

SCHOOL IMAGE UNAVAILABLE

Official School Name

Wendell E Green Elementary School

Address

1150 W 96th St

Chicago, Illinois 60643

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
303	480	63%		

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

Mission Statement as of May 2013

The Village Green will educate the total child by providing inquiry based, higher order thinking labs, infused with multiple opportunities of written and verbal communication. Peer collaboration will be highlighted as it is essential in problem solving, group dynamics, and interpersonal relationships. Additionally, not only must students have challenging, real world text to read, but also to think/reflect about, and respond to in written and verbal form.

School Priorities as of May 2013

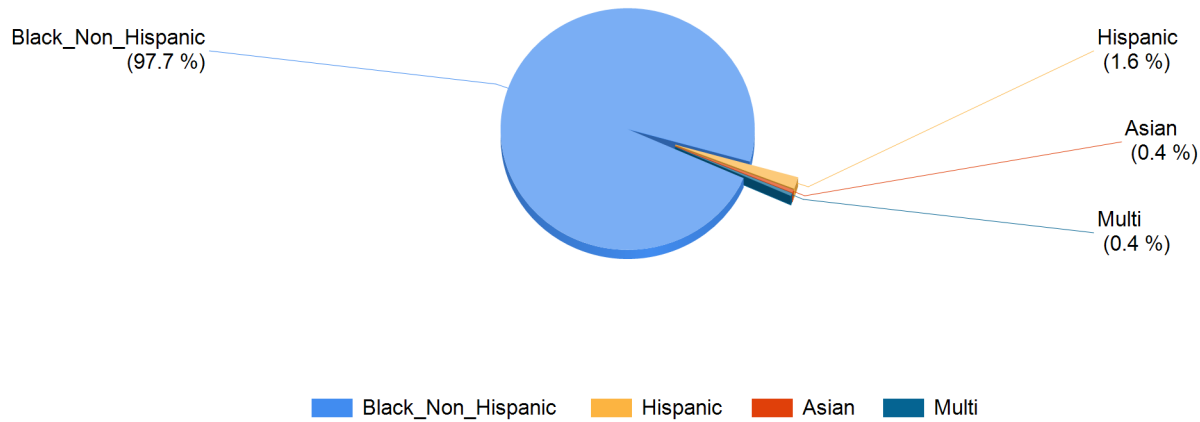
Description	Rationale
Core Instructional Program/Language Arts Instruction- Students will have ample and varied opportunities to communicate with others in the 21st century environment. CCSS has strands to specifically address these areas.	Reading, writing, and speaking are the core of language development. There are very strong links between literacy, school performance, self-esteem, and life chances. The inability to read or write at a 12th grade level is a barrier for CPS high school seniors seeking college admissions. Reading in the content areas involves the use of prior knowledge to connect what students know to new information being presented. It also requires an understanding that authors use patterns to organize their writing. When students are able to recognize these patterns, they can more readily comprehend the text, especially if they use a note taking strategy and a graphic organizer to help them frame their thinking.
Core Instructional Program/Mathematics and Science Instruction- Our students will use problem solving, communication, and reasoning by integrating the mathematical concepts of CCSS across the curriculum areas in real-world situations.	Mathematics is the foundation of science and technology. Everyone needs mathematics in order to function in society and the world of work. Mathematics is the foundation of science and technology. Mathematical literacy is important for all students to possess and apply. Our students will learn from a variety of teaching techniques and strategies which utilize all modes of learning, involving various resources, hands-on activities, audiovisual aides, and the use of computer technology and calculators. Our students will be prepared to function in a global society through the use of problem solving, communication, and reasoning by integrating the mathematical concepts across the curriculum areas in real-world situations.
Professional Learning Systems- Teachers will engage in on-going professional development as we implement CCSS in language arts and mathematics. Time will be allotted to teachers to create common unit and thematic planning across the curriculum.	Professional development addresses essential questions concerning problems of practice, specifically related to teaching and learning. The goal of our professional development will be to provide on-going support to teachers as we implement CCSS in language arts and mathematics. Time will be allotted to teachers for common unit and thematic planning across the curriculum. The planning will dually address analyzing real time student data weekly and building teacher capacity with Common Core. Teacher capacity will be enhanced via ILT and Teacher Teams.

