



Official School Name
Velma F Thomas Early Childhood Center

Address
3625 S Hoyne Ave
Chicago, Illinois 60609

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
174	182	96%	182	96%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K	N/A	Efficient	Efficient

Mission Statement as of May 2013

Our mission is to provide an education that honors the unique image of each child and strives to appreciate and nurture a diverse community of learners. We foster authentic relationships through communication and collaboration with children, families, staff and members of the community. Within these partnerships, we strive to prepare inquisitive, self-motivated, lifelong learners. Vision - The Velma Thomas Center believes that young children are engaged, active learners who construct their knowledge. Teachers are researchers who collaborate with colleagues to develop a cohesive environment. We believe that authentic relationships are the foundation of , and the prerequisite for all learning, development and change. We believe in the importance of engaging parents and empowering them to be advocates for their children.

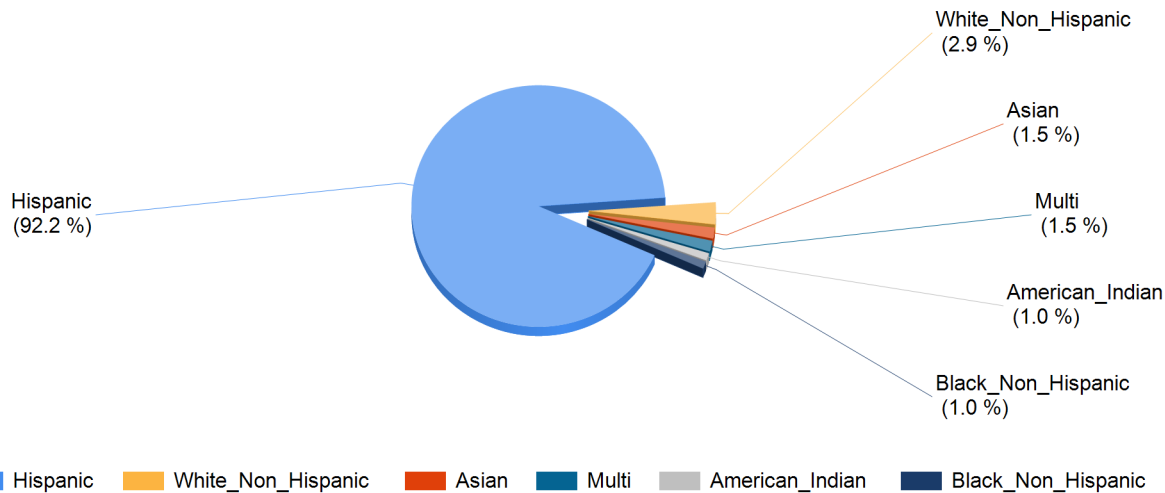
School Priorities as of May 2013

Description	Rationale
Develop Kindergarten Readiness which includes cognitive and social-emotional development of the child.	Research has demonstrated, by following children's interests in learning while addressing the social/emotional needs of children, they will have greater motivation to continue their studies. "A Bridge to Build", Catalyst, summer 2011.
Through Professional Development for academic achievement: increase understanding of Reggio Emilia Approach and embed Math, Literacy and Science within long term studies, in groupings articulated for ELL's and children with IEP's.; have inservices on Common Core adaptation to pre-school; increase peer-to-peer learning and classroom visitation between teaching staff. Refine RTI utilizing progress benchmarks in Teaching Strategies GOLD.	Research has shown that the more empowered and greater ownership staff have in their own learning as well as children and family learning, the greater the capacity of the school. Children of this age, are capable of much more than we previously thought; consequently the role of the teacher has changed as well; to challenge and provoke their thinking. "Make most of early learning, target cash to kindergarten", Catalyst, Summer 2011.
Maintain and enhance Home-School Connections; maintain and expand outreach to receiving schools.	Fifty percent (50%) of our kindergarten-bound students go to the neighborhood school. Those parents and children who visit the school and become familiar with the instruction and learning, are more ready to apply their skills. Staff collaboration between pre k and kindergarten will lead to better alignment within the transition. National Educational Goals Panel report.

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
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	The Velma F. Thomas Early Childhood Center moved to the McKinley Park area in June 2006. We are predominantly Hispanic (94 %). Approximately 3% percent of the population is Caucasian, 2% Asian, and 1% African-American serving general education and special education students. We have one instructional and one blended model classroom. The school is 70% Spanish speaking.
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
23.90	43.41	29.27	0.00			N/A

General Information	
School Level	ES
Geographic Network	Pershing Elementary Network
Geographic Area	McKinley Park
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	16,056
Year Constructed (MAIN)	
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	16056

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

Campus-wide Air Conditioning	
A/C Level	None
No A/C: Many of these Campuses have air conditioning for administrative offices and in limited classroom such as Kindergarten, Pre-K and computer labs (per program requirements).	

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>
	\$536,144.18	<i>Exterior</i>
	\$249,414.88	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$231,484.11	<i>Interiors</i>
	\$14,011.14	<i>Site</i>
Total Campus Need	\$1,031,054.31	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

