RAISE Academy

C.O.W Update January 2021

RAISE Academy Mission

- Form a close partnership between RAISE Academy and DHS/DMS to ensure student academic, social, and emotional success
- Provide an alternate educational experience for students struggling in the traditional setting (academic, behavioral, emotional)

Student Enrollment Information

RAISE Academy 9-12

- 15 students
  - 13 students in-person
  - 2 students remote

RAISE Academy 6-8

- 4 students
  - 2 students in-person
  - 1 student hybrid
  - 1 student remote

2020-2021 Updates

- Second year of program run by DPS
- Middle School Program expanded to offer support for 6th graders
- Constellations provides behavioral support (1 RBT)
- DPS teachers providing instruction in all core classes for HS/MS with the exception on Social Studies
- Middle School students offered classes in DMS every school day
- Risk Factor Rating Scales used to track student progress
  - Attendance, Academics, and Behavior
- In-person option for students during planned remote learning
- SEL class (twice per week) offered to HS school students

2020-2021 Staffing

- ***Current Full-Time Staffing***
  - 1 Program Coordinator
  - 1 RBT

  *Note: Proposed SPED Teacher Appointment for 1/5/2021

- ***Current Push-In Staffing (teaching one period per day)***
  - 2 DHS English Teachers
  - 2 DHS Math Teachers
  - 2 DHS Science Teachers
  - 1 DHS Social Worker (as services required; two class periods a week for SEL)
- ***Push-out support***
  - DMS Music, Art, and World Language (once a week)
  - DMS PE (twice a week)
  - DMS ELA (four days a week)
  - DHS Electives (as scheduled for RAISE Academy students)

2020-2021 General Notes

- Program well-supported by DPS Administration

- Amazing job by DPS Push-In Staff

- Excited to have RAISE MS students participating in DMS classes

- Disproportionate student numbers (HS vs MS) has presented challenges

- An additional support staff member (RBT or Para) would be helpful

- Significant increase in student online participation as compared to last Spring

- Continued review of Risk Rating Data to help inform effectiveness of practice

- Development of transitional support programming

- Continue to target attendance barriers to reduce student risk