

POWELL

Geographic Area - South Shore



Official School Name
Adam Clayton Powell Paideia Community Academy ES

Address
7511 S South Shore Dr
Chicago, Illinois 60649

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
555	810	69%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	K-8	Level 2	Underutilized	

Mission Statement as of May 2013

The mission of Adam Clayton Powell, Jr. Paideia Academy is to provide a quality education that enhances the development of the whole child. The Powell family promotes mutual respect, positive self-esteem, an appreciation for lifelong learning and fosters high expectations for academic achievement. We are dedicated to providing a positive learning environment conducive to maximizing the potential of all students, utilizing an innovative, rigorous, standards-based, data-driven curriculum that includes instructional best practices, the development of critical thinking skills and a respect for diverse learning styles.

School Priorities as of May 2013

Description	Rationale
Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Literacy Content Framework.	Teachers through professional development and knowing what students should know and be able to do according to CPS Literacy Common Core Standards will be able to plan units and lesson plans that include literary key shifts in instruction that will engage students in reading more complex texts, increase student academic vocabulary, build student knowledge through content-rich nonfiction and informational text and students will learn how to analyze through reading, a variety of texts and learn how to construct arguments based in textual evidence. Students thereby will gain the skills necessary to master curriculum align to the CCSS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career fields.
Teachers will provide literacy instruction that is aligned to Common Core State Standards through high quality texts.	Teachers need to implement a rigorous literacy curriculum. Implementation of a more rigorous literacy curriculum aligned to CCSS and CCRS will provide students with the skills needed to master curriculum aligned to CCSS and CCRS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career field. We are below 50% meeting growth targets in literacy for some grades.
Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Mathematics Content Framework that will be fully implemented 2013-2014.	Teachers through professional development and knowing what students need to be able to know and do according to CPS Mathematics Common Core Standards will be able to plan units and lesson plans that include mathematical key shifts in instruction that will help students develop deep conceptual understanding and procedural fluency. Students will be able to integrate math content and practice as well as make mathematical connections between content and practice across grade and follow a mathematical learning progression. Students thereby will gain the skills necessary to master curriculum align to the CCSS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career fields.

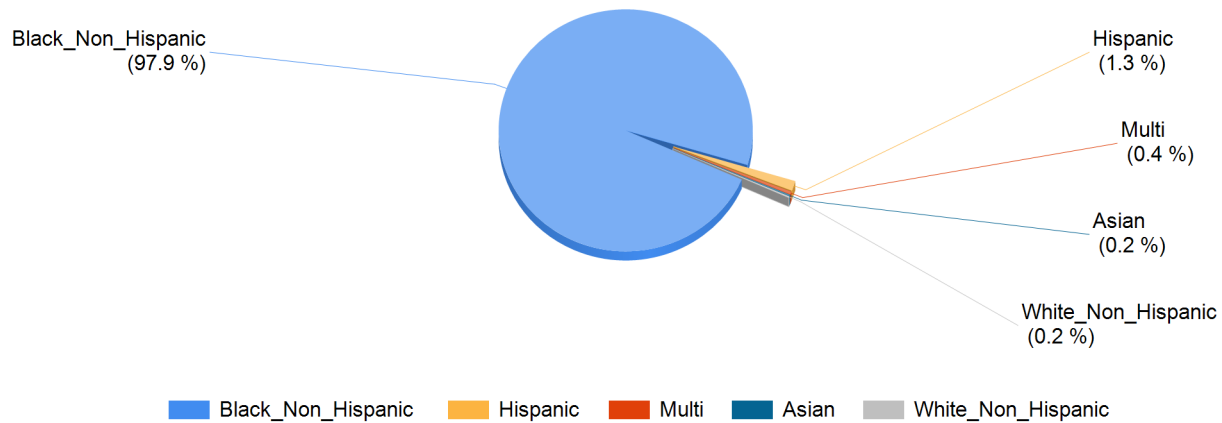
The Longer School Day schedule will provide more time for academic interventions for RtI tiered students, Students with Disabilities (SwD) and English Limited Learners (ELL). Teachers will provide reading and mathematics interventions to students during the Longer School Day.

