

Digital Arts and Technology Academy

October 8th, 2024 – Charter Renewal
1:00p–2:30p

Agenda!

- 1:00 – Introduction
- 1:05 – Ms. Teisha Share Out
- 1:10 – Student Tours (back by 1:35)
- 1:40 – More Teacher Share Outs
- 2:00 – Graduation and Alumni
- 2:05 – Missing Data
- 2:10 – ELL and SPED
- 2:20 – Restorative Practices
- 2:25 – Governing Council, Parents, and Finances



Overview of School's Mission and Vision

Mission: Designing creative learning environments that promote curiosity, social justice, equity, joy and empathetic practices through the creative arts.

Vision: To develop independent creative thinkers capable of choosing their own path and purpose.



Tell us more about community and local connection.

Our goal is to get students into the community as often as possible. Increasing community connections creates opportunities for students to build partnerships with local businesses and organizations and to showcase their incredible talent. Inpost Art Center: DATA exclusive student art show, junior curator in collaboration with InPost Arts Space.



Roadrunner Food Bank

Student thespian performances at North 4th Art Space and Bosque School

Spring Arts Exhibition at Harwood Art Center
Project SOS, Enlightened Challenge

Volunteerism at our monthly Roadrunner Food drives.



Spring Arts Expo at Harwood



Darkroom Photography students at Harwood



Project Save our Satellite Winners



Ethnobotany IAIA Dual Credit course



Enlightened Challenge design competition (DATA took award for most creative!)



EOY Theater Performance (Eurydice) at Bosque School

Typical Day for Students



M/Tu/Th/Fr

Flex Period – 8:00 to 8:20
1st Period – 8:25 to 9:55
2nd Period – 10:00 to 11:30
Lunch – 11:30 to 12:05
3rd Period – 12:10 to 1:40
4th Period – 1:45 to 3:15

Wednesday

Flex Period – 8:00 to 8:20
1st Period – 8:25 to 9:10
2nd Period – 9:15 to 10:00
Advisory – 10:05 to 10:35
3rd Period – 10:40 to 11:25
4th Period – 11:30 to 12:15
Office Hours – 12:15 to 1:30

In order to foster collaboration and avoid siloed learning, we use our block classes to merge various disciplines such as Social Studies and English, Science and Math, and various Elective rotations.

AP Score Reports for Educators

Reports ? Help

STUDENTS TAKING EXAM

YOUR GROUP: 8 | SCHOOL: 8 | NM: 159 | GLOBAL: 47,121

MEAN SCORE

YOUR GROUP: 3.50 | SCHOOL: 3.50 | NM: 2.98 | GLOBAL: 3.30

% SCORES 3 OR HIGHER

YOUR GROUP: 100.0% | SCHOOL: 100.0% | NM: 72.3% | GLOBAL: 82.8%

Score Distributions with Comparables

Comparable groups	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean score
⊖ Your group (All Selected Sections)	8	0% (0)	0% (0)	63% (5)	25% (2)	13% (1)	3.50
Shields 2D (A. Shields)	8	0% (0)	0% (0)	63% (5)	25% (2)	13% (1)	3.50
School	8	0% (0)	0% (0)	63% (5)	25% (2)	13% (1)	3.50
NM	159	4%	23%	46%	23%	4%	2.98
Global	47,121	3%	14%	43%	29%	11%	3.30

AP Art



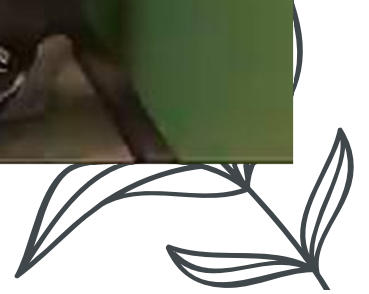
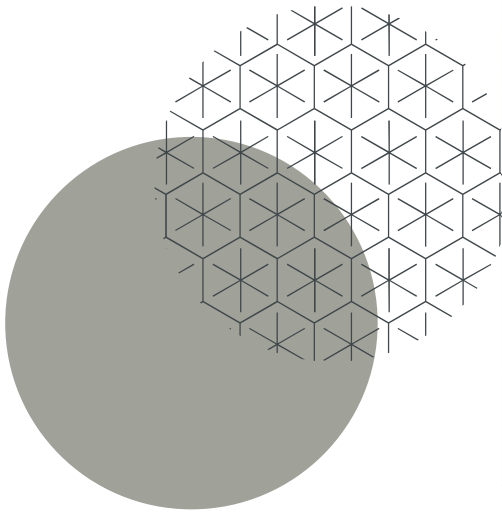
Entrepreneurship



