

**TELPOCHCALLI**

**Geographic Area - Pilsen - Little Village**



Official School Name
Telpochcalli Elementary School

Address
2832 W 24th Blvd
Chicago, Illinois 60623

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
310	300	103%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	K-8	Level 3	Efficient	

**Mission Statement as of May 2013**

Telpochcalli (Nahuatl for "house of youth") school is comprised of students, teachers, families and artists who aspire to cultivate socially-conscious students who understand, appreciate and contribute positively to development of self, family, community and world. Our small school is dedicated to integrating the arts and Mexican culture into an innovative challenging academic and social experience and to the development of fully bilingual/biliterate students in English and Spanish. This prepares students to be college and career ready.

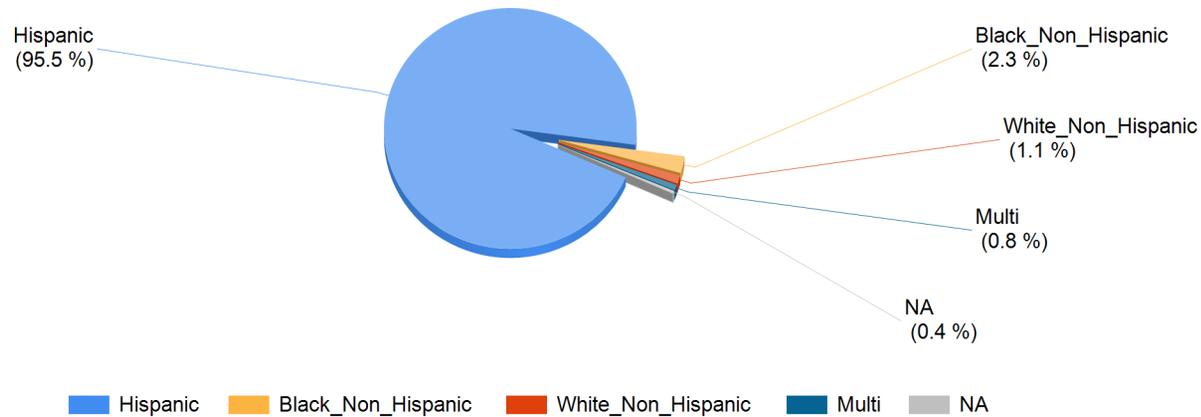
**School Priorities as of May 2013**

Description	Rationale
Teachers will continue to develop mini-lessons using the mini-lesson format (connection, teach, active engagement, link)in literacy and content areas.	This year, we have worked implementing mini-lessons through two cycles. We want to continue to build our capacity to ensure the lessons are clear focused and support student learning at high levels. Classroom observations indicate our teachers understand and implement the format of a mini-lesson. We need to improve on clearly presenting the objective and ensuring the student tasks deepen learning. Student data indicates most students meet their growth targets, but they are not working at grade level.
Teachers will develop units and PA to support implementation of the CCSS.	As we move into the CCSS, we will work to develop units and PA which support students improvement and move them forward to meet the new standards. Ensuring units include high level tasks will be a focus of the work.
Faculty will focus on refining the bilingual framework to support all students on-going development in Eng/Span.	Through classroom observations and teachers discussions, we have identified this priority. Dual Language programs need continuous support and refinement. We are committed to developing this opportunity for our students. We identified short term goals (Lit. assessment protocols, Spanish use, literacy block, simultaneous literacy, written production in both languages, bridging and empowering the students and families with bilingualism). Long term goals included language outcomes/functions, differentiation of assignments/assessments for newcomers, latecomers, low literacy student, special education language development goals, integrating bridging work into unit plans and integrating scaffolding work into unit plans are the focus of this work.

