



Academy for Integrated Arts

Executive Director's Report

August 24, 2023

Enrollment 2023-2024

Grade	8/21	Se pt	Oct	Dec	Jan	Feb	Mar	Apr	May	June
PK	12									
TK	12									
K	35									
1st	41									
2nd	44									
3rd	41									
4th	40									
5th	28									
6th	22									
Total	276									

General Updates

- All of our regular teaching positions are fully staffed. We do have a reading intervention position open and need to post for an operations position.
- [Fox 4 News](#) visited AFIA on the first day of school
 - About 96,000 viewers saw the 7 AM, 4 PM, 5 PM shows
- Professional development went well as did the first few days of school, except for some specific challenges:
 - Flooding in the Pre-k/kinder hallway
 - Transportation challenges
- Thanks to our partner, Rainbow School for housing two of our classes while the flooding issues were addressed

Upcoming Dates

September 21: Back to School Bash (5:30 - 7:00 PM)

December 1: Please hold your calendar for the winter luncheon (noon)

The information in the following slides was compiled by Assistant Principal, Asha Moore with support from Principal, Karren Colbert. These slides were discussed at the July education committee meeting.

Behavioral Data and School Culture

22-23 School Year

Social Emotional Goal from AFIA's Performance Contract:

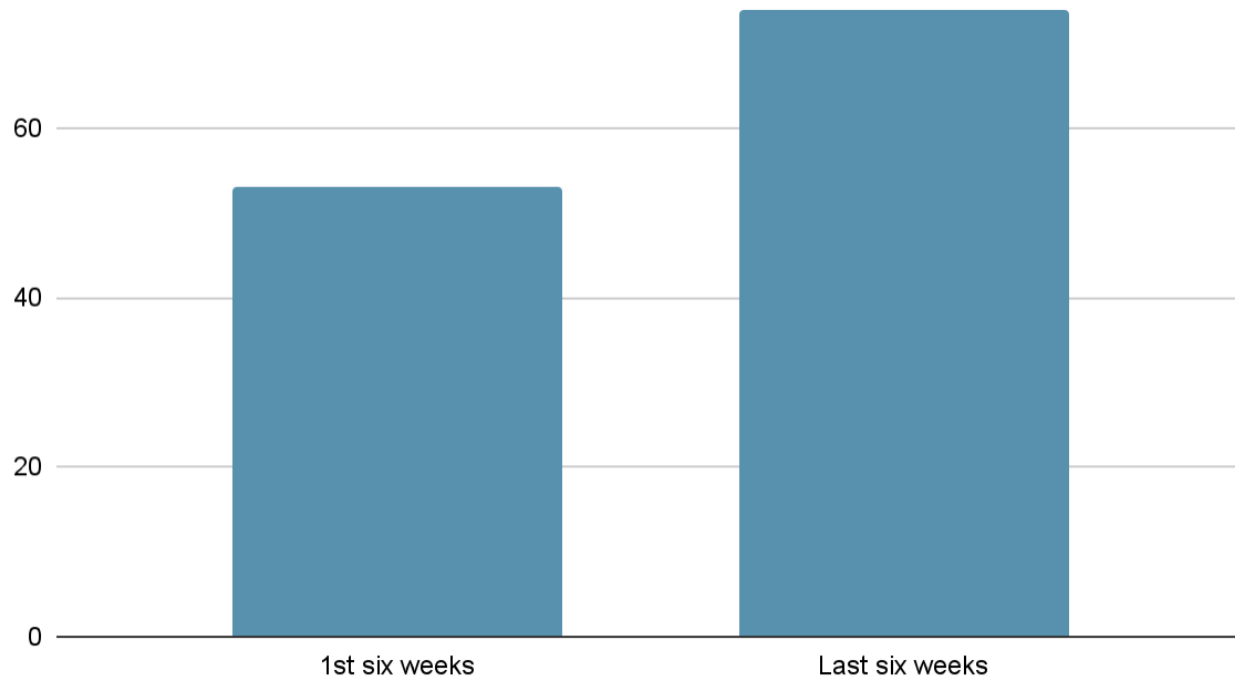
Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.

BOY and EOY Defined

First six weeks: August 22nd to September 30

Last six weeks: April 17th to May 25th

Behavior Referral Data



Behavior Referral Data

Weeks	# of incidents
First six weeks	53
Last six weeks	74

Goal Not Met

There was an increase from the first six weeks to the last six weeks.

Challenges

- The lack of capacity to deal with the significant number of incidents and behaviors, including incidents that happened outside of the school day
 - This includes incidents with social media and text chains
- Missing skills
- Need for all staff members to have high expectations for students
- Systems not followed to fidelity
- Student plans were not followed with fidelity
- Root cause of behaviors when unaddressed
- Restorative conversations did not always happen with the right people

How will we address these challenges?

Teacher Support

- Hired a Dean of Culture to support teachers
- Schoolwide focus on SEL instruction for the first six weeks of school
- Re-evaluated our coaching structure to allow more coaching support for teachers (Asha and Vonnchet will coach all teachers)
- Coaches will provide in the moment coaching when teachers ask or message for support
- Teachers will receive ongoing professional development specifically around SEL and classroom management, including the Acting Right tools and Restorative Justice
- Teachers will engage in DEI work and professional development connected to student behavior and academic achievement
- Revising communication systems so disruption does not affect the function of the entire school

Student Support

- Hired a Dean of Culture to support students (instead of Instructional Coach)
- Hired a School Counselor to support students (new position)
- Implementation of schoolwide student friendly expectations
- Students will receive skill building support in the classroom
- A focus will be placed on restorative practices
- Clear, concise and specific school-wide expectations will be established
- Proactive and specific plans will be established **early** for Tier 2 and Tier 3 students (families will plan an active role in the plans developed)
- Explicit consequences for behaviors that are harmful to the learning community
- Student leadership opportunities especially for upper elementary students
- Focus groups to gather more information
- Schoolwide implementation of restorative circles in the classroom

Family Support

- Establish the DEI task force
- Invite families to focus groups to gather information
- Informative and educational workshops for families, including a requirement for families to attend “Keeping Kids Safe Online.”
- Restructure the Family Advisory Committee to allow for more family input
- Ongoing positive communication
- Weekly support meetings as needed, including student support team meetings
- Referring to Swope and other outside agencies

Systematic updates/changes

- Daily, weekly and monthly data review
- Regular Student Support Team meetings
- Behavior Systems Handbook
- Updated school wide communication systems

CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>