

CULLEN

Geographic Area - Far South Side



Official School Name
Countee Cullen Elementary School

Address
10650 S Eberhart Ave
Chicago, Illinois 60628

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
257	360	71%		

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

Mission Statement: At Countee Cullen Elementary, our mission is to offer students a college preparatory educational program, fostering creativity, encouraging integrity, developing an appreciation for diversity and cultivating a strong technological foundation. We are committed to involving staff, students, parents, community members and business partners in our ongoing process of developing a school of excellence.

Vision Statement: Countee Cullen will be acknowledged as a school of excellence built upon 100% of our students graduating college and career ready. We envision our students excelling in the ever-changing global marketplace achieving their full potential in their academic, creative, physical, social and moral development.

School Priorities as of May 2013

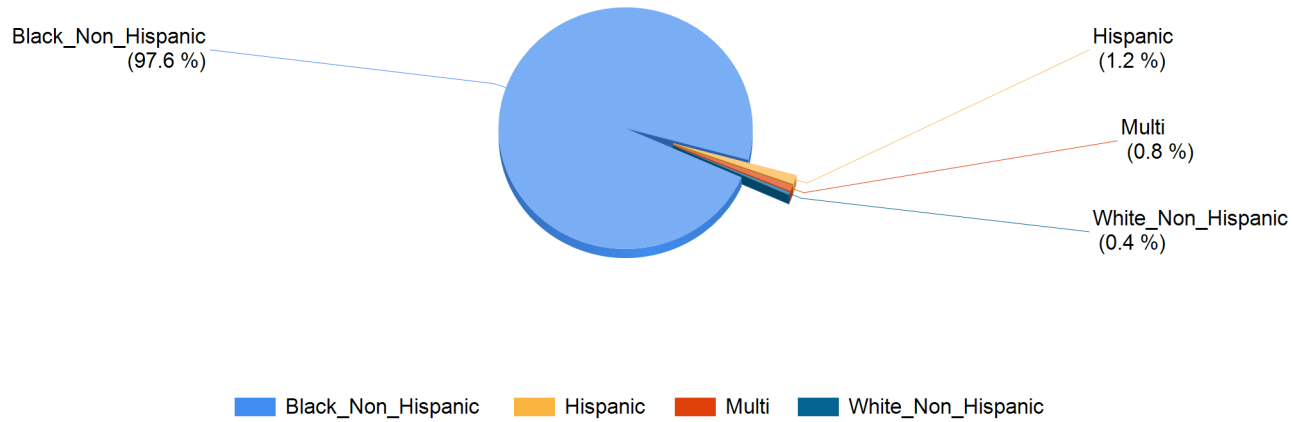
Description	Rationale
Achieve reading growth targets school-wide. English/Language Arts instructors will deliver tiered literacy lessons driven by Common Core State Standards, CPS Literacy Content Framework and Bloom's Taxonomy; while utilizing high quality literary texts.	As a result of our 2012 reading analysis, the following data was assessed to determine this priority: 1) Scantron Reading Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 2) DIBELS (% of students at benchmark) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) we will support our efforts to: <ul style="list-style-type: none"> • Ensure students graduate career and college ready • Improve tiered instruction (CPS Teaching Framework) • Increase the use of informational text exposure • Improve RTI support • Designing professional developments around the individual needs of staff • Integrate Technology Labs Weekly • Plan lessons with fidelity (CPS Teaching Framework)

