Edgar Allan Poe Elementary Classical School

Lake Calumet Elementary Network

10538 S Langley Ave Chicago, IL 60628

ISBE ID: 150162990252809

School ID: 610132

Oracle ID: 29261
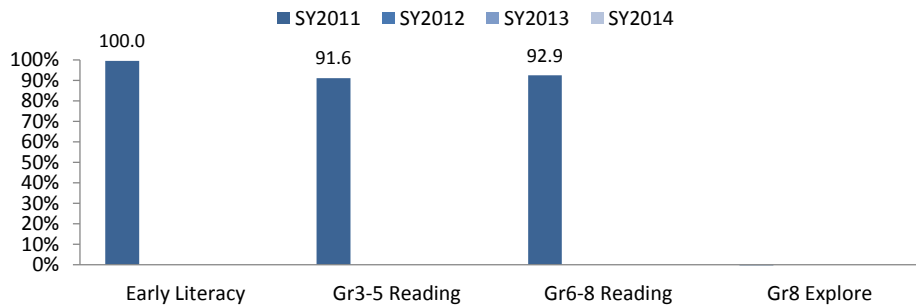
CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

We commit to involving staff, students, parents and members of the wider community as partners in meeting the charge to devleop college and career ready students. We will foster an environment of excellence, responsibility, diversity, and safety; which cultivates intellectual, social-emotional, and technological skills. This will be accomplished through critical and purposeful professional development, structured learning experiences, parental support, and community involvement.
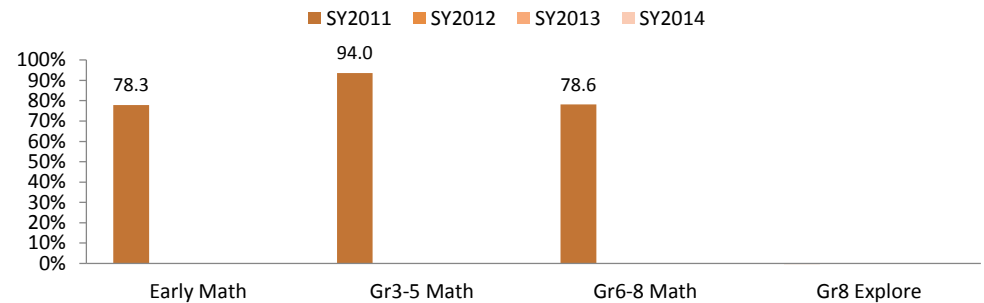
Strategic Priorities

1. Literacy/Non-Fiction-Inspire readers using informational text to support literacy development across content areas, and increase the number of students that exceed state standards.

2. Science-Developing the desire for K-6th grade to learn more about science through reading, inquiry, and digital pathways. The use of scientific literacy will enable students to meet and exceed state standards.

3. Math-Using the current Pearson math curriculum, students will be able to make sense of problems, reason abstractly, communicate and explain arguments, use tools strategically, and attend to precision in order to exceed state standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	Value
Early Literacy	100.0
Gr3-5 Reading	91.6
Gr6-8 Reading	92.9
Gr8 Explore	

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	Value
Early Math	78.3
Gr3-5 Math	94.0
Gr6-8 Math	78.6
Gr8 Explore	

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Edgar Allan Poe Elementary Classical School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Kelly Moore-Shelton	Principal
Melanie Ware	Assistant Principal
Melvin Respress	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	100.0				**Early Math** % of students at Benchmark on mClass	78.3			
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	91.6				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	94.0			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.8				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	65.5			
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	92.9				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	78.6			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.6			
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				**Explore - Math** % of students at college readiness benchmark	NDA			

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.6					**Misconducts** Rate of Misconducts (any) per 100	0.0			

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	99.1					**ISAT - Reading** % of students exceeding state standards	79.6			
ISAT - Mathematics % of students meeting or exceeding state standards	100.0					**ISAT - Mathematics** % of students exceeding state standards	78.8			
ISAT - Science % of students meeting or exceeding state standards	96.4					**ISAT - Science** % of students exceeding state standards	39.3			

