conduct parent-teacher conferences.
- Maintain consistent communication with parents and students in a practical and understandable manner.
- Utilize various teaching strategies to enhance student progress.
- Create a welcoming classroom environment and encourage parents to visit or observe classes as needed.
- Design meaningful lessons and assignments for students.
- Equip parents with resources and strategies to assist with homework.
- Review the school-parent compact in relation to academic excellence and student success.
- Treat all students with love, respect, and encouragement.
- Commit to ongoing professional development to enhance knowledge and ensure student success.

School/Principal Agreement

I endorse this type of parent, student, and school engagement that supports and reinforces the culture of academic excellence. As such, I pledge to:

- Create a supportive and enriching learning environment that fosters academic excellence, growth, and learning.
- Offer high-quality curriculum and instruction for all students and enforce all rules set forth by Memphis Shelby County Schools and Fairley High School.
- Encourage and supervise teacher instruction to cater to students' diverse learning needs.
- Implement an open-door policy that emphasizes teacher/parent communication and fosters relationships between the school, home, and community.
- Provide parents with opportunities to volunteer, participate, and observe in their child's classes.
- Collaborate on a plan detailing how students, parents, school, and staff will collectively share the responsibility for enhancing academic performance and motivate all parties to fulfill this commitment.
- Support school-based parent groups: Make the Family Engagement Plan accessible to the wider community.
- Allow parents reasonable access to staff to volunteer, participate, and observe in their child's class.
- Arrange annual parent/teacher conferences to review the school-parent compact and EdPlan data for struggling students concerning individual academic progress: Coordinate and blend parent involvement initiatives and events.
- Disseminate and inform parents about the Family Engagement Plan in a clear and consistent manner and in a language accessible to them.
- Regularly update the Family Engagement Plan to meet evolving parental and school needs.
- Provide an opportunity for parents to voice concerns to the school district if they find the Family Engagement Plan unsatisfactory.
- Offer support in understanding state academic content standards, student academic achievement standards, state and local academic assessments, progress monitoring, how to monitor a child's progress, how to work with educators to improve the achievement of their children, and the requirements of parent involvement.
- Supply reasonable resources and training to assist parents in supporting their children's academic success and parent engagement activities upon request.
- Educate faculty and staff, with parental input, on the significance and benefits of parental contributions.
- Disseminate parental communications about school and parent programs, meetings, and other events in a language comprehensible to parents.
- Ensure full inclusion of parents with limited English proficiency, disabilities, and migrant backgrounds in participation opportunities.

Dr. Steevon Hunter
Print - Principal Name

Principal Signature

Revised: March 2024

Memphis-Shelby County Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, disability, sex, age or genetics. For more information, please contact the Office of Equity Compliance at (901) 416-6670.

FAIRLEY HIGH SCHOOL FAMILY ENGAGEMENT PLAN



The Family Engagement Plan of Fairley High School is a collaborative effort developed jointly among stakeholders to establish expectations for parental involvement. The engagement plan is an outline for parents/guardians to use to provide their children with a home, school, and community environment that is centered on academic achievement, social growth, and career skills needed to succeed in an everchanging global society.

To maximize family and community involvement, Fairley High School has established the following expectations for school level parental and community involvement:

- Act as mentors, consultants, or resource persons in the classroom or in extracurricular programs.
- Serve as team members or leaders of parent-teacher groups or activities.
- Share ideas and concerns.

TITLE I SCHOOL WIDE PROGRAM

Fairley High School is committed to fostering positive collaboration between home and school through the ongoing dedication of our faculty, staff, and administration. As per Title I regulations, the following guidelines are established:

