

KOZMINSKI

Geographic Area - Hyde Park



Official School Name
Charles Kozminski Elementary Community Academy

Address
936 E 54th St
Chicago, Illinois 60615

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
385	780	49%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 3	Underutilized	

Mission Statement as of May 2013

Our mission is to challenge our students with a highly structured, standards-based curriculum that incorporates the Common Core State Standards through use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

School Priorities as of May 2013

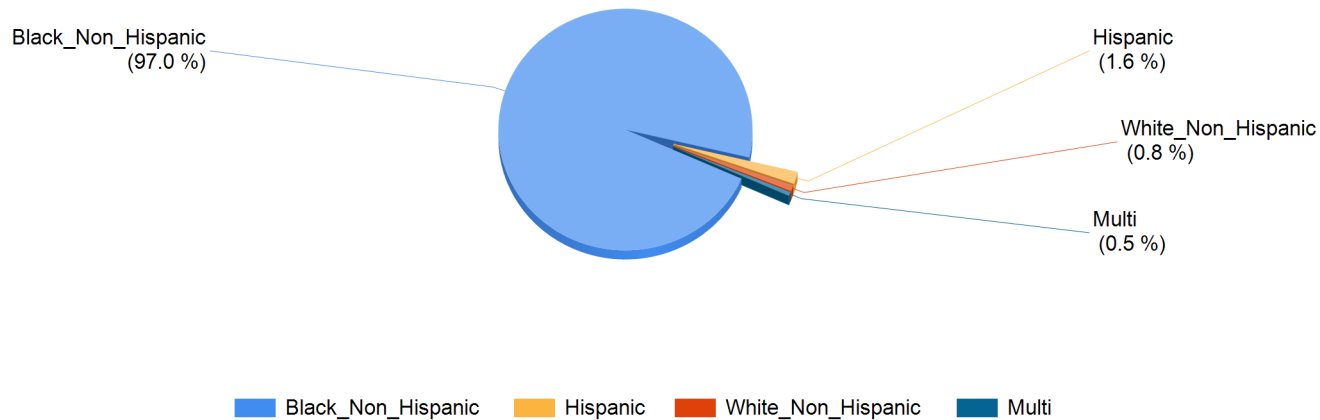
Description	Rationale
Kozminski will implement a balanced literacy approach to language arts with Common Core standards embedded, and technological integration within instruction for students in grades Pre-K through 2; in an effort to improve literacy skills demonstrated on the NWEA, formative/summative assessments, and the ISAT.	According to CPS, all schools will be switching to NWEA next school year. Kozminski will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There are 7 metrics that are used to determine the status and trend of a school's performance. The percentage of students meeting/exceeding in Reading on the ISAT is one of the metrics. The school will focus on improving reading skills to increase the percentage of students meeting and exceeding in this category.
Kozminski will integrate writing and literacy skills in mathematical practices school-wide to improve student outcomes on district formative/summative assessments, classroom assessments and ISAT.	The school will be switching to NWEA next school year. The school will continue to administer the ISAT until 2014 as a tool to measure student growth/achievement. Currently, the ISAT data is used to determine school's performance status. Kozminski has been on probation for three years. In order for Kozminski to be removed from probation, we must achieve a Level 1 or Level 2 for two consecutive years. There are 7 metrics that are used to determine the status and trend of a school's performance. The percentage of students meeting/exceeding in Math on the ISAT is one of the metrics. The school will focus on improving math skills to increase the percentage of students meeting and exceeding in this category.