The Longer School Day schedule will provide teachers will more time provide interventions for RtI Tiered students. As teachers align reading and math curriculum to CCSS and CCRS it will become evident that some students lacking foundational skills will have a greater need for academic supports and through the alignment of reading and math curriculum to CCSS and CRS, the RtI process, implementation of the Longer School Day schedule and integration of technology into the classroom and instruction students will increase academic performance and acquire the skills needed to be successful in college and other career fields.

Programs & Services

Advanced Placement Courses	No
Creative	Animation/Cartoon, Drama, Drawing, Painting, Student Art Club, Web Design, Weekend Enrichment
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, First Aid Training, School-based Dental Services
IB Wall-to-Wall/Programme	No
Life and Leadership	Boys/Girls Scouts, Mentoring for Boys/Girls, Peer Mentors, Service Learning/Community Volunteer Program
Scholastic	Academic Olympics, Bilingual Support, Book/Reading Club, Chess Team, Expanded Library Service Hours, Homework Club/Study Group, Homework Help, Math Team, Mayor Daley's Book Club, Poetry Club, Poetry Workshops, Science Club, Speech Team, Spelling Team, Supplemental Educational Services (SES) Tutoring, Technology Club, Tutoring, Writers Workshop, Yearbook Club, Young Authors
School-wide Programs and Models	Kindergarten, After School All Stars, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Cross Country, Boys' Softball, Boys' Track, Cheerleading, Chess, Conditioning and Fitness, Exercise, Fitness Basics, Flag Football, Football, Girls on Track, Girls' Basketball, Girls' Cross Country, Girls' Softball, Girls' Track, Jump Rope
Supports And Resources	Powell Academy provides a comprehensive and rigorous educational program through integration of the curriculum that follow the Paideia model of instruction. Students learn how to apply prior knowledge to new learning experiences. Powell teachers have been nominated for DRIVE and Golden Apple awards and have received Oppenheimer and Chicago Foundation for Education Grants.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
11.47	2.07	96.43	2.26	54.4	79.7	N/A

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	South Shore
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	103,410
Year Constructed (MAIN)	2008
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	103410

Schools Co-Located on Campus
School Name

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<u>Facility Systems Assessed (by Phase)</u>
	\$1,371.37	<i>Exterior</i>
	\$6,578.00	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$-	<i>Interiors</i>
	\$3,123.12	<i>Site</i>
Total Campus Need	\$11,072.49	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	54	71	67	62	57	58	53	53	51	0	0	0	0		526
2007	0	55	73	81	84	70	76	67	67	45	0	0	0	0		618
2008	1	50	53	75	83	70	62	83	59	60	0	0	0	0		596
2009	2	57	61	60	70	66	58	62	66	46						489
2010	1	63	54	54	68	62	69	64	69	56	0	0	0	0		560
2011	0	48	53	47	60	60	68	73	60	65	0	0	0	0		534
2012	0	53	64	48	59	50	61	68	65	52	0	0	0	0		520
2013	0	56	63	56	64	41	53	64	57	62	0	0	0	0	12	528

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	56	63	56	65	50	51	54	63	52	0	0	0	0	63	523
2015	0	56	63	56	64	51	62	52	53	57	0	0	0	0	53	527
2016	0	56	63	56	65	51	62	63	51	48	0	0	0	0	51	528
2017	0	56	63	56	65	51	63	63	62	46	0	0	0	0	62	538
2018	0	56	63	56	65	51	63	64	62	56	0	0	0	0	62	549
2019	0	56	63	56	65	51	63	64	63	56	0	0	0	0	63	550
2020	0	56	63	56	65	51	63	64	63	57	0	0	0	0	63	551
2021	0	56	63	56	65	51	63	64	63	57	0	0	0	0	63	551
2022	0	56	63	56	65	51	63	64	63	57	0	0	0	0	63	551
2023	0	56	63	56	65	51	63	64	63	57	0	0	0	0	63	551