

## BURNSIDE

## Geographic Area - Chatham



Official School Name
Burnside Elementary Scholastic Academy

Address
650 E 91st Pl
Chicago, Illinois 60619

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
681	840	81%		

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

### Mission Statement as of May 2013

The mission of the Burnside Scholastic Academy is to provide opportunities for the continual development of a data and research-driven learning environment through the implementation of effective instructional strategies in all disciplines, among all grade-levels and in response to all student ability-groups.

### School Priorities as of May 2013

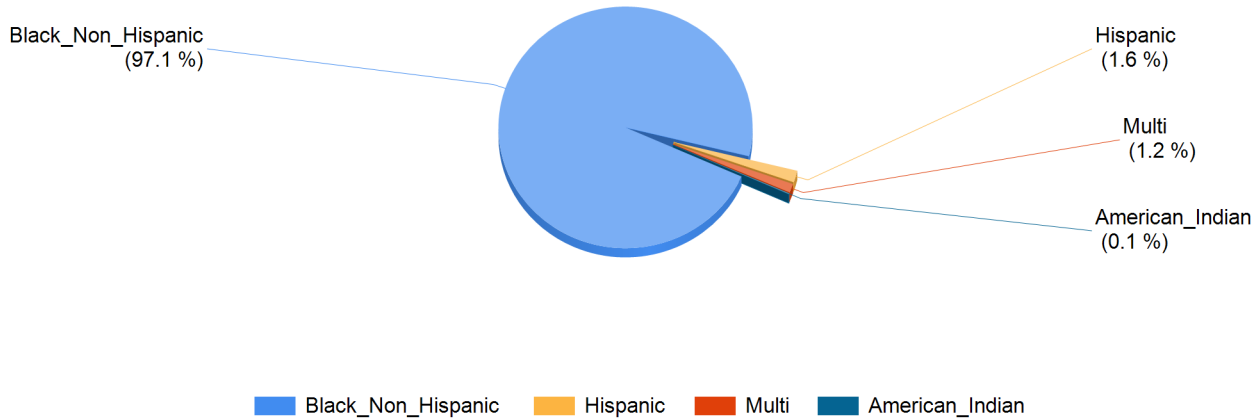
Description	Rationale
<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Ability-based Small Group Instruction Across All Grade Levels and Content Areas. This strategy will be supported by collective lesson and unit planning implementation that will stem from the infusion of systemic backward planning practices. Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result.</p> <p>Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: Ability-based Small Group Instruction Across All Grade Levels and Content Areas was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variance in skill attainment among student cohorts in all assessed grade- level bands. These data conclusions will be addressed through the reduction of broad-based instructional targets and the implementation of the enhanced infusion of comprehensive small group, ability-based instructional practices. Lesson delivery will be guided through Backward Design frameworks. In order to ensure the prevalence of meaningful instruction, guided practices strategies will be given priority. In addition, targeted instructional needs will be determined through triangulated data conclusions.</p>

