

MAYS



Official School Name
Benjamin E Mays Elementary Academy

Address
6656 S Normal Blvd
Chicago, Illinois 60621

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
600	690	87%		

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

Mission Statement as of May 2013

At Benjamin E. Mays Academy, the over arching goal is to prepare students to be College and Career Ready. Our mission is to ensure that every child is on track to graduate prepared for success in high school. We are committed to providing a nurturing, safe, orderly, and supportive environment where students gain confidence in their abilities to make good choices. We strive to give children help, hope and opportunity by removing barriers to academic and social achievement through school and community partnerships. We offer a high quality, world class education for the 21st century. We envision a school where the education of our students is a shared responsibility for all stakeholders. We foresee all students experiencing academic excellence from the engagement of well planned, Common Core State Standards based, differentiated learning activities that are interesting, stimulating, rigorous and developmentally appropriate.

School Priorities as of May 2013

Description	Rationale
School leadership and instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT and District Level Assessments. Structures and supports will be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common Core State Standards. We will focus on improving instructions in Literacy, Math, Writing across content areas and science.	According to the Consortium 5 School Essentials, Mays Instructional leadership is average. Areas of opportunity include 50% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in instructional planning. There are systems in place to improve these areas, build teacher capacity, and support teacher learning and support more job embedded professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and the careers that they desire.
Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training will be an integral part of accomplishing optimal learning oportunities.	We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core standards. In order to assure proper alignment of the aforementioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly meet with teachers to discuss how data is driving instruction, there is a need for 5th through 8th grade teachers to create individual student binders so that they can use initiative to monitor progress.

Geographic Area - Englewood

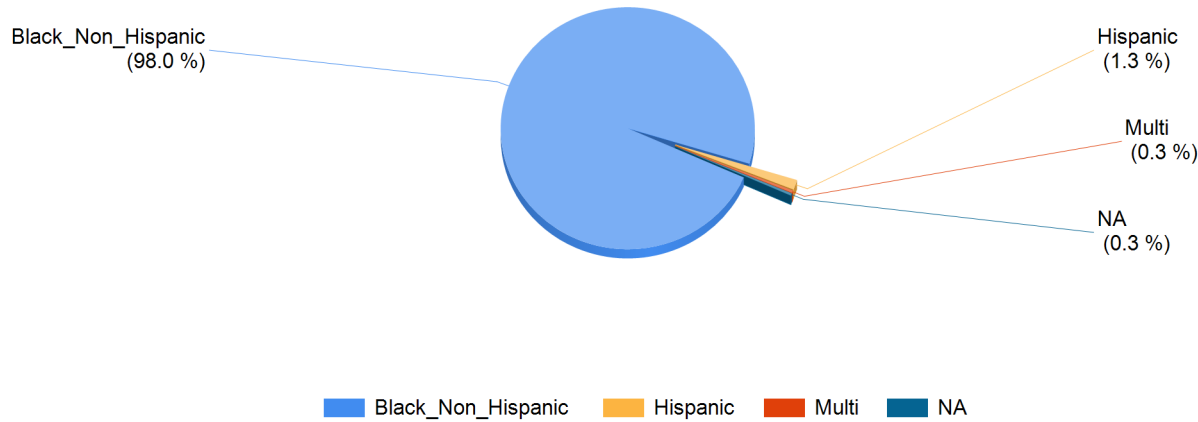
Learning Climate, Culture and Attendance: This priority will support "Calm Classroom" Initiative. We will continue to implement the Power of Change which helps students develop strategies to address anger. The staff will work collaboratively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.

Based on the data extracted from the Consortium Essentials, the Schools Progress Report and data quality index from the CPS dashboard, students report that safety is concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the suspension rate and foster other ideas to assist students in correcting behavior. There is a need to increase the education and social and emotional supports for students. We will provide incentives, opportunities for recognition for increased attendance and academic improvements. Focusing on these areas would enhance the school culture in a positive way. It will be evidenced by an increase in student achievement, decrease in suspension rates, increased attendance rates and participation in extra curricular activities.

Programs & Services

Advanced Placement Courses	No
Creative	Band/Orchestra
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	Family Counseling/Support Group, Family Nights, Parenting Classes
Scholastic	Homework Help, Real Men Read
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	Boys' Basketball, Boys' Track, Cheerleading, Flag Football, Girls' Basketball, Girls' Softball, Girls' Track, Girls' Volleyball, Pom-Pon
Supports And Resources	Mays is a year-round school that has been recognized for its academic and extracurricular programs. Mays partners with Children's Home + Aid, The Chicago Urban League, and Communities in Schools of Chicago to provide an orderly, safe place where teachers can teach and children can learn. Mays enforces a "CAN DO" spirit, high self-esteem, and a genuine desire to learn.
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
7.49	0.00	98.37	0.33	47.1	32.2	N/A

General Information	
School Level	ES
Geographic Network	Englewood-Gresham Elementary Network
Geographic Area	Englewood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	64,100
Year Constructed (MAIN)	1963
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	64100

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>
	\$880,568.26	<i>Exterior</i>
	\$2,216,498.57	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$586,164.15	<i>Interiors</i>
	\$177,467.29	<i>Site</i>
Total Campus Need	\$3,860,698.27	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	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	26	35	56	37	45	40	54	49	41	46	0	0	0	0		403
2007	0	48	44	49	28	47	43	54	44	38	0	0	0	0		395
2008	2	49	30	31	39	27	38	34	45	38	0	0	0	0		333
2009	0	59	34	34	29	44	25	44	41	42						293
2010	0	44	28	45	41	40	41	26	40	40	0	0	0	0		345
2011	0	31	36	26	43	31	42	41	23	36	0	0	0	0		309
2012	0	30	42	29	38	45	28	37	29	23	0	0	0	0		301
2013	68	53	68	61	72	57	66	74	53	69					6	647

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	68	53	68	61	59	63	54	67	62	53	0	0	0	0	62	612
2015	68	53	68	61	59	52	60	55	56	62	0	0	0	0	56	599
2016	68	53	68	61	59	52	49	61	46	56	0	0	0	0	46	577
2017	68	53	68	61	59	52	49	49	51	46	0	0	0	0	51	560
2018	68	53	68	61	59	52	49	49	41	51	0	0	0	0	41	555
2019	68	53	68	61	59	52	49	49	41	41	0	0	0	0	41	545
2020	68	53	68	61	59	52	49	49	41	41	0	0	0	0	41	545
2021	68	53	68	61	59	52	49	49	41	41	0	0	0	0	41	545
2022	68	53	68	61	59	52	49	49	41	41	0	0	0	0	41	545
2023	68	53	68	61	59	52	49	49	41	41	0	0	0	0	41	545