

FUNSTON

Geographic Area - Logan



Official School Name
Frederick Funston Elementary School

Address
2010 N Central Park
Chicago, Illinois 60647

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
575	780	74%		

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

Mission Statement as of May 2013

Our mission at Funston School is to prepare students to become critical thinkers, problem solvers, responsible citizens, and positive contributors to the school community, and the world. We embrace the belief that every student can learn and we are committed to professional growth in order to meet the student's social-emotional and academic needs. We strive to foster community partnerships, increase parental involvement, provide supportive resources, and implement engaging and comprehensive instructional programs that will result in the student's academic achievement now, in high school, and beyond.

School Priorities as of May 2013

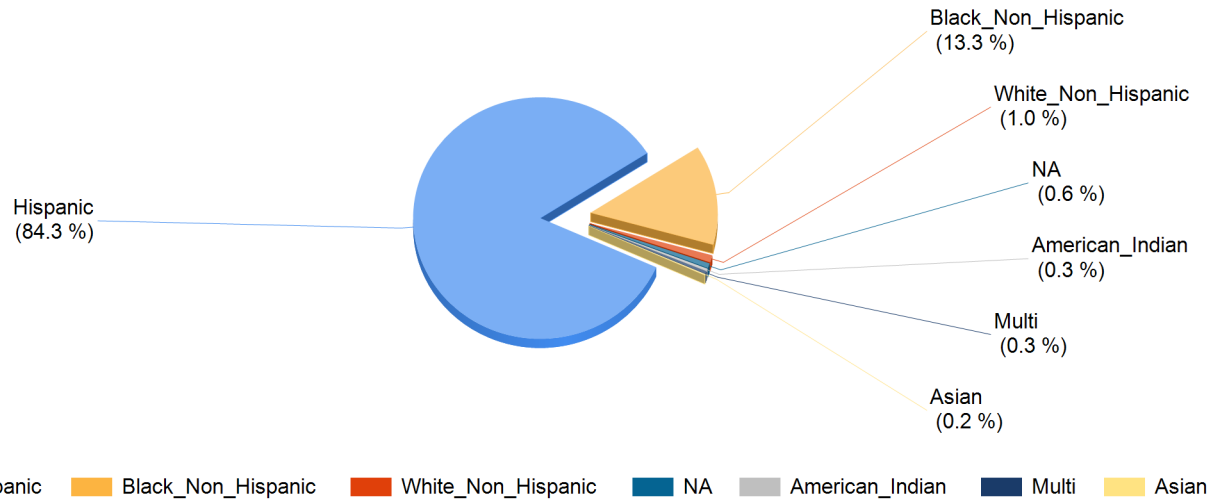
Description	Rationale
CORE INSTRUCTION/LITERACY: Provide all teachers coaching/mentoring, via Teacher Specialist/Coach and ILT members, and increase professional development activities in effective implementation of the CCSS structures and application of the CPS Literacy Content Framework and Unit designs that include performance assessments, monitoring student progress, and data analysis that drives instructional planning. This will result in the application of best practices and student mastery of READING skills that will lead to an 8-10 percentage points increase, every year, of students at Benchmark levels in 1-2 DIBELS/IDEL, 3rd-8th grade students at or above grade level on NWEA/READING, and 8th grade students at College Readiness Benchmark on the Explorer/READING.	professional development and coaching in the areas of differentiation, CCSS units, and instructional techniques. We need a consistent monitoring system that identifies teacher's strengths as well as instructional supports needed. In terms of academics, based on last springs READING data, 65% of students in 1-2nd, were at Benchmark levels based on DIBELS/IDEL; 17.4% of students scored at/above in grades 3rd-5th, and 26.8% of students as/above in grades 6th-8th. Only 31.8 % of 8th graders met the college readiness Benchmark. Additionally, based on MVMS, our school was rated "very week" under Ambitious Instruction (challenging and engaging instruction).
CORE INSTRUCTION/MATHEMATICS: Provide all teachers coaching/mentoring, via MATH Coach, and increase professional development activities in effective MATH strategies/rigorous math tasks, and CCSS alignment with EDM and the MATH Bridge Plan for Middle Grades. Provide Algebra instruction to accelerated students. Additionally, provide PD in progress monitoring and student achievement, formative assessments, and data analysis that drives instructional planning. This will result in the application of best practices and student MATH skills mastery and will lead to an 8-10 percentage point increase, every year, of students at Benchmark levels in 1-2 MClass, 3rd-8th grade students at or above grade level on NWEA/MATH, and 8th grade students at College Readiness Benchmark on the Explorer/MATH .	More focus needs to be given to MATH instruction with differentiation practices. Based on last springs MATH data, 40.2% of students in 1-2nd, were at Benchmark levels based on MClass; 18.2% of students scored at/above in grades 3rd-5th, and 26.1% of students as/above in grades 6th-8th. Only 18.2 % of 8th graders met the college readiness Benchmark. Additionally, based on MVMS, our school was rated "very week" under Ambitious Instruction (challenging and engaging instruction).

