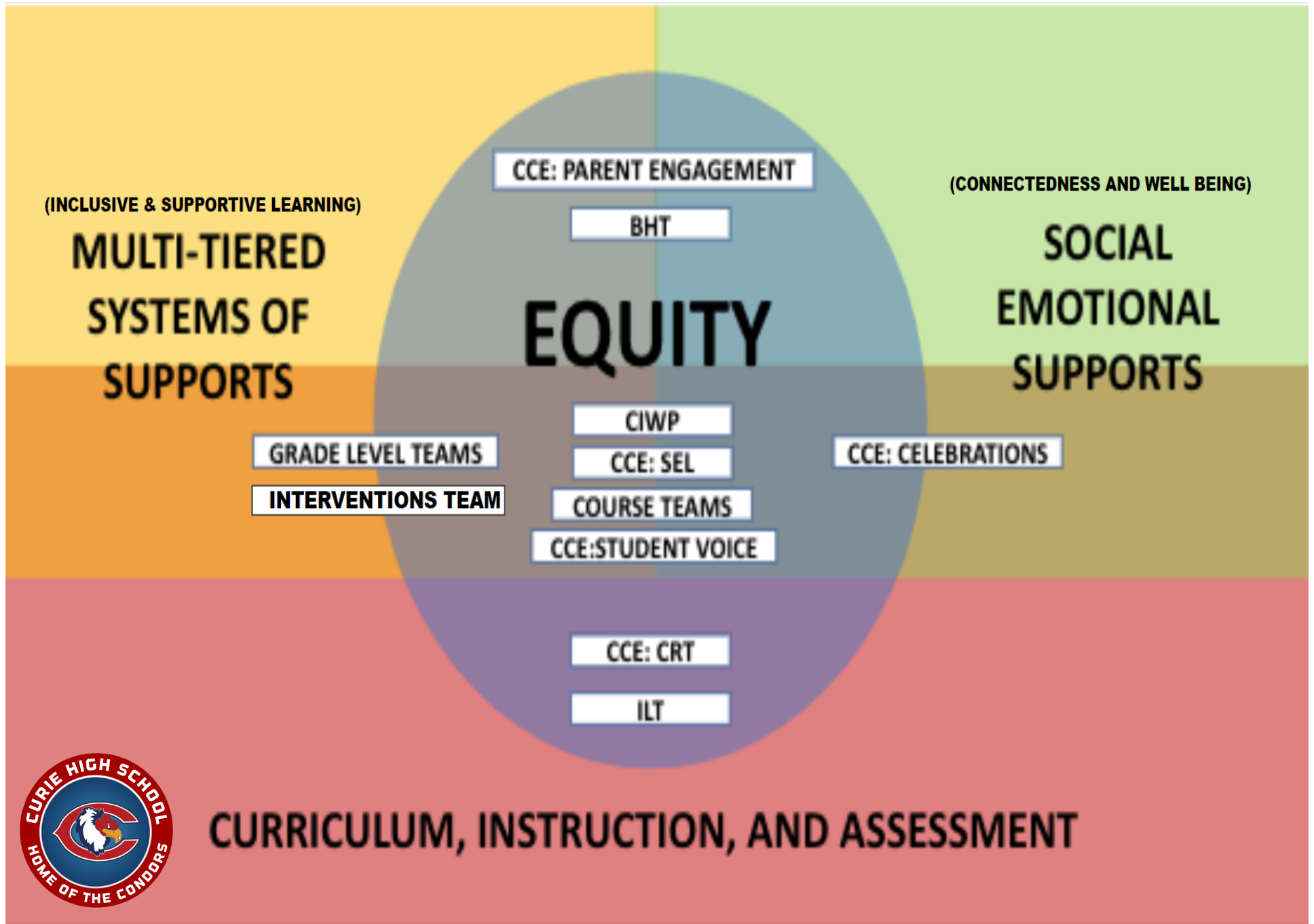




The Curie Way: All Condors are **respectful, open-minded and kind, hardworking, determined and responsible!**

PRIORITY: CURRICULUM, INSTRUCTION, ASSESSMENT

Theory of Action: If we build staff capacity to engage in routines and practices for reflection on high-quality instructional strategies, student performance data, and students' voice, **then** teacher leaders will have the skills needed to lead their teams in cycles of inquiry **which will lead to** data-informed instructional adjustments, increased student voice, and improved academic outcomes.

