

MORRILL

Geographic Area - Chicago Lawn



Official School Name
Donald Morrill Math & Science Elementary School

Address
6011 S Rockwell St
Chicago, Illinois 60629

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
816	840	97%		

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

Mission Statement as of May 2013

At Morrill School, we educate the whole child. We create a positive, safe, nurturing, student-centered, collaborative learning environment of academic excellence, characterized by a differentiated, rigorous, and standards-based curriculum, where all students become lifelong learners, critical thinkers, and responsible leaders of a global society.

School Priorities as of May 2013

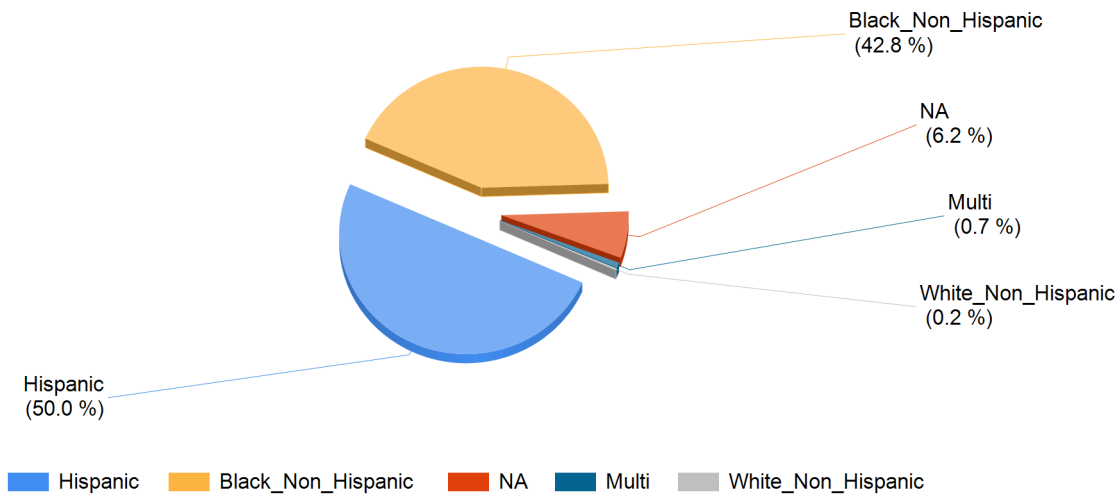
Description	Rationale
Improve the Core Instructional Program of every teacher through an organized and differentiated Professional Learning System and organization allowing distributed leadership, so that practices are tightly aligned to the expectations of the REACH teacher evaluation system.	Prior to this year, Morrill was said to have "pockets of excellence", whereas the majority of teachers at Morrill followed a traditional, teacher-centered model of instruction. Observations from administration and instructional coaches have confirmed this description. This year we have focused on ensuring all teachers use standards-based, SMART daily objectives, scaffolding from a mini-lesson with modeling, to small group differentiated tasks, followed by an exit slip to determine the effectiveness of the lesson. In 2012-2013 teachers will continue to improve their instruction, aligning it with the new REACH evaluation system. In 2011-2012, most professional learning was whole-group and not differentiated to the individual needs of teachers, in large part so the school could get "on the same page" and have similar expectations, but also because the school is so large but did not have a culture of distributed leadership.
Teachers will improve the school's Core Instructional Program by continuing to create CCSS-aligned Unit Plans with HOTS performance tasks, so that students have multiple opportunities to learn at their instructional level, and at their grade level, while preparing every student for high school and ultimately college and career readiness. Teachers will use a variety of differentiated materials, tasks, and topics that relate to students' lives while exposing them to the broader culture and global society. INCLUDE LANGUAGE OF INSTRUCTIONAL SHIFTS	In 2011-2012 teachers began creating Unit Plans. The majority of teachers continue to rely on materials from one publisher in each subject. As we continue to prepare for the PARCC assessment by unpacking, understanding, and teaching to the Common Core standards, our teachers will have to begin using a variety of materials in addition to the basal or publisher series. Teachers will collaborate with grade level and grade cycles to plan and develop CCSS-aligned unit plans for all subjects. Unit plans will be rigorous and cross-curricular.
Strengthen and improve Family and Community Engagement and collaboration with faculty and staff at Morrill, primarily by creating a parent liaison position, but also ensuring the school hosts multiple events, committees, and other opportunities for parents to get engaged in Morrill.	Due to the history of the culture, Morrill continues to have a very low parental and family involvement. Our report card pickup rate is less than 80%, and attendance at events usually consists of the same twenty parents that always participate. Our PTA and LSC meetings routinely have less than ten people. Parents and staff will help organize after-school clubs, programs, and sports teams.

