

WALSH

Geographic Area - Pilsen - Little Village



Official School Name
John A Walsh Elementary School

Address
2015 S Peoria St
Chicago, Illinois 60608

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
444	600	74%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 1	Underutilized	

Mission Statement as of May 2013

Walsh Math & Science Academy will provide a safe and challenging environment tht supports all students' individual needs. We will promote self discipline, motivation, and excellence in learning by emphasizing common academic goals/standards, including the seamless integration of math and science as well as literacy and technology across the curriculum. Walsh will provide opportunities for teachers, parents, adn students to learn and collaborate.

School Priorities as of May 2013

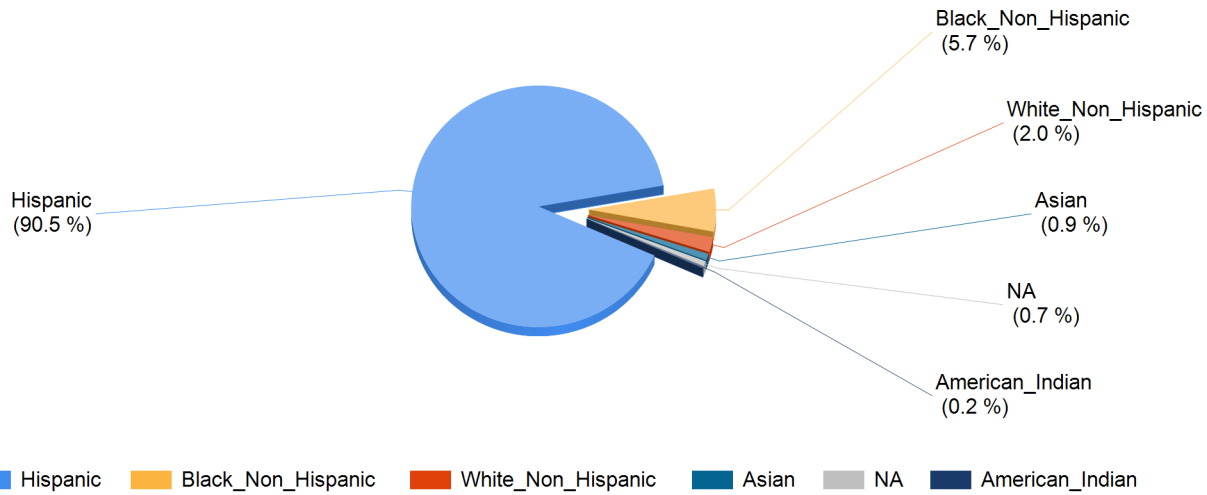
Description	Rationale
Teachers will create integrated units through a backwards design model in order to create meaningful, effective, data driven lessons that are highly rigorous and support the common core standards	Currently teachers are not thinking strategically about the scope and sequence for their year long curriculum. We have moved away from following a basal, and teachers need to learn how to prioritize the learning outcomes for their students. In the past year and a half, we have begun aligning our intrsuction in Language Arts to the CCSS and the data has shown significant increases in student achievement over prior years performance. Using this powerful practice of planning integrated units through a backwards design model, students will be the beneficiaries of higher quality intruction that is meaningful, targeted, and rigorous. Through the focus and implementation of this priority, we are confident that this will be one of the levers that will help us raise achievement levels. This will occur because lessons will all be aligned to the CCSS which are more rigorous. Through the integration of disciplines, the lessons will be more engaging. Also, because teachers are building their curriculum based on current student data, the lessons will be tailored to the needs of their specific class.

<p>Differentiate the guided practice component of the scaffolded lesson by flexibly grouping students based on skills and reading level across all content areas.</p>	<p>We analyzed data from Scantron, DIBELS, TRC, ACCESS, school-wide walk-throughs, and observations. Through this analysis, it has become evident that teachers are not differentiating their lessons and activities during instruction. We have seen limited growth in students who are not being targeted during intervention time and current data demonstrates a wide range of abilities.</p> <p>This priority will impact instruction by having the teachers explicitly teach and design lessons based on the individual child's needs. Teachers will provide differentiated complex text and activities that meet the learner(s) at their level.</p> <p>This priority will help achieve our goal by having teachers focus their practice, instruction and activities by targeting individual student needs. By having students work in small groups, teachers will be able to provide effective high quality personalized instruction based on data.</p>
<p>Increase the integration of analytical writing grounded in evidence from text into all subjects at all grade levels.</p>	<p>Based on school wide writing assessment data, ISAT Extended Response, school-wide walk throughs, observations, student work, and lesson plans it is evident that the school need to focus on improving writing in all the subjects areas.</p> <p>This priority will impact instruction in all subject areas. Writing will be integrated with daily lessons and activities. Writing will give the students the opportunity to reflect on their comprehension, understanding and their opinions of the lesson's objective. Teachers will provide students with exemplar writing pieces, model good writing, and provide opportunities for students to create extended writing pieces with in performance assessments.</p> <p>Integrating writing into all subject will engage students in higher order thinking which will increase their comprehension of what they are learning. Comprehension will increase student understanding of the daily objective which will allow our students to become better learners in all content areas.</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	Additional Learning Opportunities (ALO), Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, After-School All-Stars, After School All Stars, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Supports And Resources	The beautiful school and campus park is enjoyed by students, parents, and faculty. Walsh provides two Saturday reading programs and has partnered with over 40 local organizations to help meet the vision of educating the whole child.
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
14.07	25.27	91.43	0.00	77.2	62.4	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.)	67,937
Year Constructed (MAIN)	1992
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	43541
ADDITION	24396

Schools Co-Located on Campus
School Name

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>
	\$288,270.84	<i>Exterior</i>
	\$1,158,863.42	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$226,266.04	<i>Interiors</i>
	\$251,924.53	<i>Site</i>
Total Campus Need	\$1,925,324.83	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	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	40	59	61	77	45	69	57	68	56	40	0	0	0	0		532
2007	38	46	61	56	74	39	67	61	61	55	0	0	0	0		520
2008	41	56	49	59	58	71	37	71	54	66	0	0	0	0		562
2009	41	47	55	50	53	56	67	37	66	47						431
2010	40	47	46	50	46	52	54	59	33	62	0	0	0	0		489
2011	41	40	48	50	59	45	53	58	54	36	0	0	0	0		484
2012	39	42	42	51	54	60	46	53	55	57	0	0	0	0		499
2013	40	44	40	38	42	47	44	55	35	40	0	0	0	0	20	445

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	44	39	39	39	37	46	41	47	33	0	0	0	0	47	425
2015	40	44	40	38	40	35	36	43	35	44	0	0	0	0	35	415
2016	40	44	40	39	40	36	34	34	37	34	0	0	0	0	37	398
2017	40	44	40	39	41	36	35	32	29	35	0	0	0	0	29	391
2018	40	44	40	39	41	37	35	33	27	28	0	0	0	0	27	384
2019	40	44	40	39	41	37	36	33	28	26	0	0	0	0	28	384
2020	40	44	40	39	41	37	36	34	28	27	0	0	0	0	28	386
2021	40	44	40	39	41	37	36	34	29	27	0	0	0	0	29	387
2022	40	44	40	39	41	37	36	34	29	28	0	0	0	0	29	388
2023	40	44	40	39	41	37	36	34	29	28	0	0	0	0	29	388