

# JUNGMAN

# Geographic Area - Pilsen - Little Village



Official School Name
Joseph Jungman Elementary School

Address
1746 S Miller St
Chicago, Illinois 60608

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
265	480	55%		

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

### Mission Statement as of May 2013

All students completing the Jungman courses of study are members of the global community, and prepared to make informed decisions about further courses of study. They are independent individuals who understand the importance of contributing to society and working well with others for a common purpose. They are critical thinkers who are adept at problem identification and resolution and are empowered to embrace new experiences in order to grow individually and as part of the international society. Our staff is committed to involving students, parents and members of the wider community to achieve these goals in an ongoing process of educational improvement.

### School Priorities as of May 2013

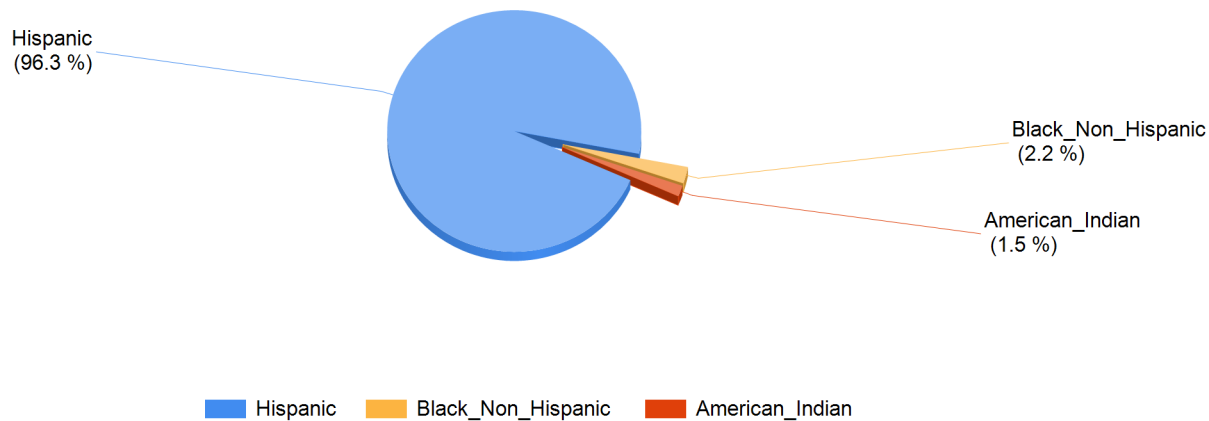
Description	Rationale
Teachers will learn and adopt the CPS Literacy Content Framework to design and implement a strategic and responsive curricula that is CCSS aligned.	Our current rating for Dimension 2: Instruction is 2 which indicates the school has a definite focus on the TOA. However, progress must be made in regards to increasing student achievement as evident in most recent data from TRC, Dibles, Idel, and Scantron. Although students are achieving growth from beginning to end of the year, students are not achieving at or above grade level. In the primary grades (K-2) TRC results indicated there was a decrease from MOY to EOY in grades 1st (8%) and 2nd (6%). In intermediate grades 3rd - 5th, 73% percent of students made growth targets, but only 42% are at/or above grade level as demonstrated in SCANTRON Spring data. In middle school 6th - 8th grade, 63% percent of student made growth targets, but only 37% are at/or above grade level as demonstrated in SCANTRON Spring data. Results show evidence of student growth, nevertheless progress monitoring of students is needed as well as targeted interventions. Instructional practices must be altered based on individual needs in order to address a higher percentage of students at or above grade level.