Response to Intervention / Special needs- Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).	Response to Intervention (Rtl) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. Teacher feedback has indicated that an information gap exists between our special needs department and general ed classroom teachers. We don't currently share the same working knowledge of Tier 1, 2, and 3 supports with documentation supporting appropriate strategies to implement the interventions. Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).
Parental / Community Relations- We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.	Parental and community relations encompass work designed specifically to assist the development of understanding, respect and communication within our neighborhood. It can provide opportunities for issue based work to be developed at a co-operative level and on an on-going basis between stakeholders, which can in turn increase the possibility of people obtaining accurate information and the gradual development of mutual respect. We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.

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, After School All Stars, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Boys' Cross Country, Boys' Golf, Boys' Soccer, Boys' Volleyball, Cheerleading, Chess, Double Dutch, Flag Football, Girls' Cross Country, Girls' Golf, Girls' Tennis, Girls' Track, Pom-Pon, Wrestling
Supports And Resources	Wendell E. Green Elementary is a neighborhood school offering a general academic curriculum. Numerous extracurricular activities are offered for students along with supplemental education opportunities. Students are recognized for their achievements with honor roll, citizenship, perfect attendance, and much improved awards.
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
17.58	0.00	90.23	2.34	46.6	59.8	N/A

General Information	
School Level	ES
Geographic Network	Rock Island Elementary Network
Geographic Area	Auburn Gresham
School Type	District

Schools Co-Located on Campus	
School Name	

Building(s) Inventory					
Total Campus Area (S.F.)	40,300				
Year Constructed (MAIN)	1972				
<div>Breakdown by Building Type (S.F.)</div> <table> <tr> <td>Building Type</td><td>Building Size</td></tr> <tr> <td>MAIN</td><td>40300</td></tr> </table>		Building Type	Building Size	MAIN	40300
Building Type	Building Size				
MAIN	40300				

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	
		<u>Facility Systems Assessed (by Phase)</u>
	\$550,664.40	<i>Exterior</i>
	\$1,483,846.65	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$654,917.12	<i>Interiors</i>
	\$383,058.39	<i>Site</i>
Total Campus Need	\$3,072,486.56	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	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
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	0	25	23	34	30	34	40	38	49	45	0	0	0	0		318
2007	0	21	25	21	34	29	32	33	40	40	0	0	0	0		275
2008	0	22	32	20	23	38	27	30	31	44	0	0	0	0		267
2009	0	24	29	28	29	26	43	26	25	36						242
2010	1	18	35	26	28	29	32	44	33	24	0	0	0	0		270
2011	0	17	27	33	30	29	30	33	40	28	0	0	0	0		267
2012	0	15	18	27	30	26	30	30	39	39	0	0	0	0		254
2013	0	16	20	27	25	28	37	29	28	24	0	0	0	0	13	247

Projected 10 Year Enrollment																
Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	16	22	25	27	26	33	36	31	27	0	0	0	0	31	256
2015	0	16	22	28	26	30	31	32	36	29	0	0	0	0	36	263
2016	0	16	21	27	29	28	35	30	33	34	0	0	0	0	33	266
2017	0	16	22	26	28	32	33	34	30	31	0	0	0	0	30	265
2018	0	16	22	27	27	31	38	32	34	28	0	0	0	0	34	268
2019	0	16	22	27	28	30	37	37	32	32	0	0	0	0	32	274
2020	0	16	22	27	28	31	36	36	37	30	0	0	0	0	37	276
2021	0	16	22	27	28	31	37	35	36	35	0	0	0	0	36	280
2022	0	16	22	27	28	31	37	36	35	34	0	0	0	0	35	279
2023	0	16	22	27	28	31	37	36	36	33	0	0	0	0	36	279