Year 1: 2022-2023	Year 2: 2023-2024	Year 3: 2024-2025
All department chairs will be able to use common tools to lead course teams in completing 2 Curie Learning Cycles focused on culturally responsive inquiry-based learning Tools: • Student Experience Data Collection • Observation Protocols • Agenda Templates • Data Review Protocols	All course team leads will use common tools to lead at least 3 Curie Learning Cycles focused on culturally responsive inquiry-based learning Tools: • Student Experience Data Collection • Observation Protocols • Agenda Templates • Data Review Protocols	All teachers will be able to lead a cycle of inquiry, and course teams are engaging in at least 3 Curie Learning cycles focused on culturally responsive inquiry-based learning. Tools: • Student Experience Data Collection • Observation Protocols • Agenda Templates • Data Review Protocols
All departments will have vertically aligned Curriculum Maps to include: content area standards, and P/SAT standards, and IL SEL standards	All course teams will have horizontally aligned curriculum Maps, Unit Plans, and Assessments that include WIDA standards and DL/EL accommodations	All departments will have vertically and horizontally aligned Curriculum Maps, Unit Plans, and Assessments that include WIDA standards and DL/EL accommodations
Teachers will be able to identify whether student work/tasks, and objectives as planned are aligned with standards during at least 2 rounds of peer classroom visits	Teachers will be able to identify whether work/tasks and objectives as implemented are aligned with standards during quarterly peer classroom visits	Teachers will be able to identify whether work/tasks and objectives as implemented are aligned with standards during quarterly and informal peer classroom visits.

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PRIORITY: SOCIAL EMOTIONAL SUPPORTS

Theory of Action: If we intentionally live out The Curie Way, then we will foster a [belonging-supportive learning environment](#) that leads to teachers, students, and families feeling that their presence and intellectual and social contributions are valued.

Year 1: 2022-2023	Year 2: 2023-2024	Year 3: 2024-2025
Curie teacher leaders will facilitate a process to reflect on and identify existing strategies for feedback loops with teachers, youth, and school leadership. (quarterly) • Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff • Plan and implement community-building opportunities during professional development time	Curie teacher leaders will facilitate a process to refine and build up existing strategies for improving feedback loops to increase trust among teachers, youth, and school leadership. (quarterly) • Continue to provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff • Continue to plan and implement community-building opportunities during professional development time	At least 80% of staff members will feel supported and respected by one another and the SLT, personally and professionally. (Teacher-Teacher Trust, Teacher-Principal Trust) • Continue to provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff • Continue to plan and implement community-building opportunities during professional development time
CCE team members will host student focus groups to get feedback regarding student voice and engagement within the greater school community as well as school systems, structures, and procedures.	Decisions made by adults include students' perspectives - students are informed about how their input will be used and are informed of the outcomes.	Student Council is a high-functioning independent, and inclusive student organization that is empowered to help make important school-wide decisions in partnership with adults
Train and coach all staff on strategies for developing supportive relationships with students as well as prevention and de-escalation of behavior.	Underclass students with higher levels of need have assigned staff who check in frequently or serve as mentors. Each student is connected to at least one school club or team in the building that helps foster supportive, caring, and respectful staff-student interaction.	All students with higher levels of need have assigned staff who check in frequently or serve as mentors. All teachers will use supportive adult-student relationships to prevent and de-escalate behavior or attendance issues. Each student has at least one trusted adult who helps foster supportive, caring, and respectful staff-student interactions.
Staff and students will work cooperatively in partnership with peers, community members, and organizations to promote, attend, and cofacilitate school celebratory events.	Staff and students will work cooperatively in partnership with peers, community members, and organizations to promote, attend, and cofacilitate the following events as well as at least one (1) cultural celebration.	Staff and students will work cooperatively in partnership with peers, community members, and organizations to promote, attend, and cofacilitate the following events as well as at least one (2) cultural celebration.

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PRIORITY: MULTI-TIERED SYSTEMS OF SUPPORT

Theory of Action: If we create a clear, user-friendly framework with grade-level specific tracking tools and targeted professional development, **then** our grade-level teams will establish and implement school-wide progress monitoring protocols to identify and address specific academic and behavioral gaps **which leads to** improved academic outcomes, behavioral support, and attendance metrics for all students.

Year 1: 2022-2023	Year 2: 2023-2024	Year 3: 2024-2025
All course teams will review and understand available district-wide data to gather a baseline of student performance to adjust tier 1 instruction and refer students to existing supports in the Student Support Directory.	All course teams will be able to use common summative assessments and district-wide data to tier students and adjust tier 1 instruction, and develop and implement content-specific (in-class) tier 2 supports.	All course teams will be able to use common summative and formative assessments and district-wide data to tier students and adjust tier 1 instruction, and develop and implement content-specific (in-class) tier 2 and tier 3 supports.
A common progress monitoring tool will be developed for Tier 2 and 3 intervention providers to determine the effectiveness and the need to adjust students' level of support.	All Tier 2 and 3 behavior and attendance providers use common progress monitoring tools to determine the effectiveness and the need to adjust students' level of support.	All Tier 2 and 3 intervention providers use common progress monitoring tools to determine the effectiveness and the need to adjust students' level of support.
All teachers will engage students in conversations about academics, attendance, and available support with the use of Condor Reports and other available measures.	All teachers are able to utilize Condor Reports, Earning Your Wings Reports, and other available measures to facilitate goal setting and monitoring with their students.	All teachers are able to facilitate student-led goal setting and monitoring using Condor Reports, Earning Your Wings Reports, and other available measures.
PD is provided to all staff on Tier 2 and 3 behavioral and attendance supports and referral processes.	Ongoing and differentiated support is provided to staff on Tier 2 and 3 behavioral and attendance supports.	All teachers understand and effectively utilize the referral processes for tier 2 and 3 behavioral and attendance supports.

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