

**KINZIE**

**Geographic Area - MDW**



Official School Name
John H Kinzie Elementary School

Address
5625 S Mobile Ave
Chicago, Illinois 60638

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
684	990	69%		

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**

The Kinzie mission is to meet the academic and social needs of all students within the Kinzie Community.

**School Priorities as of May 2013**

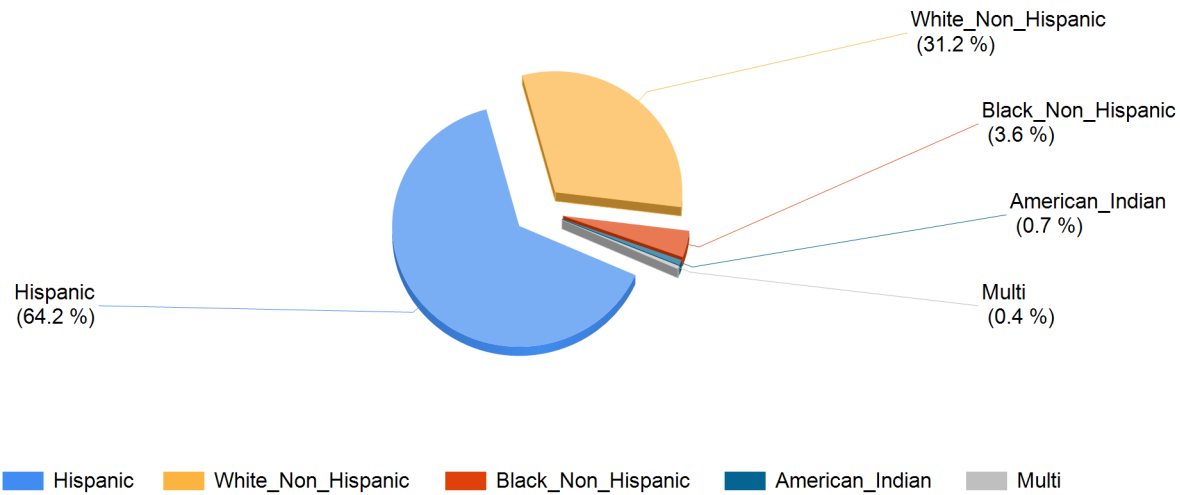
Description	Rationale
Kinzie will provide students with a challenging Common Core Based, College/Career Readiness program from K-8.	<p>Kinzie does good work getting students to a proficient level on ISAT (77.5% Reading/87.8% Math). We would like to move more students towards exceeds category on all assessments. Currently, 19.7% exceed in Reading, 32.6% in Math, and 12.8% exceed in Science on ISAT. 40.5% of 8th grade students meet College Readiness benchmarks in Reading and 36.7% meet College Readiness Benchmarks in math.</p> <p>We would also like to move the number of students meeting growth targets based on Scantron (soon to be NWEA). Currently, 51.6% meet growth targets in 3-5 Reading, 56.4% in 6-8 Reading, 67.6% in 3-5 Math, and 60.0% in 6-8 Math.</p> <p>We will do this by making the transition to the Common Core State Standards, providing enrichment opportunities that challenge our students within the school day and after, provide appropriate interventions to our struggling students, drastically upgrade current technology to assist in the delivery of instruction and provide access to a more enriching curriculum, and continue our critical thinking course for upper grades (Advanced Placement Preparation).</p>