<p>CLIMATE AND CULTURE: Continue building and strengthening a student-centered environment whereas all staff members reinforce a consistent school-wide set of high expectations of college-going culture in Prek-8th grade and every student aspires to go to college. Increase student opportunities to lead and voice ideas. Additionally, we will continue to enhance an environment where all students feel safe due to a tiered student discipline approach that builds on positive behaviors and every child connects to an adult whereas patterns of interactions are respectful, motivating, and inspiring, thus engaging and supporting the whole child. Increase student perception on safety to 75%. Additionally, we will enhance a teacher supportive culture where every teacher feels empowered, motivated and supported whereas increased levels of high teacher efficacy is evident. Continue efforts to increase both student and teacher attendance rates; Students to 96% and teachers to 97%</p>	<p>Implementation of the PBIS model for behavior intervention was first instituted in the fall of 2012 where Tier 1 behavioral interventions have been established building-wide. Next phase of implementation, Tier 2 & Tier 3 Interventions will be implemented in the FY 2012-2013. Our attendance rate for both students and teachers has been below district expectations: Students 94.7% and teachers, 95.5%. Additionally, based on MSMV, our school was rated "very weak" under Supportive Environment (safe, demanding, and supportive), and received a score of 16 (range from 1 to 99) on Student Perception: Safety (school successful management of behaviors).</p>
<p>FAMILY AND COMMUNITY ENGAGEMENT: Through voice and actions, will establish and support a welcoming environment for parents. Increase school efforts to effectively communicate (keeping an open line of communication) with parents and community members. Increase parental involvement to via multiple school-wide activities that empowers, motivates, and engages families and community members. Increase parent perceptions in both engagement and environment to 75% Increase school efforts in providing outreach support systems to needy families.</p>	<p>Open House and Report Card pick up attendance has plateau in the last three years with an average parent participation and attendance rate of 94%. Additionally, based on MSMV, our school received a score of 40 (range from 30-70) on Parent Perception: Engagement (feeling engaged) and a score of 47 (range 30-70) on Parent Perception: Environment (satisfied with school environment).</p>
<p>NONE</p>	<p>NONE</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
Parent and Community	Art Appreciation, Art Therapy, Conflict Resolution, Crafts Workshop, Enrichment Classes, ESL Workshops, Family Counseling/Support Group, Family Nights, Field Trip, Gang Awareness Workshop, GED English Classes, GED Spanish Classes, Leadership Development For Parents, Literacy Workshops, Math/Science Workshops, Parent Advisory/Group, Parent Patrol, Parenting Classes, Self-Esteem Workshops, Supporting your Student Workshops/Programs
Scholastic	Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, Community School, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Cheerleading, Flag Football
Supports And Resources	Funston school has been recognized as an Honor Roll School and A School of Distinction and received the Spotlight School Award for academic achievement. Funston embraces a caring and safe environment conducive to excellent teaching and learning. It features a science inquiry, theme-based and standards-based program with a balanced literacy approach.
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
12.68	32.26	91.17	0.80	65.8	78	N/A

General Information	
School Level	ES
Geographic Network	Fullerton Elementary Network
Geographic Area	Logan
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	106,290
Year Constructed (MAIN)	1896
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	72990
ANNEX	33300

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

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

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>
	\$2,314,014.56	<i>Exterior</i>
	\$3,978,024.05	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,911,026.26	<i>Interiors</i>
	\$68,625.70	<i>Site</i>
Total Campus Need	\$8,271,690.57	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	2018
Proposed Budget	\$8,100,000
Project Type	Boiler/Mechanical System Renovation (BLR)

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	0
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	74	65	83	90	81	74	79	95	0	0	0	0	0	0		567
2007	84	78	71	75	87	74	78	74	0	0	0	0	0	0		537
2008	96	65	71	57	84	66	74	65	0	0	0	0	0	0		578
2009	86	79	62	69	67	70	67	64								399
2010	79	64	71	64	66	63	65	70	50	0	0	0	0	0		592
2011	83	67	57	83	75	57	57	59	62	48	0	0	0	0		648
2012	77	77	59	60	76	60	50	58	52	50	0	0	0	0		619
2013	70	68	61	65	59	49	68	65	48	53	0	0	0	0	16	622

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	71	69	61	62	62	51	52	67	66	41	0	0	0	0	66	616
2015	70	68	61	62	61	55	54	50	68	58	0	0	0	0	68	622
2016	70	68	61	62	61	53	57	52	50	59	0	0	0	0	50	608
2017	70	68	61	62	60	54	56	55	53	43	0	0	0	0	53	597
2018	70	68	61	62	61	53	57	54	56	46	0	0	0	0	56	603
2019	70	68	61	62	61	54	56	55	55	48	0	0	0	0	55	605
2020	70	68	61	62	61	54	57	54	56	47	0	0	0	0	56	605
2021	70	68	61	62	61	54	57	55	55	48	0	0	0	0	55	606
2022	70	68	61	62	61	54	57	55	56	47	0	0	0	0	56	606
2023	70	68	61	62	61	54	57	55	56	48	0	0	0	0	56	607