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	--->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	In our previous Theory of Action Plan, we established goals for the 2011-2012 school year, which is a continuing work in progress. Our school's overall composite ISAT scores are at 99%. We will continue to monitor that the core program in moving 24% of students in meets to exceeding state standards. We will entrench teachers and staff in professional opportunities in order for them to expand their expertise and craft. Poe will continue to have structured ILT meetings with teachers to monitor progress and set targets for selected groups of students needing support. Leadership will be present to students' daily instruction and lives, lengthening class observations and continuing to have one-on-one coaching to share what works best for Poe students.	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal conducts Needs Assessments of teachers and staff to determine the growth opportunities of staff. Through cross-grade collaboration, the Principal promotes teachers sharing of their knowledge and skills with their peers. Leadership will conferences with teachers individually, as well as works with ILT to guide and establish the use of data in instructional decision making. Teachers receive a weekly bulletin which further establishes vision, updates on improvements, and clarifies any questions. The Principal sends out monthly newsletters to parents and the community and the information is also disseminated on the school's website. The Principal plans Parent Connection Nights throughout the school year for parents to understand the school's curriculum and established programs. Newly hired teachers are given support through the New Teacher's Center for Professional Development. The Principal further provides substitute coverage for all teachers to attend Professional Development throughout the school year.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers school-wide comprise the ILT, including teachers to students with disabilities and non-classroom teachers. Overall the ILT reports they have equity of voice in meetings and are trusting of the process. Other teacher roles throughout the school include: Teacher participants in the Chicago Teachers Union as members and representative; teachers as Local School Council representatives; teachers as a part of the SIPAA/CIWP Team; teachers as coaches to other teachers in whole-school professional development; teachers as grade/head committee chairs for Student Council, Girl Scouts, Choir, basketball team; RTI team as guidance facilitator.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		-->	**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Due to Poe being a small staff, teachers school-wide comprise the ILT, including teachers to students with disabilities and non-classroom teachers. We are in need of establishing a core group of teachers to comprise the ILT in an effort to disseminate consistently and timely information and updates from the Network and Central as it relates to CCSS and other district initiatives. The ILT meets where they routinely analyze various forms of student data to drive instruction. There are weekly scheduled teacher team meetings, where teachers reflect on and share effective practices. Teacher Teams have provided staff development to their colleagues.	
Monitoring and adjusting		-->	**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data is analyzed at Teacher Team and ILT meetings. Student outcomes are guided by Poe's Theory of Action. Meeting goals and benchmarks are set prior to meetings. Time is honored through agendas and teachers come to meetings prepared with knowledge and materials necessary to participate. Decisions are made collaboratively and based on data, which is used to refine and guide instruction. The Principal, Administrative Team, and Test coordinators monitor data from NWEA, DIBELS, and Mclass.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		4
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Core subjects have a year-long scope and sequence of curricula mapped out according to state standards and grade. Teachers also use the core curriculum technology guides with the STARBOARDS as a way to provide consideration for reteaching, extended learning, and disability needs. Teachers have also begun to develop units of study in Reading, Math and Science in grade clusters. Selected Pearson curriculum is taught one grade level above for students. We are in need of rigorous informational text that supports CCSS and the varying Lexile levels of Poe students.	
	Instructional materials	-->		4
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	All grade levels, including teachers of students with disabilities, have a set of Pearson instructional materials that are aligned with the standards and are taught one grade level above their current grade level. In addition, teachers utilize Junior Great Books, supplemental Non-Fiction Books, and computerized skill-based programs such as Study Island, Brain Pop, Brain Pop Jr, and technology material from Pearson.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	The school analyzes NWEA, DIBELS, Mclass, and ISAT data to guide daily instruction. Teachers will also use Common Core and NWEA data to address the curriculum. Classroom assessments are aligned to district standards. Teacher Teams review student work and assessments on a weekly basis. Accommodations and Modifications are in place for Poe students with disabilities and are monitored on a weekly basis. Teachers collaborate with the each other and the Specialize Services team to monitor accommodations and modifications and make adjustments when needed. We are setting a goal of incorporating more performance assessments aligned to CCSS in the coming year as a way to push Poe students to a higher level of critical thinking and expression. The entire school community has access to Poe's data, including students, parents, teachers, staff and the community at large. Statistical information is available through classroom data walls, reports sent home, the main office, and Poe's website.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers communicate learning objectives to students through verbal communications, postings, lesson plans, and reading and math student assessment binders. Student expectations, directives are posted throughout the school and in classrooms, as well as imparted daily. Poe students are challenged to think and argue critically, constructively, with a consideration to all views. Teachers prompt, scaffold and continually question in order that students might analyze, synthesize and evaluate their learning. Teachers regularly monitor the performance of their students through observation, questioning, and projects. A focus for Poe is more differentiated instruction with gifted learners, authentic assessments and tasks, and student-driven portfolios as evidence of learning.