<p>Create a more positive, nurturing school Climate & Culture through the continued implementation of restorative justice, along with an increase of sports and after-school clubs available to students, while creating a music program during instructional time as a weekly prep for all students. PBIS will be continued and refined.</p>	<p>In 2010-2011 there were more than 1,400 discipline referrals recorded at Morrill, and more than 50 suspensions. In the summer of 2011 we created a PBIS team that created a schedule of incentive events such as dances, movies, and games, to reward positive behavior. Morrill implemented restorative justice to shift the culture away from retributive justice to one of support. Teachers are seeking additional programs to reward students and keep them engaged in a positive way.</p>
<p>Align resources to create and implement an RTI program for both during and after-school to target at-risk students. Align the RTI program with the Related Services team and Special Education department so there is a seamless, collaborative, and rapid response to individual students' needs. Increase the main-streaming of special education students and co-teaching of special education teachers, while improving the quality of the writing of IEPs.</p>	<p>Prior to this year, Morrill's RTI program consisted of sending at-risk students to a computer lab during prep time to improve reading skills using Imagine Learning. Students were identified at the beginning of the year. In 2011-2012 administration and instructional coaches attempted to create a more responsive system that allowed additional small-group tutoring of at-risk students. We have learned what does and doesn't work, and need to align our resources next year to allow for a streamlined, less cumbersome, but more robust RTI program. Additionally, the Related Services team is burdened with a backlog of students needed to be tested for special education services, whereas the SPED department needs more support writing IEPs, while shifting from having four self-contained classrooms to main-streaming and co-teaching. Morrill will open a bucket to hire college students for part-time work to tutor and support RTI program. We will create a system to target students that transfer in to Morrill to identify their academic levels and necessary supports. The main focus of RTI will be on grades K-3.</p>

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
Scholastic	Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, Kindergarten, After School All Stars, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	Morrill participates in the Chicago Math & Science Initiative. The school provides two fully equipped computer labs for students. A neighborhood school serving a culturally diverse student population, Morrill partners with the Black Star Project, Latino Organization Southwest, and SWOP.
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
12.56	32.18	71.53	1.32	66.4	84.3	N/A

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

Building(s) Inventory	
Total Campus Area (S.F.)	97,300
Year Constructed (MAIN)	1926
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	77600
ADDITION	19700

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	
		Facility Systems Assessed (by Phase)
	\$1,853,455.89	<i>Exterior</i>
	\$4,714,812.96	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$2,428,421.71	<i>Interiors</i>
	\$1,224,138.63	<i>Site</i>
Total Campus Need	\$10,220,829.19	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	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	68	117	113	95	117	119	103	138	88	105	0	0	0	0		995
2007	70	99	117	109	110	102	132	98	124	83	0	0	0	0		974
2008	66	100	105	103	107	97	95	110	82	118	0	0	0	0		983
2009	68	96	110	99	95	84	92	84	104	79						747
2010	71	107	92	95	113	90	76	93	79	101	0	0	0	0		917
2011	70	70	87	86	93	85	82	71	80	72	0	0	0	0		796
2012	70	88	79	83	104	88	80	87	68	75	0	0	0	0		822
2013	74	82	90	98	77	73	88	91	81	85	0	0	0	0	23	862

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	76	82	96	86	108	70	70	98	90	85	0	0	0	0	90	881
2015	75	80	93	91	91	96	67	78	97	94	0	0	0	0	97	884
2016	75	81	93	89	98	81	92	74	77	101	0	0	0	0	77	883
2017	75	81	94	89	96	88	78	102	73	80	0	0	0	0	73	877
2018	75	81	93	90	95	86	85	86	101	76	0	0	0	0	101	890
2019	75	81	93	89	97	85	83	94	85	105	0	0	0	0	85	909
2020	75	81	93	89	95	87	82	92	93	88	0	0	0	0	93	897
2021	75	81	93	89	95	85	84	91	91	96	0	0	0	0	91	902
2022	75	81	93	89	95	85	82	93	90	94	0	0	0	0	90	899
2023	75	81	93	89	95	85	82	91	92	93	0	0	0	0	92	898