

WILDWOOD

Geographic Area - Sauganash



Official School Name
Wildwood Elementary School

Address
6950 N Hiawatha Ave
Chicago, Illinois 60646

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
423	240	176%	330	128%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Magnet	K-8	Level 1	Overcrowded	Overcrowded

Mission Statement as of May 2013

Vision: A diverse learning community experiencing a rigorous and supportive academic life where every student is inspired to apply their passions and talents in a global society. The International Baccalaureate philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and compassion.

Mission: We engage in meaningful, rigorous work on a daily basis that prepares us as confident thinkers, leaders, and advocates for positive change.

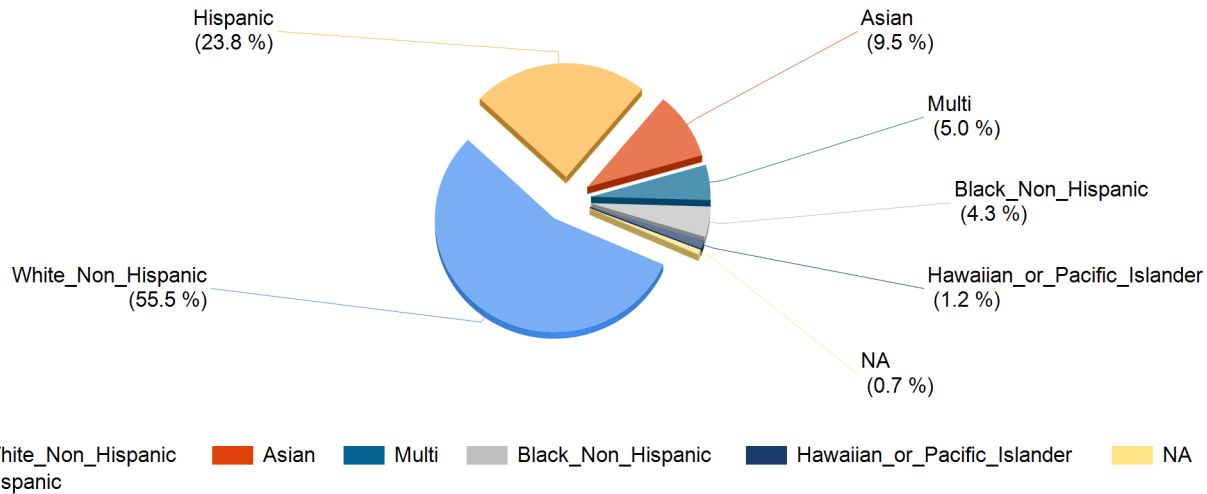
School Priorities as of May 2013

Description	Rationale
<p>PRIORITY 1: Curricular Coherence - alignment to Common Core State Standards, development of quarterly course/subject syllabi, integrated by IB Transdisciplinary Themes and Areas of Interaction, embedded with 21st Century Learning Skills, and emphasizing: -differentiation for all learners; -higher order thinking; -authentic, complex learning tasks</p>	<p>The identification of curricular coherence has been a SIPAAA priority for the last two years. While we are making headway in identifying and articulating all components of a guaranteed and viable curriculum (Marzano, 2000) this effort still needs significant attention due to the challenging paradigm shift required to move a learning culture that follows a linear framework measuring success largely by assigned task completion, homework performance, and test scores to one that builds a knowledge based community from student-centered, inquiry-based problem solving. This shift mandates new technologies, tools, and strategies for instruction. It also focuses the knowledge interactions more in the loci of students' thinking and work rather than teacher dissemination.</p>
<p>PRIORITY 2: Improve our systems for gathering, monitoring, and using information about student learning, and students' reflection about their learning, especially those stemming from IB units of inquiry.</p>	<p>Teachers will use their observations in addition to students' formal testing results and grades to design and improve differentiated learning plans for each child. These learning plans will take advantage of scheduling structures such as reduced-class sizes, embedded time for intervention and acceleration, and electives to ensure that every child has learning time for personalized support and challenge throughout the instructional week. In addition, the school wide priority of inquiry- and project-based approaches to curriculum, instruction, and assessment ensure that every child is deeply engaged in work that matters to him/her, creating products and performances that align to the Common Core State Standards and that hold up to world-class definitions of quality.</p>
<p>PRIORITY 3: Make progress towards all identified benchmark achievement (college and career readiness) goals with the explicit purpose of ensuring high school readiness towards selective enrollment and IB Diploma Program high schools as well as an explicit college-bound culture throughout all the grades.</p>	<p>If we are teaching higher order thinking and providing students with complex and robust learning tasks, we should be seeing increasing percentages of students meeting college benchmarks on EXPLORE, NWEA, and ISAT</p>

