

LAVIZZO

Geographic Area - Far South Side



Official School Name
Mildred I Lavizzo Elementary School

Address
138 W 109th St
Chicago, Illinois 60628

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
387	660	59%		

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

We believe that through professional development and collaboration, teachers will create and implement an environment of academic excellence through rigorous data driven instruction and assessment. All students will receive well-rounded educational experiences that address the whole child by focusing on their educational, social, and emotional needs. In partnership with families and the community, Mildred I. Lavizzo School will continue to foster educational opportunities, social involvement, and collective endeavors that will empower all of our students.

School Priorities as of May 2013

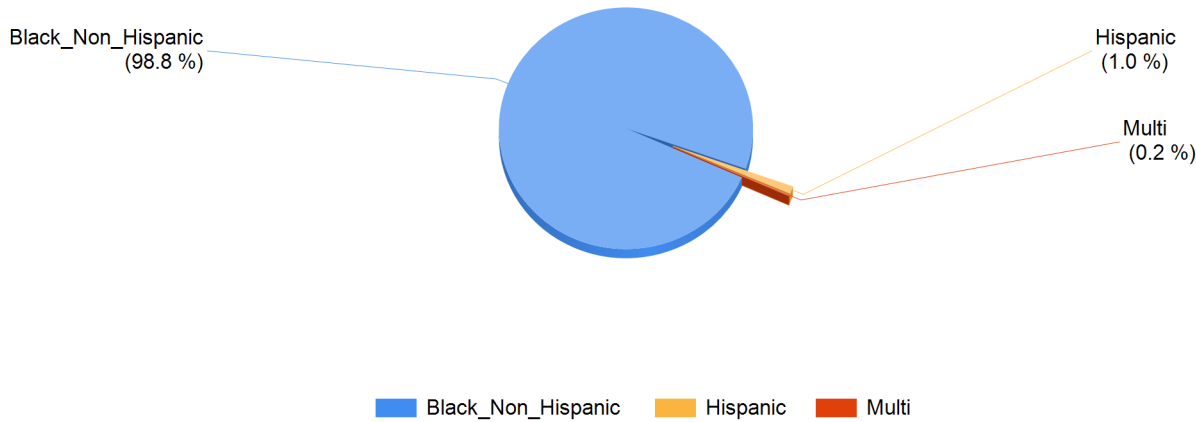
Description	Rationale
Core Instructional Program- Core Instructional Program- Our priorities will digging deeper with Common Core and mainstreaming the reading instructional shifts through thematic unit planning as well as maximizing instructional time through balanced literacy. Also, we will begin to refer to exemplar text to model and guide students into reading complex text that will enhance their growth in vocabulary. As we use a variety of text during instruction, teachers will model and guide students to enhance their "writing about reading" skills. Another priority is to promote and sustain a model for independent reading/conferencing and matching students to text (lexile levels	Based on reading data from our student growth targets, we will continue to provide core instructional programs with a focus on foundational skills, readability of informational text and wide-range of genres, and increase students' range of writing across content areas. Examples of those Core Instructional Programs are The Reading and Writing Workshops, School-wide Scholastics Leveled Bookroom and READ 180 intervention
Professional Learning Systems- Professional Learning Systems- One of our systems is to continue to have common planning and vertical articulation meetings per quarter. While teachers are digging deeper and wider with the Common Core State Standards, it is imperative that we build time for high level collaboration. Therefore, we will implement lesson studies. This research based and proven collaboration practice is intended to enhance lessons , enhance teacher's mind-set by becoming more reflective around best practices in teaching Also implementing a lesson study approach supports teachers with additional strategies as they plan lessons. Teachers will continue to support one another during grade team meetings to articulate data from grade to grade, share strategies as well as use the school wide progress monitoring system (E-Progress Monitoring). Also to support professional learning systems, we will begin to take a closer look at implementing better and more frequent peer observations and feedback to promote a learning community as well as feedback around teaching practices and academic achievement.	Based on the Collaborative Teachers 5 essentials, we must create an environment that allows for a high level of teacher collaboration and planning that is focused on instruction, assessment, progress monitoring, and data analysis