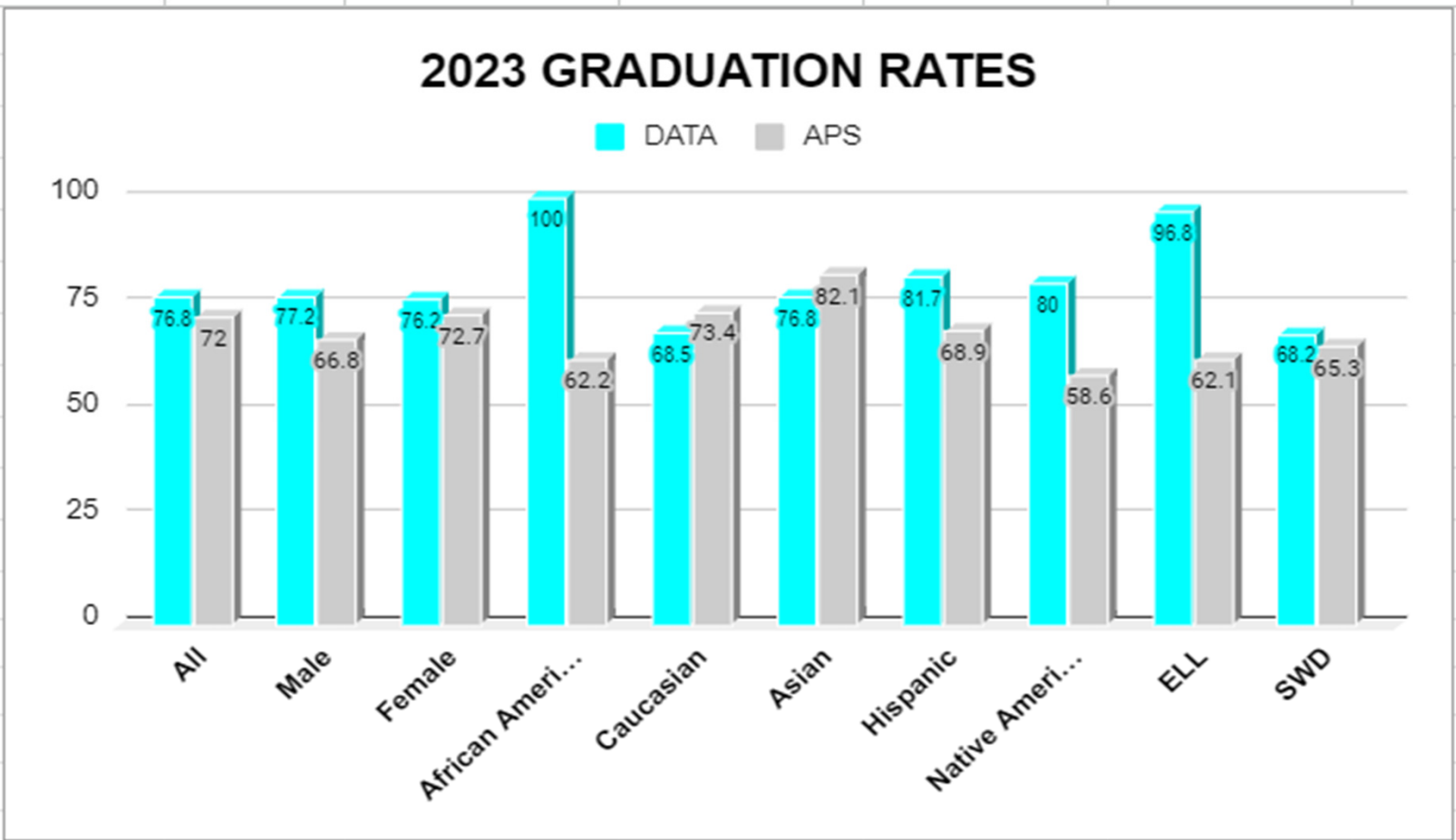
Camp Squirrel Mound – Shadow Puppet Short
Ms. Yeo



