



## Official School Name

John C Dore Elementary School

## Address

6108 S Natoma Ave

Chicago, Illinois 60638

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
647	420	154%	510	127%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 1	Overcrowded	Overcrowded

## Mission Statement as of May 2013

John C. Dore Elementary School provides a challenging learning environment where high expectations for success exist. Through development of appropriate instruction that allows for individual differences and learning styles, student potential is maximized. Dore school provides a safe, orderly, caring and supportive environment where student intellectual, social, emotional, and physical development is fostered. Self-esteem is enhanced as positive relationships among students, staff, parents and the community is expected. At Dore School, we aspire to have parents, staff, and community members acting in partnership to facilitate growth of students having active and creative minds, a sense of compassion for others, and the courage to act on their beliefs.

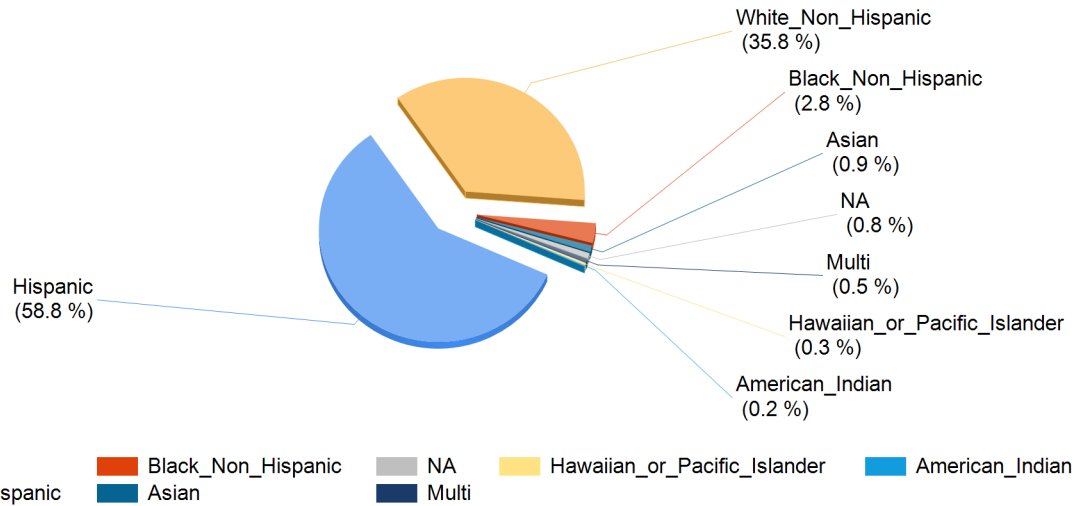
## School Priorities as of May 2013

Description	Rationale
Dore is raising the level of rigor in curriculum to align to CCSS.	Administration positioned to positively monitor the instructional practices on a daily basis and ensure differentiation and modification for all students. Collective leadership shared amongst staff collaborating to align instructional techniques to the CCSS. Empowering all stakeholders will allow everyone the opportunity to realize their role as crucial in the success and development of our school. The staff will work together analyzing all data and decipher what needs improvement in each classroom based on CCSS, NWEA/MAP, and DIBELS (primary level). GLM's will meet to discuss student work, data and develop relevant writing activities. Each teacher is collecting work assigned to students to flag skills/standards and remove fluff from curriculum. Grade levels working on curricular aligned to CCSS with the opportunity to store it on our "Dore Cloud."
The Dore Instructional Leadership Team will clearly communicate all goals and expectations of the District, local criteria and administration.	A school wide focus on the CCSS in all content areas and extracurricular activities will target instructional practices aimed to highlight student achievement. The development of a common language and purposeful daily and after school instructional activities that is utilized among all staff and stake holders; designed to meet their needs will continually push our "Expectation of Greatness." Fidelity between our instructional practices, emphasizing this expectation will further align our entire school community. Unit plans aligned to CCSS by 2012 with full implemented across all areas.
Our family and community partnerships will be empowered with consistent communication and participation.	Quarterly data presentation for parents and community members will ensure transparency. Parent and community meetings will continue to connect parents with student learning and provide parents strategies to continue learning at home. Unify PTC and BAC on same efforts/events for Dore. Involvement of the students and parents to create events and/or clubs will unify learning for all Dore stake holders. Overall, creating an atmosphere of knowledge and involvement for Dore's progress is the purpose of the communication.

**Programs & Services**

<b>Advanced Placement Courses</b>	No
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>School-wide Programs and Models</b>	Early Childhood Program
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Cross Country, Boys' Volleyball, Girls on the Run, Girls' Cross Country, Girls' Track, Girls' Volleyball
<b>Supports And Resources</b>	Dore offers students an integrated Math and Science Magnet Cluster program from Grades Pre-K to 8. We strive for continued improvement in teaching and learning, and we are passionate about, focused on, and committed to our collective efforts to provide an outstanding learning experience for all students.
<b>Theme Based Magnet</b>	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
15.16	15.16	59.69	0.00	93.4	92.8	N/A

General Information	
School Level	ES
Geographic Network	Midway Elementary Network
Geographic Area	MDW
School Type	District

Schools Co-Located on Campus
<u>School Name</u>

Building(s) Inventory	
Total Campus Area (S.F.)	33,050
Year Constructed (MAIN)	1957
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	18750
ANNEX	14300

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	2013	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$112,885.63	<i>Exterior</i>
	\$2,109,285.75	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$513,996.34	<i>Interiors</i>
	\$53,762.28	<i>Site</i>
<b>Total Campus Need</b>	<b>\$2,789,930.00</b>	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	
<b>Recommended Campus Action</b>	Evaluate Overcrowding Relief
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	0
SCIENCE	0
PLAYGROUND	NO

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	60	64	62	62	76	73	64	54	47	0	0	0	0		562
2007	0	63	59	64	62	60	76	72	64	51	0	0	0	0		571
2008	0	43	73	60	66	63	57	71	75	62	0	0	0	0		570
2009	59	50	50	73	65	68	63	54	70	76						519
2010	59	57	61	59	66	63	64	64	52	74	0	0	0	0		619
2011	40	65	67	60	57	66	59	71	55	50	0	0	0	0		590
2012	39	54	64	66	64	54	63	61	68	53	0	0	0	0		586
2013	40	70	74	62	64	74	60	55	69	64	0	0	0	0	12	644

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	72	68	72	63	65	74	64	58	69	0	0	0	0	58	659
2015	40	71	71	67	74	64	65	78	67	58	0	0	0	0	67	668
2016	40	60	60	70	69	75	63	68	81	67	0	0	0	0	81	667
2017	40	60	60	59	72	70	74	67	71	81	0	0	0	0	71	668
2018	40	60	60	59	61	73	69	78	70	71	0	0	0	0	70	655
2019	40	60	60	59	61	62	72	73	81	70	0	0	0	0	81	652
2020	40	60	60	59	61	62	61	76	76	81	0	0	0	0	76	650
2021	40	60	60	59	61	62	61	64	79	76	0	0	0	0	79	636
2022	40	60	60	59	61	62	61	64	67	79	0	0	0	0	67	627
2023	40	60	60	59	61	62	61	64	67	67	0	0	0	0	67	615