<p>Provide opportunities for our Students With Disabilities to participate in academic programs in a less restrictive environment while still meeting their individual educational needs.</p>	<p>Students with Disabilities are showing signs of struggling. Kinzie did not make AYP for the 2010/2011 school year. 33.3% (target was 42.8%) of SWDs met expectations in Reading, 59.5% (target was 53.3%) of SWDs met expectations in Math on ISAT. During the 2010/2011 school year, Kinzie had 82% of SWDs in LRE 2 and 3. This means that the vast majority of SWDs were receiving their instruction in a separate setting. Kinzie made it a priority to change that paradigm. We believe special education should be a support to meet the needs of individuals with disabilities. We also believe that by providing Students with Disabilities opportunities to be part of our general education program, with supports, they will be better prepared to be more independent, productive members of society. We believe that special education need not necessarily dictate a student being separated from the general school population. In addition, we accept the challenge to meet the needs of students who do need a more restrictive environment to meet their educational needs.</p> <p>Kinzie plans on continuing efforts to bring educational supports to students rather than take the students away from their peers to receive supports. When a student's needs dictate a smaller, more individualized educational program, we will try to provide that also.</p>
<p>Establishing and implementing a comprehensive literacy program for kindergarten through 3rd grade.</p>	<p>In 2010/2011, Kindergarten through 3rd grade literacy programs have not been established. Teachers in those grades were implementing a small variety of programs. While instruction was effective, the disjointed programs allowed for gaps in instruction. At the end of 2011, 62% of students were at benchmark on DIBELS or IDEL.</p> <p>As of May, 2012, all K-3 teachers are using the same literacy program. Kinzie was still missing a uniform phonics program. In May, 2012, Intensive Phonics was selected as Kinzie's phonics program. Literacy Coach was trained and the program was purchased. The teachers will be trained, on Intensive Phonics, our current program, and RTI processes before school during the five professional development days. We will utilize banked professional Development/Planning time to monitor progress, receive training, and plan instruction.</p> <p>A needs survey was conducted in Spring, 2012. A list of appropriate Leveled Readers has been established, materials for classroom libraries aligned to Common Core have been developed. Everything will be in place for Fall, 2012.</p>
<p>Kinzie will meet the needs and expectations of our families, community, students and staff. In particular we will ensure a smooth transition to the Full School Day in 2012/2013.</p>	<p>Kinzie will do its best to ensure a smooth transition to the Longer School Day. We will consider students' needs, family concerns, and staff when planning and implementing the Longer School Day Plan.</p> <p>Kinzie currently coordinates all school improvement efforts with parents and community. We will continue that relationship and keep listening to the communities needs and expectations above all others. We will strive to meet those needs and expectations.</p>
<p>Administration will build effective leadership teams to accomplish goals.</p>	<p>Kinzie currently has an ILT and a PPLC. Teams do meet regularly, review data, identify and suggest PD, monitor instructional programs, etc... Staff members do not see ILT and PPLC having a direct impact on school improvement efforts. Kinzie administration will ensure ILT and PPLC have more opportunity to share with teachers. Administration will provide leadership training, equity in staff representation, more frequent meetings, attach specific outcomes, share progress, and make sure teacher leaders are heard.</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>School-wide Programs and Models</b>	Early Childhood Program, After School All Stars, Community Schools
<b>Selective Enrollment/Gifted Program</b>	Specific Aptitude
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	A neighborhood school with a Math/Science Magnet Program, Kinzie offers accelerated math/science instruction. Science instruction follows Chicago Math & Science Initiative curriculum requirements. Kinzie has partnerships with Chicago Communities in Schools, Gallery 37, St. Xavier University, and Home Run Inn Pizza. Kinzie also offers a special program for deaf students.
<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
24.61	18.07	66.86	1.00	92.3	88.1	NEED DATA

General Information	
School Level	ES
Geographic Network	Midway Elementary Network
Geographic Area	MDW
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	106,838
Year Constructed (MAIN)	1957
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size

Schools Co-Located on Campus
<b>School Name</b>
KENNEDY HS

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$456,640.47	<i>Exterior</i>
	\$2,223,246.74	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$383,039.80	<i>Interiors</i>
	\$30,883.71	<i>Site</i>
<b>Total Campus Need</b>	<b>\$3,093,810.72</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>	Maintain
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	#N/A
MUSIC	#N/A
BAND	#N/A
CHORAL	#N/A
COMPUTER	#N/A
LIBRARY	#N/A
SCIENCE	#N/A
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	64	56	50	71	79	67	68	70	80	70	0	0	0	0		611
2007	71	72	58	56	79	77	72	65	73	77	0	0	0	0		629
2008	63	64	73	63	61	84	82	76	67	78	0	0	0	0		711
2009	58	80	61	81	70	60	89	81	78	71						591
2010	54	81	69	56	85	65	64	96	83	83	0	0	0	0		736
2011	56	72	75	69	60	81	68	65	90	84	0	0	0	0		720
2012	62	71	71	70	75	61	81	76	66	93	0	0	0	0		726
2013	45	57	66	69	73	71	73	62	79	73	0	0	0	0	58	726

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	46	54	66	68	75	77	72	79	61	84	0	0	0	0	61	738
2015	46	56	67	68	74	79	78	76	77	64	0	0	0	0	77	742
2016	46	56	66	68	74	78	80	83	74	81	0	0	0	0	74	763
2017	46	55	66	67	74	78	79	85	81	78	0	0	0	0	81	766
2018	46	56	66	67	73	78	79	84	83	85	0	0	0	0	83	774
2019	46	56	66	67	73	77	79	84	82	87	0	0	0	0	82	774
2020	46	56	66	67	73	77	78	84	82	86	0	0	0	0	82	772
2021	46	56	66	67	73	77	78	83	82	86	0	0	0	0	82	771
2022	46	56	66	67	73	77	78	83	81	86	0	0	0	0	81	770
2023	46	56	66	67	73	77	78	83	81	85	0	0	0	0	81	769