<p>Attain math growth targets school-wide. Math instructors will combine the use of Illinois Learning Standards, Common Core State Standards, CPS Math Content Framework, real world connections, hands on activities, and Bloom's Taxonomy to increase mathematical reasoning and strategic thinking abilities.</p>	<p>The data analyzed to support Cullen's math priority are: 1) mClass Math (% of students at benchmark) 2) Scantron Math Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) will support or efforts to:</p> <ul style="list-style-type: none"> • Increase the number of students achieving growth targets • Improve tiered instruction • Increase exposure to real world math • Provide improved RTI support • Integrate Technology Labs (weekly) • Ensure students graduate college and career ready
<p>Achieve science growth targets school-wide. Science instructors will facilitate lessons that incorporate project and inquiry based learning activities utilizing Common Core Standards and Bloom's Taxonomy as lesson planning guides.</p>	<p>As a result of our 2012 science analysis, the following data was assessed to determine this priority: 1) Scantron Science Data (% of students meeting growth targets &Gains Analysis) 2) Bi-weekly Interim Assessments. Successful implementation will support our efforts to:</p> <ul style="list-style-type: none"> • Ensure students graduate career and college ready • Increase project and inquiry based learning opportunities • Improve tiered instruction • Increase the use of informational text • Plan lessons with fidelity • Increase the number of students reaching growth targets
<p>Establish weekly technology labs that provide teachers with increased assessment flexibility and rapidly identify student mastery and challenges academically. Technology will be integrated in all core subjects. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement.</p>	<p>Cullen's internal technology survey revealed a need to select an alternative interim assessment that would increase teacher flexibility. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement, provide real-time data delivery and improve students' ability to navigate the internet in preparation for the PARCC.</p>
<p>Effectively implement Foundations as our school-wide positive behavior intervention and support model.</p>	<p>As a result of our goal to increase positive behaviors and reduce Uniform Discipline Code infractions by 10%, staff will continue to attend Foundations training and participate in norm modeling activities.</p>

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
School-wide Programs and Models	Early Childhood Program, After School All Stars
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Cheerleading, Pom-Pon
Supports And Resources	Countee Cullen Elementary is a neighborhood school with a strong emphasis on language arts, math, and technology. Partnerships with Roosevelt and Chicago State Universities provide Cullen with student teachers. Awards and recognition for the school include first place in the regional math competition, and many teachers have been named Golden Apple candidates.
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
13.88	0.00	96.33	0.41	57.9	80.8	N/A

General Information	
School Level	ES
Geographic Network	Rock Island Elementary Network
Geographic Area	Far South Side
School Type	District

Schools Co-Located on Campus
School Name

Building(s) Inventory	
Total Campus Area (S.F.)	25,600
Year Constructed (MAIN)	1971
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	25600

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>
	\$489,559.07	<i>Exterior</i>
	\$164,879.00	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$513,707.48	<i>Interiors</i>
	\$68,113.76	<i>Site</i>
Total Campus Need	\$1,236,259.31	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	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

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

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	21	36	44	35	53	44	48	49	69	0	0	0	0		399
2007	0	27	33	30	46	31	53	47	51	48	0	0	0	0		366
2008	0	28	34	35	35	46	32	60	52	44	0	0	0	0		366
2009	0	27	32	32	39	33	43	31	51	38						299
2010	0	21	24	34	35	35	33	35	24	43	0	0	0	0		284
2011	0	13	24	23	36	36	28	29	29	20	0	0	0	0		238
2012	0	29	20	23	23	28	33	24	27	25	0	0	0	0		232
2013	34	32	29	30	27	31	24	31	35	26					1	300

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	34	32	29	28	31	26	30	23	29	33	0	0	0	0	29	296
2015	34	32	29	28	29	29	25	29	22	28	0	0	0	0	22	286
2016	34	32	29	28	29	28	28	24	27	21	0	0	0	0	27	281
2017	34	32	29	28	29	28	27	27	23	26	0	0	0	0	23	284
2018	34	32	29	28	29	28	27	26	25	22	0	0	0	0	25	281
2019	34	32	29	28	29	28	27	26	24	24	0	0	0	0	24	282
2020	34	32	29	28	29	28	27	26	24	23	0	0	0	0	24	281
2021	34	32	29	28	29	28	27	26	24	23	0	0	0	0	24	281
2022	34	32	29	28	29	28	27	26	24	23	0	0	0	0	24	281
2023	34	32	29	28	29	28	27	26	24	23	0	0	0	0	24	281