- Hosting Annual Meetings to inform parents/guardians about the school's Title I obligations and participation in Title I programs.
- Sharing Memphis Shelby County Schools' Rights to Know with parents/guardians.
- Ensuring that parents/guardians are aware of their right to engage and be an active part of our school community.
- Scheduling a flexible number of morning and evening meetings to accommodate parents/guardians' needs and preferences.
- Inviting parents/guardians to actively participate in planning, reviewing, and enhancing the school's parental involvement policy and school-wide program plan (SIP).
- Facilitating regular meetings for parents/guardians to share suggestions, engage in decision-making, and receive feedback concerning their children.
- Providing timely information to parents/guardians on parent programs under the Every Student Succeeds Act (ESSA) section 1118.
- Explaining the school's curriculum, academic assessment methods, and expected state and district proficiency levels to parents/guardians.
- Notifying parents/guardians of policies in a clear, consistent manner and in a language/format they understand.
- Conducting parenting workshops and training sessions with other parental involvement strategies.
- Offering additional support for parent involvement activities as requested.
- Collaborating with parents/guardians, staff, and other parents/guardians to create the student/parent/teacher/school compact.

OTHER OPPORTUNITIES FOR PARENT/GUARDIAN INVOLVEMENT

Fairley High School offers various opportunities for parents/guardians to actively participate in the students' development to ensure continuous engagement and support. Here are ways for parents/guardians to get involved:

- Leadership Council
- Site-Based Community Development Committee (Community Huddle)
- Parent Teacher Student Association (PTSA)
- Booster Club (athletics, band, choir, etc.)
- SIP Leadership Committee
- School and district surveys
- Utilization of a versatile parent resource center
- Advisory committees for school clubs and optional programs

Parents/Guardians can also engage through technology by accessing the school's website, receiving monthly calendars, newsletters, and other forms of written or electronic communications.

Staff are educated with the assistance of parents in the value and contribution of parents, and in working with parents; how to reach out to, communicate with, work with as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Print - Student Name

Student Signature

Print – Parent/Guardian Name

Parent/Guardian Signature

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OPPORTUNITIES FOR PARENT/ GUARDIAN ENGAGEMENT

OPPORTUNITIES FOR TRAINING

Open House

Annual Title I Meeting

Parent/Teacher Conferences

Dads/Uncles Take-Over School Day

Donuts with Dads/ Moms/ Guardians

Lunch Volunteer

Parent Data Night

Honors Programs

Assessment Proctor

Senior Class Day/ Baccalaureate/ Prom/ Graduation

Leadership Council

Site-Based Community Development Committee (Community Huddle)

Parent Teacher Student Association (PTSA)

Booster Club (athletics, band, choir, etc.)

SIP Leadership Committee

School and District Surveys

School/Parent Nights – Curriculum Nights (Literacy Night and Math Night Matters, Data Meetings, CCR Workshops, Virtual Training Workshops)