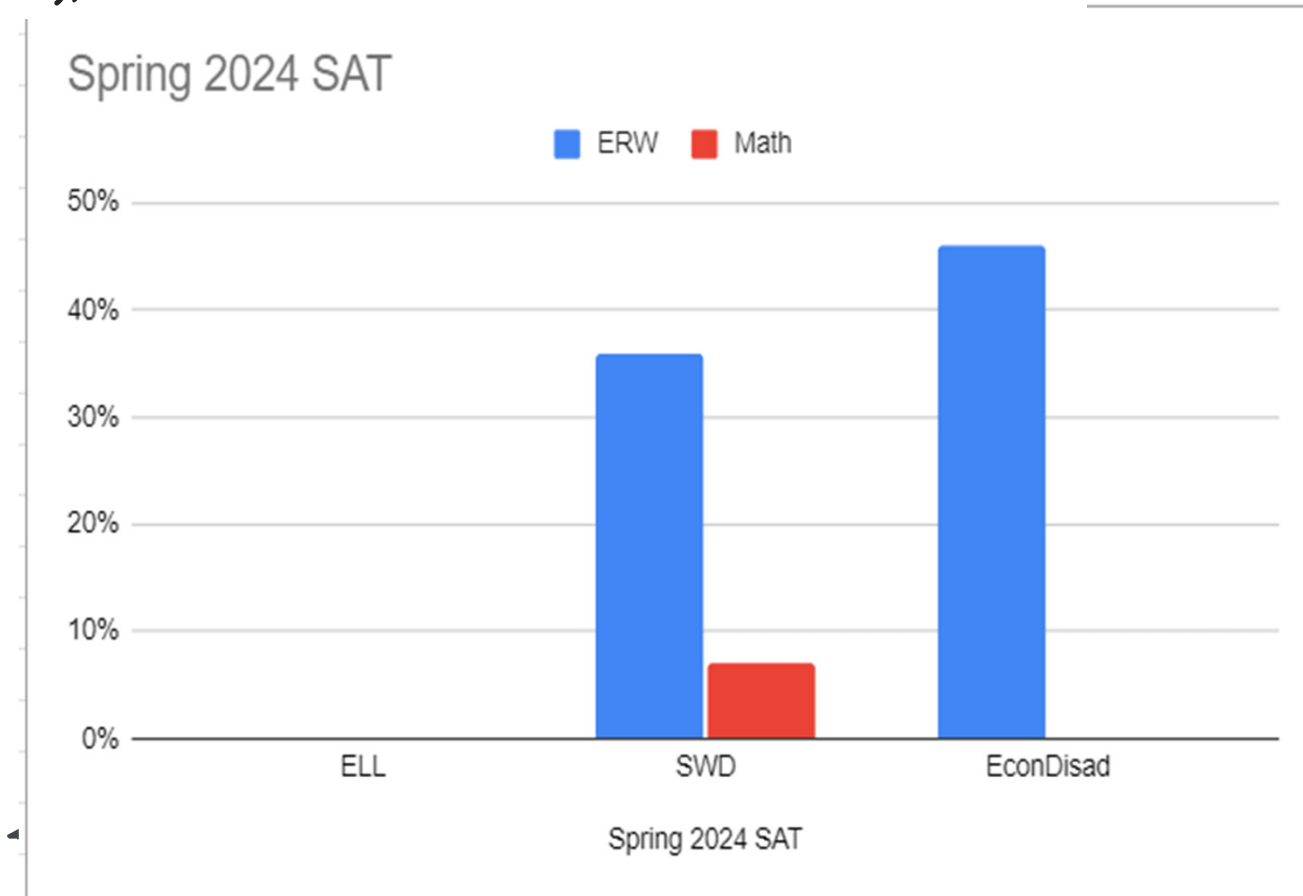
Film



Mission Specific goal #2 – Table included in page 10, please provide 2023 information.



