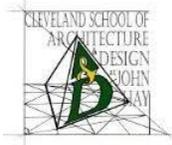




School -Parent Compact

Cleveland School of Architecture and Design

2024-25 Academic School Year



MONICA UTLEY PRINCIPAL

Cleveland School of Architecture and Design, scholars participating in the Title I, Part A program, and their families, agree that this compact outlines how the family, the entire school staff, and the scholar will share the responsibility for improved scholar academic achievement as well as describe how the school and families will build and develop a partnership that will help scholars achieve the state's high standards.

School Motto:

STRIVING FOR ACADEMIC, SOCIAL, AND PROFESSIONAL EXCELLENCE

School Mission:

The mission of our CSAD family is to provide a nurturing learning environment where students are presented with authentic learning opportunities that develop career and collegiate skills. We believe in mentorship. We believe in supporting the whole child. We believe that our students will be architects of change that reimagine and redesign the world around them.

School Goals:

ELA - Incorporate reading and writing routines embedded in various disciplines across content areas. Facilitate opportunities for regular practice with complex, grade-level texts and their academic language throughout all content areas with specific support for problem-solving.
 Math - Implement tasks that promote reasoning and problem-solving.
 Special Education - The ETR to IEP Connection – Staff and IEP teams will be able to explain the connection between the Evaluation Team Report and the Individualized Education Plan and will be able to use data to facilitate pathways to student success in literacy through IEP development, implementation, and progress monitoring.

CLASSROOM, FAMILIES, SCHOLARS – TOGETHER FOR SUCCESS

The Classroom

The Family

Cleveland School of Architecture and Design needs to build a collective understanding of what it means to give students a task that is authentic and worthy of our students' struggle. This collective understanding should manifest itself in every fabric of our educational systems including our assessment cycles, Extended Year programming, YLP, student council, Finals Week, and team meetings.

CSAD Outline

1) Using surveys and discussion, CSAD will develop criteria for what an assignment needs to fulfill to be worthy of a student's productive struggle. Below are our tentative criteria; teachers should aim to meet at least 2 of the criteria for each performance task.

i. Task helps students explore a real-world problem ii. The task requires that our students or their work leave the classroom iii. Task develops students' proficiency in important transferable skills (i.e. public speaking, authentic and profound research, developing creativity in problem-solving) iv. The task is cross-curricular and requires that teachers collaborate.

2) Teachers are given time to develop anchor performance task

- • Monitoring attendance (virtual and in-person)
- • Consistently reviewing Jupiter
- Create a school workspace at home.
 - Make sure that homework is completed.
- Promoting positive use of scholars' extracurricular time
 - Staying informed about my scholar's education and communication with the school by promptly reading all notices from the school or the school district
 - Participate in parent-teacher conferences. Parent Meetings and family engagement opportunities.

with feedback from peers, students, and the principal.

The Scholar

CSAD Scholars will: GET TO SCHOOL ON TIME DAILY.

- Do homework every day and ask for help when needed.
- Lead parent-teacher conferences.
- Read at least 30 minutes every day outside of school time.
- Attend and participate in virtual and in-person instruction.
- Provide teachers with feedback and be active in shaping their learning experiences.
- Take care of and be responsible for any technology needed to stay fully engaged in virtual instruction.
Be sure parents or the adults responsible for scholar welfare get all notices and information from the school daily.