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Intervention practices include but are not limited to RTI, differentiated small groups, before and after school remedial and accelerated class, guidance lessons, and lunchtime social emotional learning on a weekly basis. Students can be self-referred and/or parent and teacher referred for lunchtime social emotional learning. Students school-wide receive guidance lessons. Screenings are done twice a year for vision, hearing, and dental. Students in need of academic supports tier through the RTI process; and students in need of intervention due to a disability are included within the classroom setting and meet with the Resource Teacher on a weekly basis as prescribed in their IEPs. They also have their needs regularly assessed and reviewed for increased supports. The Principal devised a student advisory program for selected students to meet with a Teacher Mentor in groups and one-on-one sessions to discuss academic and social needs.	
Whole staff professional development		-->	**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The year-long Professional Development calendar is aligned to the school's priorities and the Needs Assessment completed by teachers on a yearly basis. Whole group professional development is conducted by Network Professional Development Sessions, outside vendors and consultants, and Poe staff have provided PD to their peers on integrating arts across the curriculum. Each year the Principal affords teachers the opportunity to attend the national ASCD conference which have been held in San Francisco and Philadelphia. Teachers have also been given observation time of other Gifted and Classical school teachers in order to increase their classroom capacity. 6th grade has visited Lindbloom's Algebra teacher and Kindergarten observed Mc Dade's Kindergarten teacher. Poe is in need of a method of monitoring the effectiveness of professional development.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Poe Teacher Teams and ILT are comprised of all teachers in the school; include non-classroom and teachers to students with disabilities. These teams meet weekly. ILT and Teacher Team Meetings will be revised to mirror the Lake Calumet Network adaption of Essential Practices.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Poe's leadership visit classrooms daily to observe teaching and learning. Through cross-grade collaboration, leadership promotes teachers sharing of their knowledge and skills with their peers. Newly hired teachers are supported by staff and the New Teacher Center. Teachers receive scripted formative and summative feedback from pre and post teacher observation conferences and feedback from walk-throughs. Growth potential exists for individual professional development plans to be developed and opportunites for cross classroom visitation.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**3**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Poe reinforces school expectations and cultivates a culture for college and career readiness standards through Career Day, alumni mentoring, and middle school preparation. The school plans an annual Academic Center Night for 5th/6th grade students and parents that expose them to area selective enrollment schools that offer rigorous programming to maintain college and career ready aspiration.	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Poe is a small school community. As a result, all staff and regular volunteers are familiar with all our students. Poe has the unique position of having educated many of our students' parents, which creates a family atmosphere. Several members of Poe's staff have been employed at Poe in excess of 10 years, adding to the family atmosphere. Poe has its own substitute teaching team which knows the students, routines and procedures, also adding to the culture of the school All students, including those with disabilities and other ethnicities, have an opportunity to participate in any activity that is offered, Heritage/Cultural assemblies, trips, specials classes, daily morning announcements, clubs (Violin, Girls Scouts, Basketball, Student Council etc.)	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Poe maintains a very low overall infraction rate. Teachers consistently use the color-coded management system and inform parents via telephone, email, conferences, or written communication regarding student behavior. Referral forms are used by teachers as well as the Student Code of Conduct for serious egregious issues. Guidance Counselor meets with students to provide support for any behavior issues that arise. The security guard monitors the inside and outside of the building at all times. Video surveillance cameras are strategically placed so that staff can monitor the grounds throughout the day to ensure safety. Parents and visitors are welcome into the building but must follow protocol of signing-in at the Main Office.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The Principal and school community engages in ongoing communication for high expectations and goals of the school. Grade level meetings presented by the administration and teachers at the beginning of the year set the clear vision and standard for student expectations. Teachers send home rubrics for special projects. Throughout the year communication is sent home with updated NWEA, DIBELS, and Mclass scores so parents are kept abreast of student achievement. Poe's website updates pertinent information regarding student scores and expectations.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	The Principal has multiple sources of sending out information, which includes but not limited to grade level meetings, weekly staff bulletins, rubrics, parent and student handbooks, school website, monthly newsletters, and email blasts. The school provides parents of 6th graders information to selective enrollment testing deadlines, application processes, medical, and health information. Forthcoming is the use of the automated phone messages to disseminate emergency and immediate updates	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Poe has established partnerships with US Cellular, Ravinia, and All City Choir as a way of providing cultural enrichment to students. The Illinois National Guard participated with Poe's Literacy Day activities. The Pullman community has participated in Poe's Health Fairs. The students held a clothing drive for the Women of the Strong Tower shelter in Roseland. There is a need for the school to provide more opportunities for the Pullman community to participate in school sponsored events since Poe is not a neighborhood school.	

