

**DAWES**

**Geographic Area - Ashburn**



Official School Name
Charles Gates Dawes Elementary School

Address
3810 W 81st Pl
Chicago, Illinois 60652

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1018	750	136%	930	109%

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

**Mission Statement as of May 2013**

Education is everyone's responsibility at Dawes School. Our mission is to implement a rigorous curriculum aligned with the common core state standards, supported by professional development, with an emphasis on literacy, math, science, and technology. Students, staff, families, and community members will work together to ensure that all students are college and career ready.

**School Priorities as of May 2013**

Description	Rationale
Develop and implement a coherent, rigorous set of common core standards in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics.	If we develop a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics, then we will be able to implement: <ul style="list-style-type: none"> <li>• Effective unit and lesson planning protocols that are aligned with data-driven practices</li> <li>• Rigorous lessons and units across all grade levels and content areas aligned to CCSS</li> <li>• Formative assessments aligned to CCSS that provide an accurate assessment of student learning.</li> </ul>
Implement a scientific, research-based Response to Intervention (RTI) model, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions in order to increase achievement for all students.	If we implement scientific, research-based Response to Intervention (RTI) models, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions then we will be able to: <ul style="list-style-type: none"> <li>• Support student needs using an informed, ongoing approach for planning, implementation, and evaluation increasing achievement for all students</li> </ul>
Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.	If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to: <ul style="list-style-type: none"> <li>• Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning</li> <li>• Provide professional development based on instructional observations and student learning data, allowing teachers to reflect on their practice, apply their learning during the activity and improve practice in the classroom.</li> <li>• Focus the Instructional Leadership Team (ILT) on learning and applying practices that improve student achievement, allowing the ILTs to provide coaching supports for teacher teams to ensure students are progressing toward college and career readiness benchmarks</li> </ul>

Empower and motivate families and community to become engaged and active participants in the education of our students.

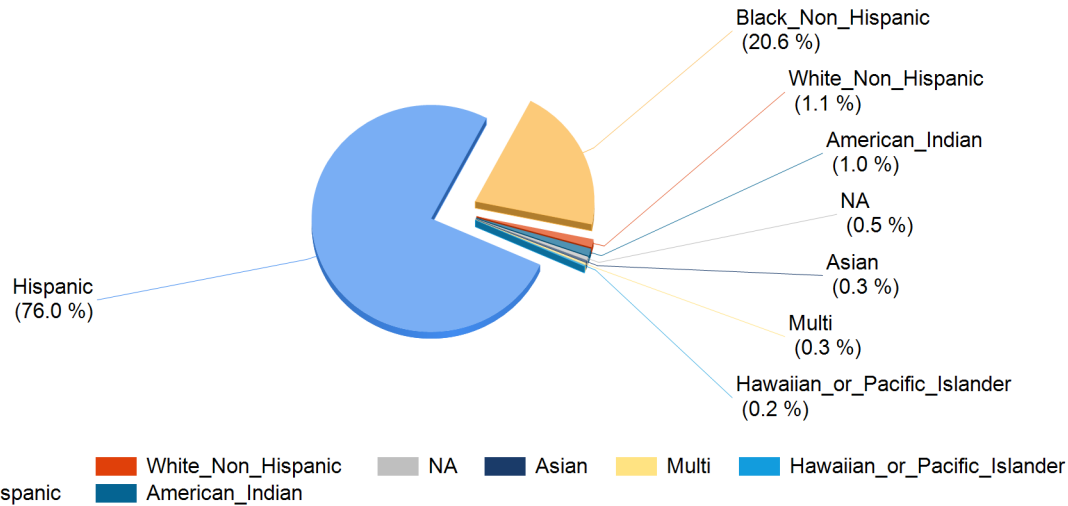
If we empower and motivate families and community to become engaged and active participants in the education of our students then we will be able to:

- Build on family and community resources to continually improve student learning and provide targeted support that ensures student growth
- Connect, develop, and maintain relationships between each student, their family, and a school based advocate for the purpose of achieving college and career readiness
- Transparently share Dawes School's quarterly college and career readiness data and school action plans with Local School Council, parents, and community
- Build relationships with key community members and use these relationships to support the Dawes School vision

**Programs & Services**

<b>Advanced Placement Courses</b>	No
<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, Mobile Asthma Provider, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Early Childhood Program, After School All Stars, You Be the Chemist, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Supports And Resources</b>	Dawes School is a multicultural neighborhood school that works to succeed. We offer a Math and Science Magnet Program and an accelerated reading program. Dawes partners with Southwest Airlines, Hope Children's Hospital, Mobile C.A.R.E. Foundation and Botanical Gardens. Teachers have won small and large grants, and students receive monthly academic and character awards.
<b>Theme Based Magnet</b>	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
14.75	17.03	96.00	0.19	79.9	97.4	N/A

General Information	
School Level	ES
Geographic Network	Midway Elementary Network
Geographic Area	Ashburn
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	76,702
Year Constructed (MAIN)	1954
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	76702

Schools Co-Located on Campus
<u>School Name</u>

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$584,250.81	<i>Exterior</i>
	\$2,913,842.36	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$430,448.59	<i>Interiors</i>
	\$266,158.75	<i>Site</i>
<b>Total Campus Need</b>	<b>\$4,194,700.51</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>	Evaluate Overcrowding Relief
<b>Planned Capital Projects</b>	
<b>Fiscal Year</b>	
<b>Proposed Budget</b>	
<b>Project Type</b>	

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	57	90	121	120	114	118	133	118	123	113	0	0	0	0		1050
2007	49	105	116	126	119	117	125	128	115	118	0	0	0	0		1069
2008	73	95	131	125	135	125	124	132	127	115	0	0	0	0		1182
2009	75	107	106	124	132	127	119	125	129	120						982
2010	71	103	109	120	134	123	120	119	137	123	0	0	0	0		1159
2011	71	95	110	119	119	121	121	115	103	131	0	0	0	0		1105
2012	72	89	90	106	118	108	119	107	117	99	0	0	0	0		1025
2013	70	99	97	100	86	102	116	102	114	110	0	0	0	0	4	1000

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	69	104	100	93	101	83	102	109	103	113	0	0	0	0	103	981
2015	70	102	100	96	94	97	83	97	108	102	0	0	0	0	108	953
2016	70	102	99	96	97	90	97	78	96	107	0	0	0	0	96	936
2017	70	103	100	95	97	93	90	92	78	95	0	0	0	0	78	917
2018	70	102	100	96	96	93	93	85	92	77	0	0	0	0	92	908
2019	70	102	100	96	97	92	93	88	85	91	0	0	0	0	85	918
2020	70	102	100	96	97	93	92	88	88	84	0	0	0	0	88	914
2021	70	102	100	96	97	93	93	87	88	87	0	0	0	0	88	917
2022	70	102	100	96	97	93	93	88	87	87	0	0	0	0	87	917
2023	70	102	100	96	97	93	93	88	88	86	0	0	0	0	88	917