<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Focus on Text Complexity Competencies Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) targeting of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result. Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: Focus on Text Complexity Competencies was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in text-related skill attainment among student cohorts in all assessed grade-level bands. These data conclusions will be addressed through the reduction of structurally-minimized texts and the increase in texts that meet indicators for complexity. Examples of text complexity indicators will include qualitative aspects such as language and knowledge demands and qualitative aspects that consider word and sentence length.</p>
<p>Measurable Growth in ISAT Reading Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Evidence-based Writing Competencies Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) targeting of similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result. Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: Evidence-based Writing Competencies was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade level bands. These data conclusions will be addressed through the reduction of broad-based writing competencies and the enhanced infusion of evidence-based writing competencies as indicated by increased writing instruction that will include, student analysis of multiple texts, the construction of arguments from explanatory and informational texts and narratives. In addition, attentiveness to audience, task and purpose will be emphasized.</p>
<p>Measurable Growth in ISAT Mathematics and Science Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Optional Mathematics and Scientific Conceptual Understanding and Procedural Fluency Full implementation of this strategy will significantly impact instruction through sustained lesson targeting (Common Core Curriculum standards) targeting of similarly deficient skill sets among students. Incremental test score increases will be the desired result. Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: Mathematics and Scientific Conceptual Understanding and Procedural Fluency was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands. These data conclusions will be addressed through the reduction of the practice of procedural fracturing and cursory-levels of content exposure and the enhanced infusion of in depth content instruction and sequential procedural instruction in the delineation of all task based operations.</p>
<p>Measurable Growth in ISAT Composite Scores in the "exceeds" category of 2% - 4% and the "meets" category of 3% - 5% through the specific application of the following strategy:</p> <p>Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and Application Full implementation of this strategy will significantly impact instruction through the introduction of alternate instructional modalities targeting (in accordance with Common Core Curriculum standards) that will target similarly deficient skill sets among student cohort groups. Incremental test score increases will be the desired result. Teacher capacity building as measured by REACH Students standards for teacher performance and additional measurable student learning as determined by the NWEA incremental assessments will serve as indicators of measure for this strategy.</p>	<p>The priority entitled: Technology Integration (iPad format) to Facilitate Deeper Content and Non-fiction/Fiction Understanding and Application was given precedence as a result of ISAT and Scantron data analyses that demonstrated measurable variances in skill attainment among student cohorts in all assessed grade-level bands. These data conclusions will be addressed through the reduction of fictional text dominance in curriculum, and specifically, in instructional Literacy and the content disciplines. The systemic integration of technology will enhance the opportunity and accessibility of non-fictional texts within an interactive framework.</p>

**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>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Boys' Cross Country, Boys' Golf, Boys' Soccer, Double Dutch, Flag Football, Girls' Basketball, Girls' Cross Country, Girls' Golf, Girls' Track, Pom-Pon
<b>Supports And Resources</b>	Burnside Scholastic Academy offers students an academic program set in a disciplined environment with a strong emphasis on reading, mathematics, writing, science, and computer technology. Burnside has been awarded the Comprehensive Gifted Program for Grades 1-8. Special education program is available for all grade levels.
<b>Theme Based Magnet</b>	MS: Scholastic Academy

**% 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
11.28	0.26	86.77	0.26			N/A

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	Chatham
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	122,945
Year Constructed (MAIN)	1898
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	56755
ADDITION_1	27918
ADDITION_2	38272

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	2012	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$715,161.59	<i>Exterior</i>
	\$5,230,942.86	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$993,993.00	<i>Interiors</i>
	\$358,812.74	<i>Site</i>
<b>Total Campus Need</b>	<b>\$7,298,910.19</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

Campus Summary	
<b>Recommended Campus Action</b>	Renovation
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	YES
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	35	74	89	82	76	98	79	73	89	78	0	0	0	0		738
2007	35	78	75	84	81	70	91	75	63	77	0	0	0	0		694
2008	36	89	77	74	91	86	72	91	73	69	0	0	0	0		758
2009	40	71	79	76	93	81	81	77	81	86						654
2010	34	75	74	79	81	100	81	81	69	80	1	0	0	0		755
2011	39	94	79	75	80	78	100	76	72	67	0	0	0	0		760
2012	40	78	91	75	82	78	79	102	67	69	0	0	0	0		761
2013	39	80	80	72	100	69	75	74	69	82	0	0	0	0	46	786

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	39	80	76	84	75	96	70	78	69	66	0	0	0	0	69	779
2015	39	81	76	80	86	72	97	73	72	65	0	0	0	0	72	787
2016	39	80	77	79	83	82	73	101	68	68	0	0	0	0	68	796
2017	39	80	76	81	81	79	83	76	94	64	0	0	0	0	94	799
2018	39	80	76	79	83	77	80	86	71	89	0	0	0	0	71	806
2019	39	80	76	79	81	79	78	83	80	67	0	0	0	0	80	788
2020	39	80	76	79	81	77	80	81	77	76	0	0	0	0	77	792
2021	39	80	76	79	81	77	78	83	75	73	0	0	0	0	75	787
2022	39	80	76	79	81	77	78	81	77	71	0	0	0	0	77	785
2023	39	80	76	79	81	77	78	81	75	73	0	0	0	0	75	785