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school provides outreach services to parents on an as needed basis such as; referrals to outside social and health agencies.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school sponsors Career Fairs and brought in Blackstar Project Motivational Speakers. Forthcoming is a College Day project for grades K-6th to research colleges and preparations that lead to selecting a college.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Our students are taught one year above grade level in preparation for future accelerated core academic subjects that prepares them to be competitive in secondary and post-secondary course curriculum. Poe's Guidance curriculum supports students in goal setting and planning for careers.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school provides a variety of in-school programs such as: music, performance choir, and the Raven Art Society. After School programs include: Hip-Hop dance, Karate, violin, photography, the "May I Have This Dance?" program, and digital yearbook design.	

Vertical label: N 6: College and Career Readiness Supports

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments*** -->			**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school offers an accelerated curriculum that helps to prepare students for future performance beyond Poe. NWEA testing helps to target individual performance levels and continues to assess students beyond their current grade level.	
	College & Career Admissions and Affordability --->			
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable	
	Transitions -->			**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Since Poe is a selective enrollment school, the school organizes and Orientation Week during the summer for in-coming students to become acclimated to the school environment, teachers, and academic program. Selective enrollment information is disseminated to 6th grade parents with deadlines and assistance with the application process. Counselor meets with parents regarding 7th grade placement of students not attending an Academic Center or other selective enrollment schools. Poe offers a selective enrollment 6 week prep class to provide students extra support with the CPS test	

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school has formed a partnership with US Cellular which significantly contributes to help student and staff needs. Funding is used to provide after school programs, computer and software upgrades, quarterly incentives for student achievement and tutorial support for students in need of remediation and enrichment. Opportunities still exist for teachers and the school for seeking grants.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Poe has established partnerships with New Leaders for New Schools, Chicago State University, Roosevelt University, and University of Phoenix for internship opportunities. All applicants for hire complete a rigorous process that includes demonstrations and interviews with a panel consisting of Principals, educators, and members of the LSC.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedules weekly vertical team meetings, leadership team meetings, and collaborative meetings with the Specialized Services team. The daily schedule provides a balanced time frame for teaching core subjects while 5th/6th grade are departmentalized for core and auxiliary subjects. SY 2012/2013 schedule further maximizes instructional time by providing K-6th with dedicated blocks to Reading, Math, Science, Social Studies, remediation, and enrichment every day.	