<p>Teachers will provide scaffolded instruction centred in QTEL philosophy. Teachers will implement QTEL lesson architecture while developing quarterly unit plans that reflect the three momements in a lesson. (Preparing Learners, Interacting with Text, &amp; Extending Understanding)</p>	<p>Teachers received PD during the summer of 2011 on QTEL philosophy to develop knowledge of Research Based Instructional Practices and ensure implementation to ultimately increase student achievement. Based on Learning Walks by ILT members, 100% of the teachers adjusted their practice to include strategies recommended by QTEL that would create a more collaborative and student centered environment. All students were exposed to a variety of strategies. Teacher monitors student use of strategies to ensure they would be able to use the strategy accurately, and also verbalize how and when to use the strategy, in order for them to master content. Teachers assessed students' understanding of both the QTEL strategies and content knowledge using a common rubric designed by the ILT. Based on data collected by ILT members, 100% of teachers have implemented a QTEL strategy within their teaching practice. Teachers have assessed students' understanding of both the QTEL strategies and content knowledge using a common rubric designed by the ILT (Levels 1-4). Results of learning walks proved 70% of primary students, 80% of intermediate students, and 80% of upper level students achieved a 3 or 4 on the rubric. In addition, ILT members collected data on the use of teacher academic language &amp; increased percentage of student work at a higher level (DOK) to demonstrate understanding lessons. This demonstrated that we need to ensure that quarterly unit plans developed embed QTEL philosophy and lesson architecture.</p>
<p>Teachers will deepen understanding of Mathematics: Standards for Mathematical Practices. An emphasis on Shift 1: Focus will be made to align the math curriculum and provide targeted instuction at each grade level.</p>	<p>Our current rating for Dimension 2: Instruction is 2 which indicates the school has a definite focus on the TOA. However, progress must be made in regards to increasing student achievement as evident in most recent data from Scantron. Although students are achieving growth from beginning to end of the year, students are not achieving at or above grade level. In intermediate grades 3rd - 5th, 62% percent of students made growth targets, but only 30% are at/or above grade level as demonstrated in SCANTRON Spring data. In middle school 6th - 8th grade, 60% percent of student made growth targets, but only 30% are at/or above grade level as demonstrated in SCANTRON Spring data. Results show evidence of student growth, nevertheless instructional practices must be altered and targeted intervention must be in place. There is a need for professional development to increase teacher understanding of CCSS-Math and work must be done by Math team to begin aligning the math curriculum to Math Shift-1 Focus which will provide targeted instruction for each grade band. Math team must also begin to identify gap in the curriculum in order to purchase supplemental materials that are aligned to CCSS-Math.</p>

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>Creative</b>	Dance
<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>	Common Threads, Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Life and Leadership</b>	Mentoring for Boys/Girls, Peer Mentors, Service Learning/Community Volunteer Program
<b>Parent and Community</b>	8-9th Grade Transition Workshops, Conflict Resolution, ESL Workshops, Gang Awareness Workshop, Parent Advisory/Group, Parent Advocacy, Safety Workshops, Supporting your Student Workshops/Programs
<b>Scholastic</b>	Bilingual Support, Book/Reading Club, Chicago History Fair, DePaul/America Reads, Homework Help, Newspaper, Science Club, Supplemental Educational Services (SES) Tutoring, Technology Club, Tutoring, Writers Workshop, Young Authors
<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>	Aerobics, Boys' Basketball, Boys' Soccer, Boys' Volleyball, Conditioning and Fitness, Exercise, Fitness Basics, Floor Hockey, Girls' Basketball, Girls' Soccer, Running, Tumbling
<b>Supports And Resources</b>	Jungman students are critical thinkers adept at problem identification and resolution. They are motivated and excited about learning. Our staff uses an abundance of learning resources including current technology and exposure to the city's diverse activities.
<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
12.82	41.76	56.04	0.37	52.9	82.4	N/A

General Information	
School Level	ES
Geographic Network	Pilsen-Little Village Elementary Network
Geographic Area	Pilsen - Little Village
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	72,628
Year Constructed (MAIN)	1903
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	63488
ADDITION	9140

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	
		<b>Facility Systems Assessed (by Phase)</b>
	\$926,777.28	<i>Exterior</i>
	\$3,368,380.73	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$767,084.89	<i>Interiors</i>
	\$200,095.61	<i>Site</i>
<b>Total Campus Need</b>	<b>\$5,262,338.51</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	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	0
SCIENCE	YES
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	22	58	47	45	41	53	55	46	46	46	0	0	0	0		437
2007	27	40	53	41	35	39	54	50	36	48	0	0	0	0		396
2008	28	31	37	40	35	29	29	44	30	25	0	0	0	0		328
2009	33	37	27	33	37	36	29	33	35	27						257
2010	32	34	40	21	34	34	32	27	34	35	0	0	0	0		323
2011	35	27	32	39	20	32	32	30	22	31	0	0	0	0		300
2012	30	33	29	28	31	21	32	30	28	22	0	0	0	0		284
2013	30	34	30	27	21	25	27	18	28	25	0	0	0	0	0	265

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	30	35	30	27	23	21	22	27	16	26	0	0	0	0	16	257
2015	30	34	30	27	23	23	19	22	24	14	0	0	0	0	24	246
2016	30	34	30	27	23	23	21	19	19	22	0	0	0	0	19	248
2017	30	34	30	27	23	23	21	21	17	17	0	0	0	0	17	243
2018	30	34	30	27	23	23	21	21	18	15	0	0	0	0	18	242
2019	30	34	30	27	23	23	21	21	18	16	0	0	0	0	18	243
2020	30	34	30	27	23	23	21	21	18	16	0	0	0	0	18	243
2021	30	34	30	27	23	23	21	21	18	16	0	0	0	0	18	243
2022	30	34	30	27	23	23	21	21	18	16	0	0	0	0	18	243
2023	30	34	30	27	23	23	21	21	18	16	0	0	0	0	18	243