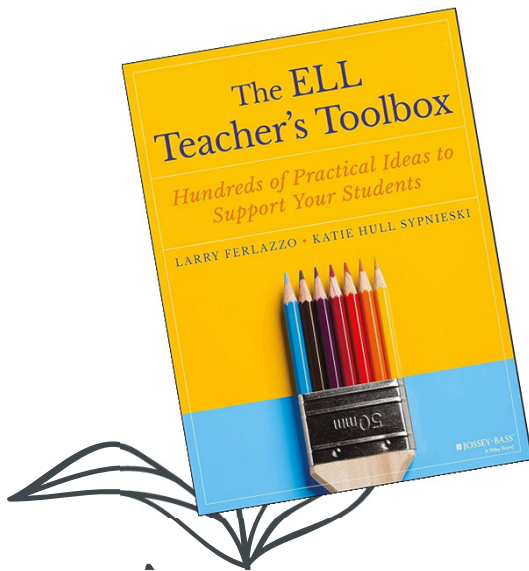
Academic Performance – If SAT ELA 53% & Math 8% for All students (page 13), then what are the scores for SWD & ELs?



Due to low number of students in these three groups, data was not included in the SAT report. However, we cross-referenced our current demographic data for seniors, with the students who took the spring 2024 SAT.

Working with ELL Students

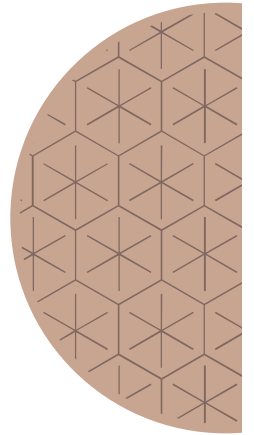
THE PLAN



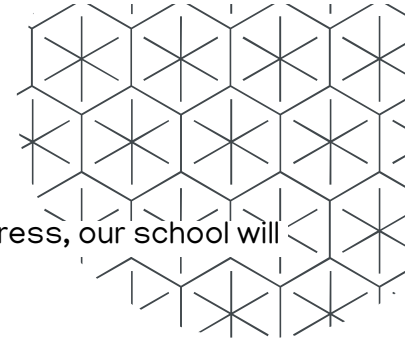
- The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support your Students by Larry Ferlazzo and Katie Hull Sypniewski.
- WIDA Test Scores – Ensure teachers access their ELL student rosters and test scores early.
- Humanities teachers and students track reading data and growth regularly. Students required to set data-driven goals, with targeted classroom interventions.
- Scaffolded supports provide access to grade level materials.
- Teacher office hours provide opportunities for one-on-one instruction.

Plan for Working with SWD

- Full-Inclusion
- Early identification and timely testing when requested
- Parental involvement and communication
- Targeted Interventions
- Counseling and Social Work services
- Restorative Practices
- Adherence to IEPs and 504s (teacher communication and training).



Approaching the Sometimes Complex Issues that Accompany Students who have an IEP and multiple Diagnoses



To ensure continued provision of Special Education services and effective monitoring of student progress, our school will implement the following strategies:


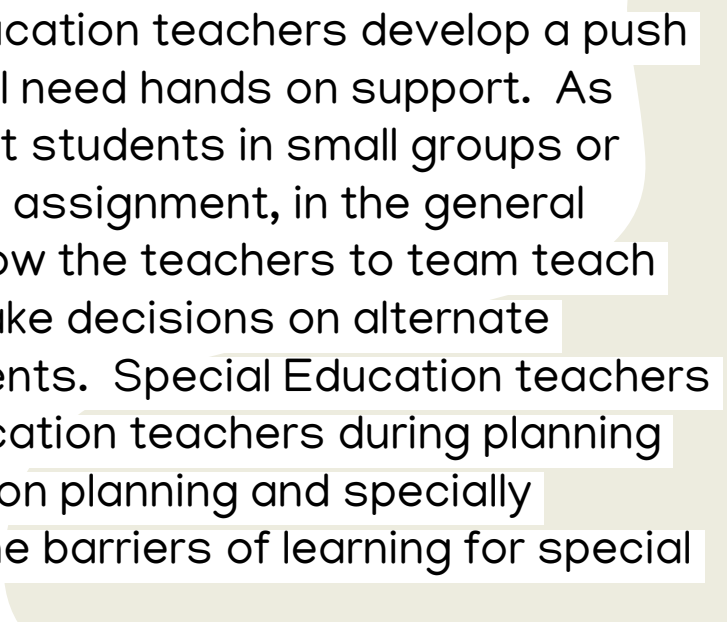
1. **Individualized Education Plans (IEPs):** Maintain up-to-date IEPs, regularly review and update goals based on student needs and progress.
2. **Collaboration with Specialists:** Special education teachers, therapists, and counselors work closely together to provide comprehensive support tailored to each student's requirements.
3. **Regular Progress Monitoring:** Frequent assessments and data collection to track students' progress toward their IEP goals. This data will inform instructional adjustments and interventions.
4. **Parent Involvement:** Parents/guardian engagement through regular communication, meetings, and workshops, ensuring they are informed and involved in their child's education.
5. **Professional Development:** Ongoing training for staff focuses on best practices in Special Education, including differentiated instruction and inclusive teaching strategies.
6. **Resource Allocation:** Necessary resources, including assistive technology and materials, are available to support students in achieving their goals.
7. **Inclusive Practices:** We will promote an inclusive school environment where all students have opportunities to learn together, fostering social skills and peer interactions.