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Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

We commit to involving staff, students, parents and members of the wider community as partners in meeting the charge to devleop college and career ready students. We will foster an environment of excellence, responsibility, diversity, and safety; which cultivates intellectual, social-emotional, and technological skills. This will be accomplished through critical and purposeful professional development, structured learning experiences, parental support, and community involvement.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy/Non-Fiction-Inspire readers using informational text to support literacy development across content areas, and increase the number of students that exceed state standards.	Students need the ability to gather, comprehend, evaluate, synthesize,and report on information and ideas, in order to answer and solve real-world problems.
2	Science-Developing the desire for K-6th grade to learn more about science through reading, inquiry, and digital pathways. The use of scientific literacy will enable students to meet and exceed state standards.	When students are fully engaged with inquiry-based learning they will develop a greater sense of ownership and motivation resulting in increased science achievement.
3	Math-Using the current Pearson math curriculum, students will be able to make sense of problems, reason abstractly, communicate and explain arguments, use tools strategically, and attend to precision in order to exceed state standards.	In order to engage students in mathematical maturity, students needs to increase mathemenatical proficieny through real-world application and to ultimately increase student achievement on standardized tests.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Literacy/Non-Fiction-Inspire readers using informational text to support literacy development across content areas, and increase the number of students that exceed state standards.	Students need the ability to gather, comprehend, evaluate, synthesize,and report on information and ideas, in order to answer and solve real-world problems.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increased Independent and required reading on Lexile levels matched to student instructional levels.	Instruction	All	All	Quarter 1			
Explore and implement supplemental instructional resources based on district wide results.	Instructional Materials	All	All	Quarter 1			
Continue Literature Circles using informational texts, which addresses Common Core Standards in order to promote higher order thinking skills to move students from meets to exceeds.	Instruction	All	Teachers	Quarter 1			
Action plans will be created by teachers on a quarterly basis in an effort to address the needs of individual students based upon district assessment.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Based upon student interest and district wide assessments, more high interest leveled reading books and informational text will be purchased.	Instructional Materials	All	Administration	Quarter 1			
Increase individual student reading incentives to promote and monitor student reading.	Instruction	All	All	Quarter 1			
Provide adaptive technology for students as a way of differentiating instruction as indicated on district wide assessments.	Equipment/ Technology	All	Administration & Teachers	Quarter 1			
Based upon district assessments, NWEA scores, and teacher recommendation, students will be provided support with enrichment and remediation.	Instruction	All	Teachers	Quarter 1			
Create data folders as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessment.	Other	All	Teachers	Quarter 1			

Strategic Priority 1

Create and utilize a data wall in an effort to inform staff during ILT and PD meetings individual student needs, and monitor student progress based upon district assessments.	ILT/ Teacher Teams	All	Administration	Quarter 1			
Provide continuous Professional Development that addresses teaching gifted students and students with disabilities.	Instruction	Other student group	Administration	Quarter 1			
Provide Professional Development for differentiated instruction.	Instruction	All	Administration	Quarter 1			
Continuous Professional Development regarding the Common Core Curriculum that will specifically unpack the standards for each grade-level teacher.	ILT/ Teacher Teams	All	Administration	Quarter 1			
Utilize weekly vertical team meetings to collaborate, evaluate student progress, share teaching strategies, and address the needs of Students with Disabilities.	ILT/ Teacher Teams	All	Administration & Teachers	Quarter 1			
The school will implement ongoing parent conferences for students who are in need of extra academic support according to district and/or state standards.	Parental Involvement	All	All	Quarter 1			
Continuous professional development that details integrating fine arts into the classical curriculum.	Instruction	All	Administration & Teachers	Quarter 1			
Integrate technology across content areas using the classroom STARBOARDS.	Equipment/ Technology	All	All	Quarter 1			
Explore and implement supplemental instructional resources geared towards informational text based on district wide results. Ex…Scholastic News	Instructional Materials	All	Teachers	Quarter 1			
Devise after school program to enrich and remediate students in 3rd-6th grade for District wide annual assessment.	After School/ Extended Day	Other student group	Administration & Teachers	Quarter 2			
Incorporate common core standards into daily instruction in an effort to target foundational skills on grade level	Instruction	All	Teachers	Quarter 1			
Update classroom libraries with informational text aligned to Common Core standards.	Instructional Materials	All	Administration	Quarter 1			