Advisory Committees for School Clubs and Optional Programs

**Fairley High School's Family Engagement
Needs Assessment Survey**



<https://forms.gle/moXP41jtTw7DW4hZ6>

**Fairley High School's Title I Parent and
Family Engagement Survey**



<https://forms.gle/moXP41jtTw7DW4hZ6>



PARENTS' RIGHTS TO KNOW

Family Engagement Policies

Student Progress

Parent Meetings/Training

School Improvement Plan

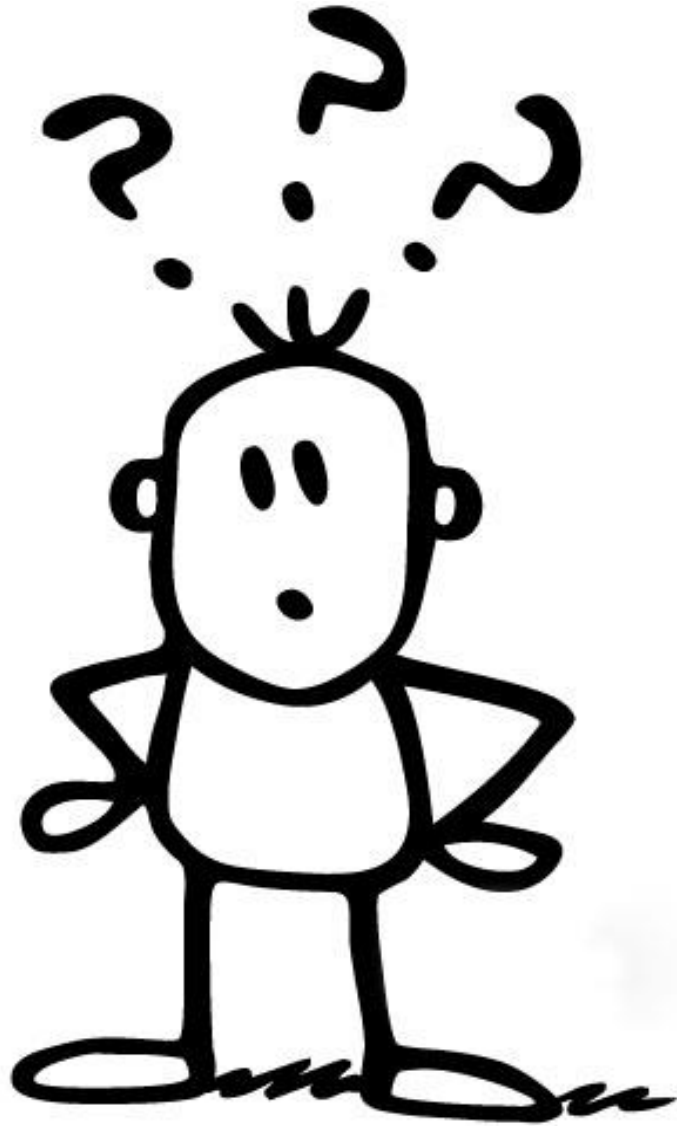
School/Parent Compact

Student Code of Conduct



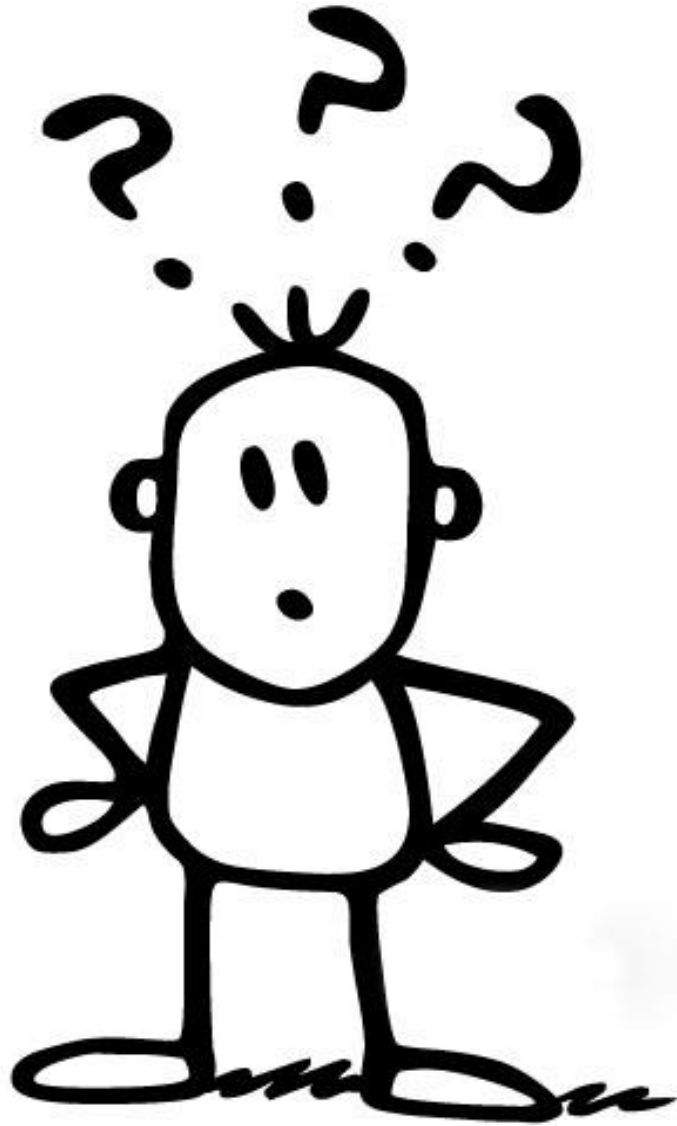
PARENTS' RIGHTS TO KNOW

- A teacher's professional qualification, which includes state qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and/or graduate degree, field of endorsement, and previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address, and telephone listing will not be released to military recruiters