<p>Instructional Leadership- The Instructional Leadership Team will continue to act as stakeholders and communicate goals to staff. Each member of the ILT will take ownership of projects related to goals, educate other ILT members as well as staff, and assist with implementing strategies for full implementation with school wide goals and initiatives. Also, the ILT will continue to monitor data observing trends, needs, and next steps for the school. In addition to monitoring data and evaluating implementation of the goals, the ILT will begin to choose a Power of Practice in Reading and Math based on data, teacher and student needs. The Power of Practice will allow the ILT to notice school wide strategies that are working and or needs improvement to enhance academic growth for all students.</p>	<p>Based on the amount of students in excess, all stakeholders input on school-wide goals will be established and monitored quarterly</p>
<p>Culture and Climate(SEL) We will continue to build social and emotional learning schools through our Positive Behavior Intervention System(PBIS) store, our community garden and our partnership with Metropolitan Family Services. Also, we will continue to promote students growth by our partnership with SGA council groups to help anger management in. Our Girls Rule a female mentoring group that promotes positive image and self esteem, and character building. Lavizzo will continue to use " I Can Problem Solve". This program has seniors that promote collaboration, character building, and positive attitudes.</p>	<p>Based on the decreasing numbers of misconducts and trancies, we will continue to implement school-wide SEL programs for more positive growth and change in climate and culture</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, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Cheerleading, Girls' Basketball
Supports And Resources	Supplementing the regular school day is a before-school reading enrichment program and after-school programs in reading and math enrichment, writing, and computers. Technology is integrated within the curriculum with Internet access in classrooms for online projects and a computer lab. Lavizzo has many community partners that add to the richness of our students' education.
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
9.68	0.00	92.56	7.94	58.7	87.6	N/A

General Information	
School Level	ES
Geographic Network	Rock Island Elementary Network
Geographic Area	Far South Side
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	83,900
Year Constructed (MAIN)	2000
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	83900

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>
	\$510,264.04	<i>Exterior</i>
	\$416,393.12	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$250,038.36	<i>Interiors</i>
	\$132,132.00	<i>Site</i>
Total Campus Need	\$1,308,827.52	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	YES
PLAYGROUND	NO

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	35	44	79	57	66	58	64	72	69	95	0	0	0	0		604
2007	34	48	56	73	78	67	65	73	85	101	0	0	0	0		646
2008	33	55	59	55	60	69	67	56	68	81	0	0	0	0		603
2009	32	42	53	57	48	55	61	58	40	60						432
2010	32	49	48	42	63	37	53	69	49	45	0	0	0	0		487
2011	31	45	44	45	60	32	37	46	44	49	0	0	0	0		433
2012	29	39	47	37	46	52	32	34	36	40	0	0	0	0		392
2013	20	48	51	50	60	46	57	64	45	53					6	500

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	20	48	51	47	52	55	47	59	61	45	0	0	0	0	61	490
2015	20	48	51	47	49	48	57	48	57	61	0	0	0	0	57	491
2016	20	48	51	47	49	45	49	59	46	57	0	0	0	0	46	476
2017	20	48	51	47	49	45	46	50	57	46	0	0	0	0	57	464
2018	20	48	51	47	49	45	46	47	48	57	0	0	0	0	48	463
2019	20	48	51	47	49	45	46	47	45	48	0	0	0	0	45	451
2020	20	48	51	47	49	45	46	47	45	45	0	0	0	0	45	448
2021	20	48	51	47	49	45	46	47	45	45	0	0	0	0	45	448
2022	20	48	51	47	49	45	46	47	45	45	0	0	0	0	45	448
2023	20	48	51	47	49	45	46	47	45	45	0	0	0	0	45	448