

WACKER

Geographic Area - Auburn Gresham



Official School Name
Charles H Wacker Elementary School

Address
9746 S Morgan St
Chicago, Illinois 60643

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
246	300	82%		

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

Our mission at Charles H. Wacker is to provide a high quality neighborhood school that involves staff, students, parents and community members in the process of academic growth and character development of all students. This will be accomplished by fostering and modeling skills that promote college/career readiness and productive citizenship, expanding instructional capacity through professional development based upon staff needs, and maintaining active parental/community support.

Vision

The vision of Charles H. Wacker Elementary School is to sustain a community of learners that continues to enhance their academic and personal development to grow and adapt in a changing society.

School Priorities as of May 2013

Description	Rationale
All classrooms will receive literacy instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	There are about 65% of Wacker students (grades K-2) at benchmark status based upon DIBELS testing. Additionally, 31% of students in grades 3-5 and 60% of students in grades 6-8 are at or above grade level in reading based upon Scantron data. This presents opportunities to increase teacher capacity in the instruction of reading. Also, students need resources for intervention and acceleration. As we adopt the new Common Core standards, teachers will have to develop curriculum plans, unit plans, and utilize resources to foster college/career readiness literacy skills in all students.
All classrooms will receive effective math instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	Based upon mClass math data, about 54% of students in grades K-2 are at benchmark status. Additionally 20.8% of students in grades 3-5 and 66.7% of students are at or above grade level in math based upon Scantron data. This yields for teachers to increase their capacity in instructing students in math skills and developing acceleration and intervention opportunities for all students. With the adoption of the Common Core standards, teachers will have to develop curriculum plans, unit plans, and utilize resources to promote college/career readiness math skills for all students.
Special Education instruction that provides learning opportunities in which students receiving specialized services can perform at their highest capacity	Summative and formative assessment data indicates that there is an achievement gap (45 percent difference) between students receiving specialized services and students that do not. The school needs to provide a tiered and systematic approach to ensure that students receive targeted assistance based upon student data. Individual Education Plans must be written to show that students have realistic, attainable goals that provide instructional rigor and show academic progress. School will provide instruction in the least restrictive environment to ensure that is maximum inclusion of students receiving specialized services. Special education teacher and non-special education teacher must collaborate to ensure that students are performing to their maximum capacity.

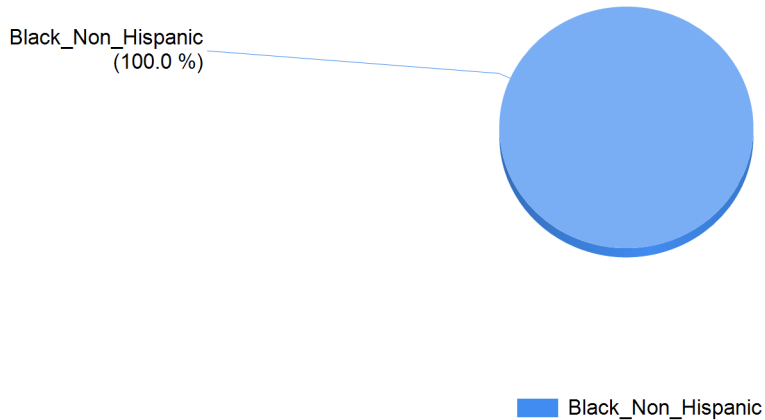
Provide Social and Emotional Learning skills so that students can develop self-awareness and self-management skills, utilize social awareness and interpersonal skills, and demonstrate positive decision-making skills in the school and community settings.

Student data, staff surveys, and observations provide a need for social and emotional learning to be a priority at Wacker. The priority supports learning in that it sets the atmosphere as reflected in CPS Framework for Teaching. Moreover, with the usage of Common Core standards, social and emotional learning skills will be embedded in literacy and math standards.

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
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	Student skills in reading, writing, listening, and speaking are strengthened by the intensive curriculum. Wacker has partnerships with Roosevelt University, the Beverly Arts Center, Science on the Go, and Golden Apple. Students are encouraged to compete in essay, speech, and Young Authors competitions.
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
11.52	0.41	84.77	1.23	64.9	41.2	N/A

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

Building(s) Inventory	
Total Campus Area (S.F.)	28,300
Year Constructed (MAIN)	1954
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	28300

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	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$309,889.58	<i>Exterior</i>
	\$751,984.09	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$203,363.16	<i>Interiors</i>
	\$29,558.10	<i>Site</i>
Total Campus Need	\$1,294,794.93	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	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	0
SCIENCE	0
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	39	25	29	27	29	28	27	31	27	21	0	0	0	0		244
2007	38	16	18	26	24	23	32	33	29	26	0	0	0	0		227
2008	33	26	19	20	25	20	22	32	31	27	0	0	0	0		255
2009	30	20	22	21	21	25	19	23	26	30						187
2010	23	23	28	26	22	22	30	18	27	29	0	0	0	0		248
2011	20	25	30	27	33	18	26	26	15	27	0	0	0	0		247
2012	35	23	27	28	25	26	20	25	21	13	0	0	0	0		243
2013	36	22	23	17	21	19	17	30	22	25	0	0	0	0	2	234

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	38	21	21	20	16	14	21	19	31	20	0	0	0	0	31	223
2015	37	22	22	18	19	11	15	24	19	29	0	0	0	0	19	218
2016	37	22	22	19	17	13	12	17	24	18	0	0	0	0	24	203
2017	37	22	22	19	18	12	14	14	17	23	0	0	0	0	17	200
2018	37	22	22	19	18	13	13	16	14	16	0	0	0	0	14	192
2019	37	22	22	19	18	13	14	15	16	13	0	0	0	0	16	191
2020	37	22	22	19	18	13	14	16	15	15	0	0	0	0	15	193
2021	37	22	22	19	18	13	14	16	16	14	0	0	0	0	16	193
2022	37	22	22	19	18	13	14	16	16	15	0	0	0	0	16	194
2023	37	22	22	19	18	13	14	16	16	15	0	0	0	0	16	194