TITLE I TEACHER QUALIFICATIONS

In the event that your child is being taught by a teacher that has a Practitioner Teacher License or by a teacher not licensed in a particular subject, you will be notified by letter of that teacher's status



FAIRLEY HIGH SCHOOL TEACHER VACANCIES

~~English 3~~

Geometry

Algebra 2



PARENT COMMUNICATION

**Fairley High School will
communicate Student
Progress in the following
ways:**

Power School Access

Progress Reports

Report Cards

Parent/Teacher Conferences

Parent Calls/Contact Log

SCHOOL IMPROVEMENT PLAN

WHAT IS IT THE SCHOOL IMPROVEMENT PLAN (SIP)?	A plan is comprised of goals, strategies, and action items that create an intentional, dynamic, and sustained effort to increase a school's effectiveness.
THE PURPOSE OF THE SCHOOL IMPROVEMENT PLAN (SIP)	Guides leadership and the school community to continuously achieve and enhance the vision, mission, and overall effectiveness of the school. Provide a clear roadmap for schools to improve educational outcomes for all students
WHO IS A PART OF THE PLANNING PROCESS	All stakeholders who are a part of the school community: the school administration team, teachers, staff, officers, parents, students, district personnel, etc.

FAIRLEY HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

[G 1] Reading/Language Arts: Fairley High school will increase the percentage of students meeting and/or exceeding expectations in ELA from 7.9% in 2022-23 to 19.7%% in 2024-25.

[G 2] Mathematics: Fairley High school will increase the percentage of students meeting and/or exceeding expectations in Mathematics from less than 5% in 2022-23 to 12.5%% in 2024-25.

[G 3] College and Career Readiness: Fairley High School will increase the percentage of Ready Graduates to 12.5% in 2024, up from 5.9% in 2022 and increase the graduation rate to 85% in 2024, up from 75.5% in 2022.

[G 4] Safe and Healthy Students: Fairley High School will attain an Attendance Rate of 80.0% for 2024, a Chronically Out of School Rate below 40.0%, down from 63.2% for 2022, and a Discipline Rate of below 20.0% for the 2024 school year.

ANNOUNCEMENTS



FAIR LEY *high school*

sponsor & partnership INTEREST MEETING

FIND OUT HOW YOU CAN HELP US

- ☒ SUPPORT STUDENTS
- ☒ CELEBRATE TEACHERS & STAFF
- ☒ BUILD WELL-ROUNDED LEADERS
- ☒ SHIFT THE CULTURE
- ☒ REMOVE BARRIERS

JOIN

Principal, Dr. Steevon Hunter
Family Engagment Liaison, Crystal Boyce
PLC Coach, Quintina Merriweather

TUESDAY
**15
OCT**
8:00AM

TUESDAY
**15
OCT**
5:30PM

 Fairley High School, 4950 Fairley Rd., Memphis, TN 38109
In-person meeting - Virtual upon request

ANNOUNCEMENTS

SY 24-25

FAIRLEY
high school

**C
T**

Pre-ACT

9th GRADE OCT 15

10th GRADE OCT 16

ACT

12th GRADE OCT 29

A GRADUATION REQUIREMENT

FOR MORE INFORMATION

Principal, Dr. Steevon Hunter

ACT Testing Coordinator, Mrs. Retha Bell

ACT Testing Coordinator, Ms. Nia Neely



ANNOUNCEMENTS

2024-2025 ANNUAL TITLE 1 PARENT MEETING

Dr. Steevon Hunter, Principal
Quintina Merriweather
PLC Coach



AGENDA

Principal's Message
Title I Presentation
Upcoming Events

AGENDA

Mensaje del Director
Presentación del Título I
Próximos Eventos

What is Title I
Parent/ Guardian Rights
Tools & Resources

MONDAY **30**
SEPT
9:00AM

MONDAY **30**
SEPT
4:00PM

In-person meeting - Virtual upon request

30 de septiembre, 8 AM 30 septembre, 4:00 PM
Reunión presencial - Virtual bajo solicitud

Fairley High School
4950 Fairley Rd., Memphis, TN 38109



SESSION SURVEY