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>Creative</b>	Band/Orchestra, Dance, Drawing, Ethnic/Folk Dance, Fashion, Fiber Arts, Guitar, Mixed Media, Mosaics, Murals, Painting, Paper Making, Puppetry, Recorder, Rhythm Group, Sketching
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Parent and Community</b>	8-9th Grade Transition Workshops, Art Appreciation, Art Therapy, Book Club, Conflict Resolution, CPR Classes, Crafts Workshop, Enrichment Classes, ESL Workshops, Family Counseling/Support Group, Family Nights, Field Trip, GED Spanish Classes, Health and Wellness Workshops/Programs, Leadership Development For Parents, Literacy Workshops, Math/Science Workshops, Nutrition Workshops, Parent Advisory/Group, Parent Advocacy, Self-Esteem Workshops, Supporting your Student Workshops/Programs
<b>Scholastic</b>	Additional Learning Opportunities (ALO), Bilingual Support, Supplemental Educational Services (SES) Tutoring, Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, Community School, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Aerobics, Boys' Basketball, Boys' Soccer, Boys' Volleyball, Girls' Basketball, Girls' Soccer, Girls' Volleyball
<b>Supports And Resources</b>	A small school with a Spanish World Language Program, committed to increasing achievement, we focus on developing bilingual/biliterate students by pairing dual-language instruction and Mexican cultural arts programs. Telpochcalli partners with Chicago Arts Partnership in Education, Telpochcalli Community Education Program, and the Scholarship & Guidance Association.
<b>Theme Based Magnet</b>	MC: World Language

**% 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
16.92	61.65	95.86	0.00	26.3	15.8	N/A

General Information	
School Level	ES
Geographic Network	Pilsen-Little Village Elementary Network
Geographic Area	Pilsen - Little Village
School Type	District

Schools Co-Located on Campus	
School Name	SAUCEDO

Building(s) Inventory	
Total Campus Area (S.F.)	282,174
Year Constructed (MAIN)	1921
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	241402
ANNEX	40772

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	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$1,765,799.75	<i>Exterior</i>
	\$10,043,394.79	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,902,470.57	<i>Interiors</i>
	\$48,707.23	<i>Site</i>
<b>Total Campus Need</b>	<b>\$13,760,372.34</b>	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	
<b>Recommended Campus Action</b>	Renovation
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

Current Academic Facilities Available on Campus	
ART	#N/A
MUSIC	#N/A
BAND	#N/A
CHORAL	#N/A
COMPUTER	#N/A
LIBRARY	#N/A
SCIENCE	#N/A
PLAYGROUND	

**Historical & Current Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	30	34	24	24	50	29	34	40	24	0	0	0	0		289
2007	0	32	30	32	24	21	44	30	35	40	0	0	0	0		288
2008	0	22	33	26	27	19	19	40	27	31	0	0	0	0		244
2009	0	31	26	29	30	28	24	18	37	29						221
2010	0	26	33	26	23	32	29	21	21	38	0	0	0	0		249
2011	0	34	26	29	23	26	39	32	22	22	0	0	0	0		253
2012	0	29	40	26	34	23	26	43	37	26	0	0	0	0		284
2013	0	32	32	26	25	26	35	23	22	41	0	0	0	0	4	266

**Projected 10 Year Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	32	32	22	28	26	27	31	24	19	0	0	0	0	24	244
2015	0	33	32	22	23	29	27	24	32	21	0	0	0	0	32	247
2016	0	32	32	23	24	24	30	25	25	29	0	0	0	0	25	248
2017	0	32	32	22	25	25	25	27	26	22	0	0	0	0	26	240
2018	0	32	32	23	24	26	26	23	28	23	0	0	0	0	28	241
2019	0	32	32	23	25	25	27	24	24	25	0	0	0	0	24	241
2020	0	32	32	23	25	26	26	25	25	21	0	0	0	0	25	239
2021	0	32	32	23	25	26	27	24	26	22	0	0	0	0	26	241
2022	0	32	32	23	25	26	27	25	25	23	0	0	0	0	25	242
2023	0	32	32	23	25	26	27	25	26	22	0	0	0	0	26	242