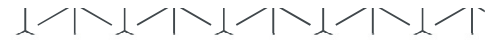
By implementing these strategies, our school aims to provide effective Special Education services that support each student's unique learning journey.



Can you give us a more detailed description of how you are providing special education services?

Once caseloads are assigned, special education teachers develop a push in schedule to determine which classes will need hands on support. As teachers push into classes, they will assist students in small groups or individually, depending on the nature of the assignment, in the general education setting. Inclusion strategies allow the teachers to team teach certain lessons, scaffold assignments, make decisions on alternate grading scales for special education students. Special Education teachers also spend time meeting with general education teachers during planning and prep periods, to offer guidance in lesson planning and specially designed lessons to reduce or eliminate the barriers of learning for special education students.





Restorative Practices at DATA

<p><u>Process for handling Minor Behaviors</u> <i>(must have at least 3 interventions before it is considered Chronic)</i></p> <ol style="list-style-type: none"> 1. Reteach Behavior and apply an appropriate intervention (refer below) 2. Log Behavior and Intervention in PowerSchool 3. Call/Email home about behavior and intervention <i>*Call/Email needs to beat the kid home!</i> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: yellow;">Minor Behaviors Managed by the Teacher</th> <th style="background-color: red; color: white;">Major Behaviors Managed by Division Heads</th> </tr> <tr> <td style="padding: 5px;"> Breaking Classroom Norms Cheating/Plagiarism Minor Defiance Disrespect Disruptive Inappropriate Language Minor Dishonesty Minor Misuse of Electronics Others at Teacher Discretion Out of Class PDA Minor Physical Contact Unprepared for Class </td> <td style="padding: 5px;"> Chronic Minors (3 or more) Dysregulation Stealing Dress Code Bullying Fighting Gambling Harassment Intimidation Major Dishonesty Obscene Materials Physical Aggression Recording Others w/o Permission Safety Concern Severe Defiance Severe Misuse of Electronics Verbal Abuse Tobacco Gang Materials/Behavior/Activity Drugs & Alcohol Violent Threats Firearms and other Weapons Assault </td> </tr> </table>	Minor Behaviors Managed by the Teacher	Major Behaviors Managed by Division Heads	Breaking Classroom Norms Cheating/Plagiarism Minor Defiance Disrespect Disruptive Inappropriate Language Minor Dishonesty Minor Misuse of Electronics Others at Teacher Discretion Out of Class PDA Minor Physical Contact Unprepared for Class	Chronic Minors (3 or more) Dysregulation Stealing Dress Code Bullying Fighting Gambling Harassment Intimidation Major Dishonesty Obscene Materials Physical Aggression Recording Others w/o Permission Safety Concern Severe Defiance Severe Misuse of Electronics Verbal Abuse Tobacco Gang Materials/Behavior/Activity Drugs & Alcohol Violent Threats Firearms and other Weapons Assault	<p><u>Process for handling Major Behaviors</u></p> <p><i>All Major Behaviors managed by Division Heads will involve an accountability project.</i></p> <p><i>Counseling will be informed of all Major Behaviors managed by Division Heads.</i></p> <ol style="list-style-type: none"> 1. Let Counseling know and the SPED case manager if applicable 2. Have the student complete the Reflection Form 3. Implement the Accountability Project 4. Repair the relationship (through a conversation with those involved and/or the Accountability Project Presentation)
Minor Behaviors Managed by the Teacher	Major Behaviors Managed by Division Heads					
Breaking Classroom Norms Cheating/Plagiarism Minor Defiance Disrespect Disruptive Inappropriate Language Minor Dishonesty Minor Misuse of Electronics Others at Teacher Discretion Out of Class PDA Minor Physical Contact Unprepared for Class	Chronic Minors (3 or more) Dysregulation Stealing Dress Code Bullying Fighting Gambling Harassment Intimidation Major Dishonesty Obscene Materials Physical Aggression Recording Others w/o Permission Safety Concern Severe Defiance Severe Misuse of Electronics Verbal Abuse Tobacco Gang Materials/Behavior/Activity Drugs & Alcohol Violent Threats Firearms and other Weapons Assault					
Interventions for Minor Behaviors (For more info/support click HERE)						
<ul style="list-style-type: none"> • Private Conversation • Community Service • Natural Interventions • Reflection/Journaling <ul style="list-style-type: none"> • Apology Notes • Check-in/Check-out • Alternate Seating 	<ul style="list-style-type: none"> • Peer Partner • Chunk Assignment • Re-teach, Model, Practice <ul style="list-style-type: none"> • Peer Talk • Stress Object • Use of headphones • Stop Walk Talk 	<ul style="list-style-type: none"> • Proximity • Assign a Job, Task • Non-Verbal Cues <ul style="list-style-type: none"> • Set Limits • Restorative Circles <ul style="list-style-type: none"> • Mediation • Take a break 				
<p style="text-align: center;"><u>Automatic Suspension for the Following</u></p> <ul style="list-style-type: none"> • Fighting • Weapons • Drugs • Dysregulation <i>(student can't be in classroom or have a conversation due to being dysregulated)</i> 						