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Science-Developing the desire for K-6th grade to learn more about science through reading, inquiry, and digital pathways. The use of scientific literacy will enable students to meet and exceed state standards.	When students are fully engaged with inquiry-based learning they will develop a greater sense of ownership and motivation resulting in increased science achievement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide continual vocabulary support to help students build critical science reading sk		All	Teachers	Quarter 1			
Scaffold science inquiry activities to move from teacher-dire	Instruction	All	Teachers	Quarter 1			
Engage students in qualitative and quantitative gathering of data.	Instruction	All	Teachers	Quarter 1			
Engage students in more injury-based, hands-on science activities.	Instruction	All	Teachers	Quarter 1			
Create a Science Club.	After School/ Extended Day	All	Administration & Teachers	Quarter 1			
Foster student engagement and understanding of STEM careers.	Instruction	All	All	Quarter 1			
Schedule on-going STEM based professional development.	Professional Development	All	Administration	Quarter 1			
Promote increased use of technology with STEM lessons.	Equipment/ Technology	All	Teachers	Quarter 1			
Increase STEM field trips and use of outside STEM partners.	Other	All	Teachers	Quarter 1			
Enhance parent STEM outreach, including parent connection night, science project expectations, letter home at beginning of unit, student.	Parental Involvement	All	Administration & Teachers	Quarter 1			
Use of data from unit assessments/quizzes to inform science instruction.	Instruction	All	Teachers	Quarter 1			
Require one integrated science project that includes a technology component.	Instruction	All	Administration & Teachers	Quarter 1			

Strategic Priority 2

Edgar Allan Poe Elementary Classical School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Math-Using the current Pearson math curriculum, students will be able to make sense of problems, reason abstractly, communicate and explain arguments, use tools strategically, and attend to precision in order to exceed state standards.	In order to engage students in mathematical maturity, students needs to increase mathematical proficieny through real-world application and to ultimately increase student achievement on standardized tests.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based upon district assessments, NWEA scores, and teacher recommendation, students will be provided support with enrichment and remediation.	Instruction	Other student group	Teachers	Quarter 1			
Create data folders as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessment.	Other	All	Teachers	Quarter 1			
Create and utilize a data wall in an effort to inform staff during ILT and PD meetings individual student needs, and monitor student progress based upon district assessments.	ILT/ Teacher Teams	All	Administration & Teachers	Quarter 1			
Continuous Professional Development regarding the Common Core Curriculum that will specifically unpack the standards for each grade-level teacher.	Professional Development	All	Administration	Quarter 1			
Incorporate common core standards into daily instruction in an effort to target foundational skills on grade level	Instruction	All	Teachers	Quarter 1			
The school will implement ongoing parent conferences for students who are in need of extra academic support according to district and/or state standards.	Parental Involvement	Other student group	Administration & Teachers	Quarter 1			
Integrate technology across content areas using the classroom STARBOARDS	Equipment/ Technology	All	Teachers	Quarter 1			
Devise after school program to enrich and remediate students in 3rd-6th grade for District wide annual assessment.	After School/ Extended Day	Other student group	Administration & Teachers	Quarter 1			

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Strategic Priority 3

Utilize weekly vertical team meetings to collaborate, evaluate student progress, share teaching strategies, and address the needs of Students with Disabilities.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Align lesson plans and units of study to Common Core Standards.	Instruction	All	Teachers	Quarter 1			
Continuous Professional Development on best practices, differentiated instruction, and strategies with the current math curriculum.	ILT/ Teacher Teams	All	Administration	Quarter 1			
Differentiated instruction (small groups) aligned with NWEA and or standardized assessments that will move more students to exceed the standards.	Instruction	Other student group	Teachers	Quarter 1			
Apply mathematical principles to solve everyday problems.	Instruction	All	Teachers	Quarter 1			
Construct viable arguments and critique the reasoning of others.	Instruction	All	Teachers	Quarter 1			
Purchase additional manipulatives for classrooms to provide hands-on instruction.	Instructional Materials	All	Administration	Quarter 1			
Use manipulatives and graphic organizers to develop reasoning in order to solve grade-appropriate and advance math problems.	Instructional Materials	All	Teachers	Quarter 1			
Require two integrated fine arts/math projects that includes a technology component.	Instruction	All	Teachers	Quarter 1			

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description		Rationale	

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps