

**SHOESMITH**

**Geographic Area - Hyde Park**



Official School Name
Beulah Shoesmith Elementary School

Address
1330 E 50th St
Chicago, Illinois 60615

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
341	330	103%	390	87%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	K-6	Level 2	Efficient	Efficient

**Mission Statement as of May 2013**

We believe that every student in our school is capable of learning and thinking at high levels. We will meet the academic and social/emotional needs of all of our students including students with disabilities, English language learners, high achievers and struggling learners challenge each student by providing a safe and nurturing learning environment that encourages self-expression and creativity, and by setting high expectations, utilizing rigorous, research-based instructional materials and implementing differentiated instructional practices.

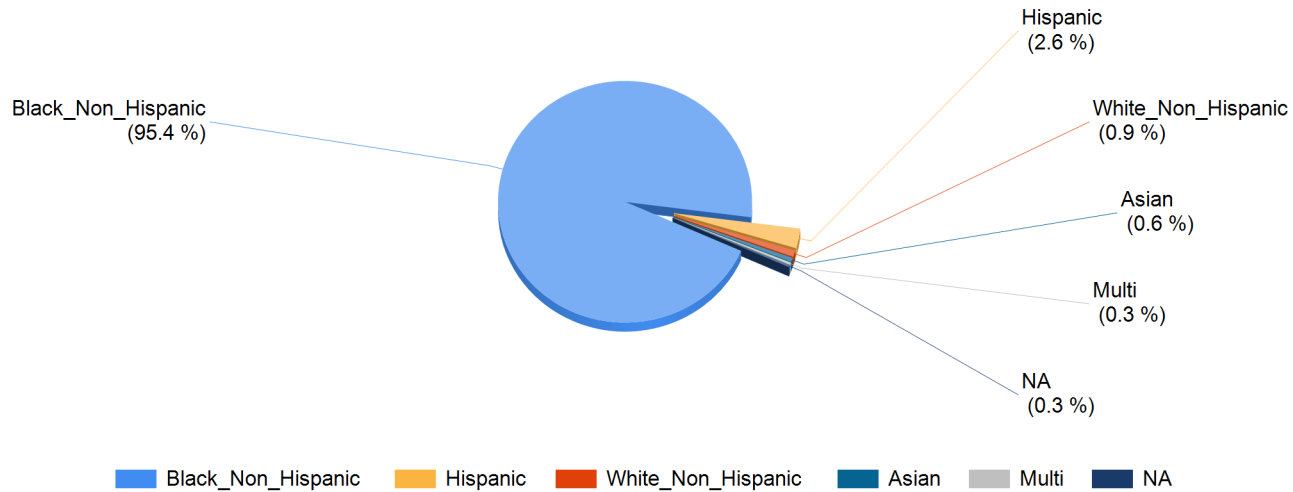
**School Priorities as of May 2013**

Description	Rationale
We will use PBIS and CHAMPS school-wide to build strong and consistent classroom and school community where students feel supported, then students will have less distraction from instruction and spend more time on task; the number of discipline referrals will decrease, and the number of students in Tier 3 will decrease.	According to the Five Essentials Overall Report for SY 2011, Shoesmith's overall performance score was "average" in the supportive environment category. In CIWP planning sessions stakeholders noted improvements for SY 2012, but still raised concerns regarding inconsistency of behavioral expectations.
If we set and clearly define high expectations for student learning, then students will take ownership of their role in their learning.	According to student responses on the My Voice, My School survey and feedback from stakeholders during CIWP planning sessions, Shoesmith lacked consistency from classroom to classroom in terms of what students were expected to know and be able to do, expectations for how they worked with others varied, quality of homework and classwork assignments varied, too.
If we explicitly instruct students in all content areas using a systematic method of delivery (demonstration, shared demonstration, guided practice, independent practice) then students will actively participate, take responsibility and have positive attitudes about their learning.	According to the SY 2011 School Progress Report, only 28.4% and 32.5% of our 3rd-5th grade students performed at or above grade level in reading and math respectively. In addition, data from both formal observations and snapshots displayed a trend in the delivery of instruction in which most teachers told or explained to students what they wanted them and expected them work independently versus teachers showing them what was expected and gradually releasing responsibility to students through scaffolded instruction. Impact on instruction: 1) this method allows students more time to practice skills and strategies, 2) method allows teachers to understand and determine levels of support students need in learning and plan instruction to meet those individual needs, 3) method allows students to move towards independence.
In order to improve communication between school and home, we will require a communication folder for each child containing all important school information. Parents will be responsible (on a daily basis) for reviewing the contents and signing to confirm receipt and review of its contents. As a result, parent participation will increase by 10%.	According to the 2011 My Voice, My School survey, overall score for parent engagement was average. CIWP discussions with parents revealed that communication is an area that parents would like to see improvement. Improvement in this area should lead to an increase in parent participation and parent support for Shoesmith's mission, which leads to increase in student achievement.

## 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>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Boys' Basketball, Boys' Cross Country, Cheerleading, Double Dutch, Flag Football, Girls' Basketball, Girls' Cross Country, Girls' Track, Pom-Pon
<b>Supports And Resources</b>	Our school, in the Hyde Park/Kenwood Community, utilizes a balanced literacy framework, Everyday Math, and F.O.S.S. Science. In addition, we include Spanish, general music, computer lab, and band. We partner with the Hyde Park Arts, ARCC Dance, Hubbard Street Dance Theater, M.A.D.E., the U of C, St. Paul and the Redeemer, J. A., Chgo Park District, and 1st Baptist Church.
<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
12.46	0.87	91.01	2.32	38.6	49	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.)	36,887
Year Constructed (MAIN)	1961
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	36887

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$756,488.59	<i>Exterior</i>
	\$1,585,190.75	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$187,076.89	<i>Interiors</i>
	\$192,223.46	<i>Site</i>
<b>Total Campus Need</b>	<b>\$2,720,979.69</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