Programs & Services

Advanced Placement Courses	No
Creative	Choir/Chorus, Culinary Classes, Mixed Media, Musicals, Plays/Acting
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	IB Primary Years Programme; IB Middle Years Programme
Parent and Community	8-9th Grade Transition Workshops, Book Club, Community Service, Family Nights, Meeting Space For Parent Groups, Parent Advocacy
Scholastic	Chess Team, Chicago History Fair, Language Club(s) (Spanish, German, Chinese, etc), Math Bowl, Newspaper, Science Club, Technology Club
School-wide Programs and Models	After-School All-Stars, International Baccalaureate (IB) Middle Years, International Baccalaureate (IB) Primary Years, Kindergarten, Debate
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Baseball, Boys' Basketball, Chess, Flag Football, Girls' Basketball, Girls' Softball, Girls' Volleyball, Hip Hop Yoga
Supports And Resources	Wildwood is a magnet school authorized to offer the International Baccalaureate (IB) Middle Years and Primary Years Programmes. As a part of its international focus, Wildwood offers a World Language Program in Spanish in Grades 1-8. Inquiry, technology/media, and cross-curricular instruction are core components of the instructional program.
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
10.95	10.00	24.52	0.71	87.3	71.9	N/A

General Information	
School Level	ES
Geographic Network	O'Hare Elementary Network
Geographic Area	Sauganash
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	24,950
Year Constructed (MAIN)	1944
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	24950

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	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$640,788.72	<i>Exterior</i>
	\$535,021.63	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$186,856.67	<i>Interiors</i>
	\$10,759.32	<i>Site</i>
Total Campus Need	\$1,373,426.34	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	Evaluate Overcrowding Relief
Planned Capital Projects	
Fiscal Year	2014
Proposed Budget	\$15,000,000
Project Type	New Annex

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	0
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	NO

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	34	33	30	39	30	28	45	58	47	0	0	0	0		344
2007	0	37	35	32	32	47	32	27	50	56	0	0	0	0		348
2008	0	37	52	34	30	32	52	35	26	46	0	0	0	0		344
2009	0	38	52	51	33	30	32	55	32	31						316
2010	0	30	55	56	51	32	31	34	55	30	0	0	0	0		374
2011	0	51	37	59	53	49	39	31	35	57	0	0	0	0		411
2012	0	25	60	37	59	60	54	49	33	35	0	0	0	0		412
2013	0	40	48	35	57	38	60	63	47	47	0	0	0	0	4	439

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	36	48	48	34	61	38	65	60	48	0	0	0	0	60	442
2015	0	40	44	48	47	35	61	39	62	61	0	0	0	0	62	441
2016	0	39	47	44	47	49	35	65	38	63	0	0	0	0	38	431
2017	0	40	46	47	43	49	49	37	63	39	0	0	0	0	63	417
2018	0	40	46	46	46	45	49	51	36	64	0	0	0	0	36	427
2019	0	40	46	46	45	48	45	52	50	37	0	0	0	0	50	413
2020	0	40	46	46	45	47	48	47	51	51	0	0	0	0	51	425
2021	0	40	46	46	45	47	47	50	46	52	0	0	0	0	46	423
2022	0	40	46	46	45	47	47	49	49	47	0	0	0	0	49	420
2023	0	40	46	46	45	47	47	49	48	50	0	0	0	0	48	422