Parental Involvement and Input in School Governance

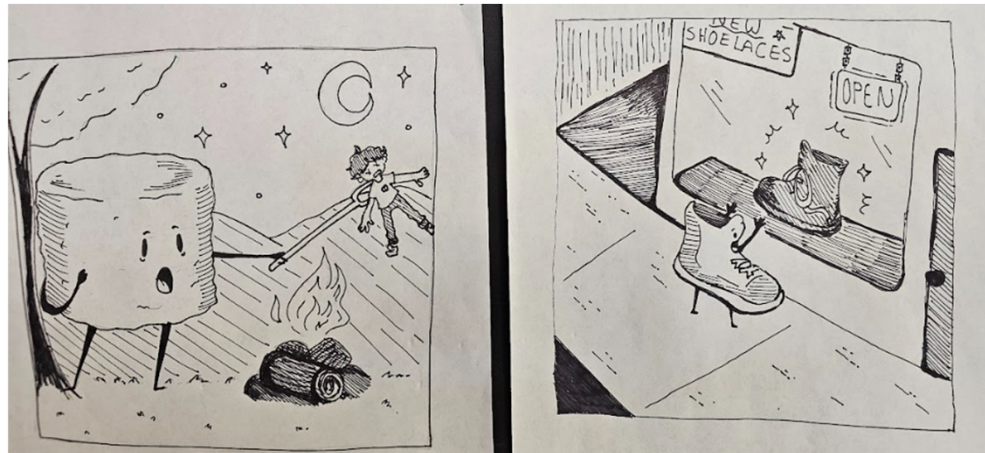
Parent Volunteers – We have several opportunities throughout the year for parents to volunteer. They work with us to organize school events such as dances and festivals. They also join various field trips when teachers need extra chaperones.

Surveys – Parents are asked to provide input on various aspects of our school, such as our academic calendar, handbook and discipline policies, and needs/ways we can support our DATA families.

Board Meetings – We meet with our Board once a month to discuss academic data, finances, and upcoming events. Teachers and students present to the board to include the board more in what is going on in the classroom. We've also started streaming our board meetings to include and be transparent with community members.

How Does your Governing Council Play a Role in Strategic Planning?

Key initiatives are established by analyzing data and developed collaboratively with staff and the administrative team. Our team presents these initiatives to the governing council who gives feedback which is taken in to consideration and used to refine the plan. We then report out on progress through monthly meetings and adjustments are made if necessary.



Long-Term Financial Viability

- Increase student enrollment over next 5 years.
- Active recruitment.
- Strategic fiscal management practices. Compliance with state and federal regulations.
- Seeking grant opportunities around outdoor education, entrepreneurship, art education.

