Who Are We?

FAIR (Fine Arts Interdisciplinary Resource) School Pilgrim Lane is an arts magnet school serving students in kindergarten through grade four. The FAIR School is the result of imaginative educational conception, inventive curriculum planning, and innovation.

Our campus, located in the northwest suburb of Plymouth, is a nationally recognized school by both the U.S. Department of Education and the Kennedy Center for the Arts. The FAIR model began in 2000 with the opening of FAIR School Crystal, where it has evolved and grown. Staff, students, and parents have fostered a school community where students learn in an academically challenging environment that promotes critical and creative thinking.

Our commitment to arts education gives students the opportunity to actively engage in culturally relevant and student-centered curricula. Through an interdisciplinary approach to instruction, students make cognitive connections across several disciplines.

The student experience at FAIR is enhanced by the school’s unique partnerships with a variety of community organizations and local artists. Students have in-depth experiences with a multitude of artistic mediums.

FAIR Vision:

We see the FAIR School as a beacon of 21st century learning, grounded in equity, and defined by arts and academic excellence, where all students achieve through the integration of the arts, technology, cultural understanding and active, committed community partners. Our approach to education fosters critical, creative and analytical thinking skills through inquiry and interdisciplinary instruction. Our curriculum and instruction centers on interdisciplinary education, which allows teachers and students to integrate skills and concepts around those disciplines.

How Have We Been Honored?

Since inception of the FAIR model in 2000, the passionate, creative and committed faculty, staff, and administration have continued to provide the tools and support necessary for students to achieve academic excellence. Our work to enhance the achievement of all students, while preparing them to thrive in a diverse world, is done through intentional and integrated learning opportunities. This innovative work has attracted national recognition and the school has received multiple grants.

In celebration of the work we do, here are just a few of the awards and honors we have received:

- 2019-2020 Dance without Barriers Grant Awarded
- 2019-2020 Seven Dreams Grant Awarded for Percussive Dance: Unlocking the Human Instrument
Unified District Vision: High Intellectual Performance Through Equity

Our Mission
The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision
Robbinsdale Area Schools is committed to ensuring every student graduates career, *articulated skilled trades and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

The Unified District Vision Consists of Four Key Goals:
1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

STRATEGIC PRIORITIES

Kindergarten Readiness:
Provide high-quality early learning programs to ensure all students are kindergarten ready.

Measures: Formative Assessment Systems for Teachers (F.A.S.T.)

Third Grade Reading Proficiency:
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.

Measures: MCA and *F.A.S.T.

High School Graduation:
Ensure every student graduates from high school career, *articulated skilled trades and college ready.

Measures: High School Graduation Rate Standards:
All staff will teach the state standards *pre-K-12, *adult academic
*Measures: Danielson model

Central Office Capacity:
Build central office capacity to deliver services in a timely manner to influence student academic achievement.

Measures: *Downey walk-through, *implementing efficient operational strategies and *customer service training

Middle School *Transition:
Ensure a smooth academic and social-emotional transition to and from middle school.

Measures: **Where Everyone Belongs (W.E.B.) transition program and *College Board recommended curriculum (SpringBoard)

* Asterisk (*) indicates School Board approved modifications, 11/19/2018.