<p>Kozminski will develop and implement school-wide social-emotional strategies to provide support and intervention when minor behavioral challenges arise that disrupt classroom instruction.</p>	<p>Research shows that social skills and emotional development are very important part of school readiness. Some social and emotional behaviors are often harder to pinpoint than signs of physical development. Implementing strategies in this area will help Kozminski emphasize skills that will increase self-awareness and self-regulation. Thus providing a school environment that is safe and conducive for learning for all students. If we focus on improving students' SEL, that can have a great impact on their learning. ILT reviewed the article about SEL. Five crucial components of SEL are: 1) self/other awareness 2) mood management 3) self-motivation 4) empathy 5) management of relationships. Emotional well-being is a predictor of academic learning, physical health and social health; it's crucial we address this with our students. One key to is to keep ourselves calm and controlled – teachers can have a high self awareness as well, and the students will see that. Social and emotional learning equips students with the skills to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. The Collaborative for Academic, Social and Emotional Learning, CASEL, lists 5 core competencies in Social Emotional Learning: self- management; self-awareness; responsible decision making; relationship skills; and social awareness. Research shows that social emotional learning not only improves attendance, health, academic success, and the well-being of students but also prevents a variety of problems such as alcohol and drug use, violence, truancy, and bullying. With the continued implementation of PBIS schoolwide, a PBIS team to collect and track student misconducts and inform/udate staff of skills implemented or taught, and weekly PBIS character lessons developed and implemented by staff, the team can guide and monitor the work of social emotional learning. The implementation of RtI will also allow Kozminski to monitor the effectiveness of social emotional learning in more severe cases.</p>
<p>Kozminski will develop and implement a school-wide plan to increase parent/guardian involvement and teach them how to effectively communicate and interact with school personnel.</p>	<p>Parental involvement is another important component that can have a positive effect on student achievement. According to research, increased parental involvement increases student achievement. Increased parental involvement so that parents can better communicate regarding their child progress; and be more effectively utilized at the school to support classrooms and student learning.</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, Kindergarten, Performing Arts, You Be the Chemist, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	Kozminski is noted for its literacy focus and integration of technology across grades and classrooms. Kozminski partners with Blue Gargoyle Family Literacy, U of C NSP program, and Metro Squash. The fine and performing arts are addressed through band, string ensemble, Merit Music Choir, and sports teams. Kozminski works to ensure that all students succeed in life.
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
11.08	0.27	87.30	7.30	34.6	26.5	N/A

General Information	
School Level	ES
Geographic Network	Burnham Park Elementary Network
Geographic Area	Hyde Park
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	100,600
Year Constructed (MAIN)	1897
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	63279
ADDITION	37321

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	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$1,265,185.35	<i>Exterior</i>
	\$2,999,915.49	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,310,689.38	<i>Interiors</i>
	\$58,102.33	<i>Site</i>
Total Campus Need	\$5,633,892.55	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	2015
Proposed Budget	\$7,400,000
Project Type	Boiler/Mechanical System Renovation (BLR)

Current Academic Facilities Available on Campus	
ART	0
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	31	62	59	47	52	36	55	70	52	53	0	0	0	0		486
2007	25	35	66	57	51	43	32	48	60	42	0	0	0	0		434
2008	24	39	37	53	59	50	45	37	52	55	0	0	0	0		451
2009	29	35	44	36	58	53	52	51	42	52						388
2010	41	42	41	44	45	64	52	55	41	42	0	0	0	0		467
2011	42	36	48	38	46	40	58	51	53	34	0	0	0	0	1	447
2012	43	41	35	36	40	38	33	53	34	50	0	0	0	0		403
2013	43	35	37	32	37	32	30	31	26	49	0	0	0	0	10	362

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	44	34	37	30	36	31	28	29	24	31	0	0	0	0	24	331
2015	44	34	38	32	34	30	27	28	24	29	0	0	0	0	24	328
2016	44	34	37	32	36	28	26	27	22	28	0	0	0	0	22	322
2017	44	34	37	32	36	30	24	26	21	26	0	0	0	0	21	318
2018	44	34	37	32	36	30	26	24	21	25	0	0	0	0	21	317
2019	44	34	37	32	36	30	26	26	19	25	0	0	0	0	19	317
2020	44	34	37	32	36	30	26	26	21	23	0	0	0	0	21	317
2021	44	34	37	32	36	30	26	26	21	25	0	0	0	0	21	319
2022	44	34	37	32	36	30	26	26	21	25	0	0	0	0	21	319
2023	44	34	37	32	36	30	26	26	21	25	0	0	0	0	21	319