

School of Industrial Design, Engineering and Art

Continuous Achievement Plan

2018-19 |

Entering IDEA's third year, we are excited for the opportunity to grow from the experiences in the first two years and dream big towards what IDEA will become as a learning community. Between now and two years from now we will more than double our student body, grow our staff and course offerings to a full high school and have our first class of students graduate from IDEA. Our values have narrowed to focus on crafting an educational experience that focuses on iterative design and project-based learning. As our staff has grown to include a variety of backgrounds, skills and perspectives, we are pushing closer towards establishing common agreements around standards based grading practices, school-wide opportunities to celebrate student work and providing more opportunities for our teachers to connect with professionals outside of the classroom and be recognized for their own expertise. We are aggressively attracting partners from outside of traditional K-12 education from the corporate, academic and non-profit world. We took our first intentional foray into a restorative justice approach towards community building this year by incorporating intentional restorative circles into discipline practices. We are building on that experience in the next two years through empowering student leaders to take ownership of their own communities by giving them the tools to manage conflict through relationship. These systems will strengthen Mentor Groups, the Bridge Program and every classroom at the school. We are committed to develop ways that we can reach out to middle schools and elementary schools to create more opportunities for access to our programs for underrepresented groups such as students of color and young women.

GOAL: Move at least 5 students from Level 2 to Level 3 to decrease the percentage of hispanic students at Level 2 from 30% to 8%

These students through continued guided practice will move from writing short paragraphs to using claim-based reasoning statements with supporting evidence.



GRADE

10



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Special Education & Hispani

➔ Action Step

Every class will incorporate writing components using claim-evidence reasoning statements.

➔ Action Step

Every class will committ to doing short-reads at least onc e aweek.

Measurement IAB ELA (Interim Assessment Blocks English Language Arts)

Date 3/1/18

Resources Available

Block schedule with 90 minuts in each to class to supporting literacy objectives in every class.

Resources Needed

PD around GLAD strategies in reading comprehension

+Responsible

Humanities Team, Mentors and the CO-Directors.

GOAL: With the 6 students performing at Level 1, our goal is to increase 4 of them to Level 2.

Through individual instruction and math support through our SDI model in full inclusion, our goal is increase problem solving skills with our special education students.



GRADE

10



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Special Education & Africar
American

➔ Action Step

Increased math problem-solving instruction and support within the math classes with Special Educaiton students.

➔ Action Step

Provide tutoring through the tues-thurs after school center "The Spot" specficially around problem solving skills in math.

Measurement IAB Math (Interim Assessment Blocks)

Date 4/1/19

Resources Available

An after school tutoring support center staffed with community volunteers and teachers that volunteer.

Resources Needed

the support of a SPED para to help during math classes with special education students.

+Responsible

Math Team, co-directors, student services team.

GOAL: Move all 9th grade special education students from failing to passing in CTE classes

Through instructional supports in project management and time management, every special education student will be able to pass CTE classes in engineering and design.



GRADE

9



LEVEL

E



AREA OF FOCUS

CTE



GROUP


Special Education

➔ Action Step

Supports with scaffolded tasks in project management through PD to CTE instructors and support from special ed paras in CTE classes.

➔ Action Step

Increase project time outside of class for special education students to finish projects with differentiated support from instructors.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 4/1/19

Resources Available

Available time in lab and shop spaces for CTE classes that students can use after and before school.

Resources Needed

Support from instructional Paras to help scaffold tasks during class.

 **+Responsible**

CTE instructors, Special Education Teachers, Co-Directors.

GOAL: Move all 10th Grade students in special education from failing to passing.

Through instructional supports in project management and time management, every special education student will be able to pass CTE classes in engineering and design.



GRADE

10



LEVEL

E



AREA OF FOCUS

CTE



GROUP

Special Education

➔ Action Step

Supports with scaffolded tasks in project management through PD to CTE instructors and support from special ed paras in CTE classes.

➔ Action Step

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