

BOND

Geographic Area - Englewood



Official School Name
Carrie Jacobs Bond Elementary School

Address
7050 S May St
Chicago, Illinois 60621

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
420	780	54%		

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

Mission Statement as of May 2013

Our mission is to provide a safe and nurturing learning environment where rigorous academic instruction and real-world learning experiences allow children to grow academically, emotionally, socially, and physically. Our goal is to empower all students with the knowledge and life skills need to be college and career ready and live a life of integrity, inquiry, perseverance, and purpose.

School Priorities as of May 2013

Description	Rationale
Teachers will deliver Common Core State Standards aligned literacy and mathematics instruction supported by high quality text and curriculum.	The school scored a "1" on the School Effectiveness Framework. By providing appropriate instruction, we will ensure all students are able to grow in reading and mathematics proficiency and be college and career ready.
Teachers will coordinate their knowledge of content, students, and resources to design units and lessons in professional learning communities. Learning activities will be aligned to standards-based learning objectives and will be suitable to engage groups of students in cognitive activities.	The school scored a "2" on the School Effectiveness Framework. By implementing professional learning communities, we will improve instruction, address students' diverse learning needs, and increase academic achievement.
Teachers will align student assessments with the standards-based learning objectives identified for units and lessons; assessment methodologies will be adapted for groups of students. Assessments will clearly identify and describe student expectations and provide descriptors for each level of performance. Teachers will select and design formative assessments that measure student learning and/or growth. Teachers will use prior assessment results to design units and lessons that target groups of students.	The school scored a "1" on the School Effectiveness Framework. By aligning assessments with standards-based learning objectives, we will improve instruction, address students' diverse learning needs, and increase academic achievement.
Teachers will seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and use new knowledge to improve practice. Teachers will regular collaborate with and provide and receive support to/from colleagues. Teachers will actively participate in team based professional inquiry that advances student learning and makes substantial contributions to the school leadership team and/or grade level/content/department.	The school scored a "2" in Professional Learning on the School Effectiveness Framework. By collaborating and conducting professional inquiry, we will advance academic achievement and ensure that all students are college and career ready and meet and/or exceed their growth targets.

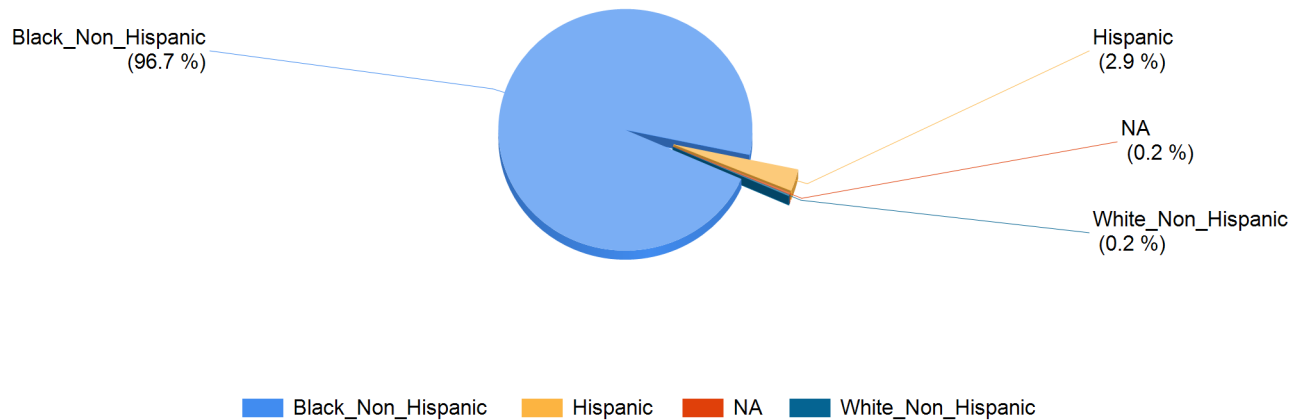
Teachers will establish standards of student conduct and effectively use CHAMPS as part of a whole school positive behavior support model. Teachers will monitor student behavior using established standards of conduct. Teachers will use CHAMPS to model and reinforce appropriate student behavior and redirect inappropriate student behavior. Teacher responses to students' behaviors will be sensitive to individual students' needs and respect students' dignity.

The school has a misconduct rate of 18.8% and the transitioning school has a misconduct rate of 29.5%. By implementing standards of conduct and using CHAMPS, students will take an active role in monitoring their own behavior and that of other students against standards of conduct.

Programs & Services

Advanced Placement Courses	No
Creative	Dance, Drawing, Figure Drawing, Painting
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
Life and Leadership	Boys/Girls Scouts, Mentoring for Boys/Girls, Service Learning/Community Volunteer Program
Parent and Community	Grandparents Group, Parent Advisory/Group, Parent Patrol
Scholastic	Supplemental Educational Services (SES) Tutoring, Tutoring
School-wide Programs and Models	Early Childhood Program, Community School, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Track, Cheerleading, Exercise, Football, Girls' Basketball, Girls' Track
Supports And Resources	Carrie Jacobs Bond Elementary School partners with Family Focus/21st Century Learning Centers and provides students with before- and after-school educational, enrichment, and recreational programs. Students may join the Girl Scouts or Boy Scouts, participate in Biz Kids Academy, and/or become members of the Color Guard, Dance Troupe, or one of the sports teams.
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
17.15	0.84	92.68	6.69	63.2	56.1	N/A

General Information	
School Level	ES
Geographic Network	Englewood-Gresham Elementary Network
Geographic Area	Englewood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	104,126
Year Constructed (MAIN)	1926
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	32730
ADDITION	71396

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>
	\$1,059,684.34	<i>Exterior</i>
	\$907,153.39	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$656,329.96	<i>Interiors</i>
	\$93,709.33	<i>Site</i>
Total Campus Need	\$2,716,877.02	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	YES
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	72	43	76	49	72	72	77	83	53	70	0	0	0	0		595
2007	52	45	56	42	76	49	56	93	60	50	0	0	0	0		527
2008	59	33	48	50	55	40	44	54	60	57	0	0	0	0		500
2009	56	30	38	40	41	34	29	42	48	61						333
2010	59	37	34	37	48	37	28	41	38	44	0	0	0	0		403
2011	46	24	37	31	33	40	37	25	36	34	0	0	0	0		343
2012	35	27	32	41	34	39	36	41	23	35	0	0	0	0		343
2013	32	36	39	46	42	70	34	42	43	37	0	0	0	0	50	471

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	33	42	44	37	46	43	66	38	38	43	0	0	0	0	38	480
2015	33	39	42	42	37	47	40	71	34	38	0	0	0	0	34	473
2016	33	39	42	40	42	38	44	44	64	34	0	0	0	0	64	470
2017	33	40	43	40	40	43	35	48	40	64	0	0	0	0	40	476
2018	33	39	42	41	40	41	40	38	43	40	0	0	0	0	43	447
2019	33	39	42	40	41	41	38	44	34	43	0	0	0	0	34	445
2020	33	39	42	40	40	42	38	42	39	34	0	0	0	0	39	439
2021	33	39	42	40	40	41	39	42	37	39	0	0	0	0	37	442
2022	33	39	42	40	40	41	38	43	37	37	0	0	0	0	37	440
2023	33	39	42	40	40	41	38	42	38	37	0	0	0	0	38	440