

JOPLIN

Geographic Area - Auburn Gresham



Official School Name
Scott Joplin Elementary School

Address
7931 S Honore St
Chicago, Illinois 60620

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
476	840	57%		

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

At Scott Joplin Elementary School, we want to create students that are self-motivated, self-generated, and self-propelled, and view excellence as a habit, not an act. Scott Joplin promotes a high quality education preparing ALL students for a successful high school, college and career experience. Students will take an active role in their learning and have a positive impact on community and society.

School Priorities as of May 2013

Description	Rationale
<p>Common Core: As we move and prepare to implement Common Core, the administration, ILT and staff will ensure that ALL students, including students with disabilities are college and career ready based on student and district wide data. Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, Unit and Performance Assessments and District Level Assessments. Structures and supports will be in place to monitor student progress. The use and incorporation of technology can help us reach our instructional goals. In addition, opportunities for teacher collaboration to support the development of Literacy, Math, Science and Social Studies units based on the Common CoreState Standards. We will focus on improving instruction across the curriculum.</p>	<p>According to the Consortium 5 school Essentials, Joplin's Instructional leadership is average. Areas of opportunity include ambiguous instruction which is average and collaborative teachers is a weak area for our school. As we make the transition to support and implement Common Core, there are systems that must be in place to improve in these areas, build teacher capacity, support teaching and learning and support more practical, meaningful and rigorous instruction for all students, including students with disabilities, incorporating technology and professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings, and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and career readiness. Not to mention, there is a need for intervention and acceleration to ensure that students receive the necessary supports and instruction to meet their targets.</p>
<p>Full School Day: With the additional time added to the school day, there is restructuring that needs to be done to meet the needs of the students and the teachers. Science is being added to the Middle School student schedules so that daily Science instruction is reflected. Likewise, Music is being added to the school day for enrichment for the students and to support the guidelines for teacher contractual obligations. Additionally, the Full School Day schedule will support additional time for writing and intervention/enrichment to better support students. The Full School Day schedule will also help support teachers and administrators as we unpack, develop curriculum maps, develop unit plans and performance assessments. Lastly, to fully implement the Full Day Schedule we need to involve our parents and community partners to help support lunch and recess.</p>	<p>Consistent Science in Middle grades is much needed due to the stagnant scores on district assessments. This will provide consistent and sustainable instruction. The instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the Common Core State Standards. Teachers will have more time to analyze student work and review plans to enhance instruction and design quality performance assessments and check points to ensure that students are meeting the standards and individual targets. As a result, student portfolios and progress monitoring and planning can be more meaningful. This additional planning and collaboration time can support Joplin's Scorecard allowing teachers to focus on student Grade Level Performance and Keeping Pace in Reading and Math. Likewise this will also effect our rating for collaborative teachers moving from weak to strong. Also by involving our parents and community partners in the implementation of the Full School Day, we can capitalize on Parent Perception-Engagement and Environment and impact Involved families and Supportive Environment moving from weak and average to strong on our Scorecard.</p>

Climate , Culture and Attendance: School Climate, Culture, Attendance and Safety is very important to our schoolwide community. This is important while we try to implement a culture of calm throughout our school. We will continue to implement PBIS and Attendance Initiatives to promote positive behavior and increase attendance every year. Our enrichment programs and extra curricular activities will help support this priority and involving our students, parents, staff and administration we can ensure that we make progress toward achieving this priority.

Based on the Joplin's Scorecard students report that safety is a concern primarily due to bullying. The Student Perception of Safety is 35 which indicated that this was a weak area that needs to be addressed. Likewise on the Scorecard, Parent Perception of our school wide environment was considered average. We received a score of 50. It is our goal to increase our score from average to very strong. Additionally, through continued incentives and change in behavior it is our goal to decrease the suspension rate and foster other ideas to assist students in correcting negative behavior. There is a need to increase the attendance rate of our students, provide supports for anger and coping, character education and social and emotional supports for students. We will provide incentives, opportunities for recognition for increased attendance and academic improvements. Focusing on these areas and seeking community partnerships would enhance the school culture in a positive way. It will be evidenced by an increase in student achievement, decrease in suspension rates (currently 44.6), increased attendance rates (currently 95) and participation in extra curricular activities.

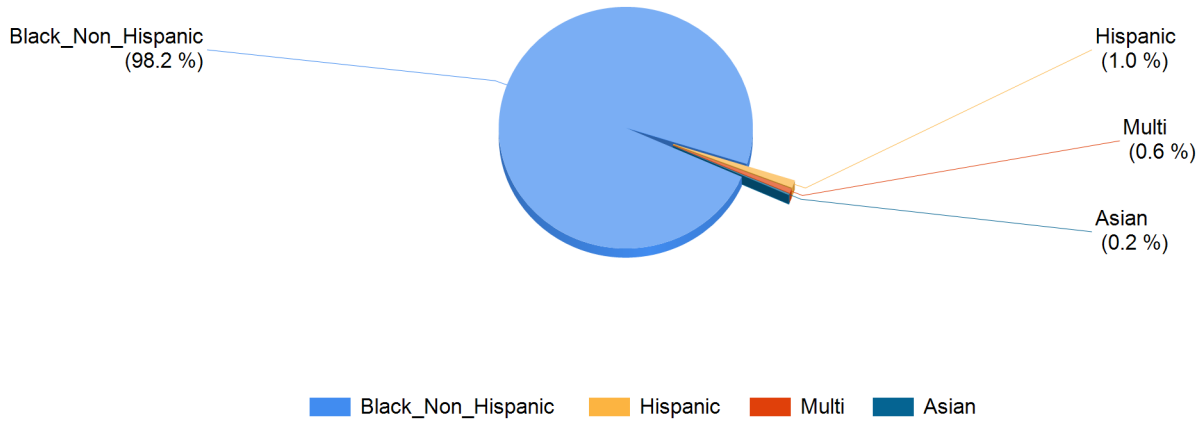
REACH : Next year we will be moving to a new teacher evaluation system. There is a need for teachers to be trained and professionally developed around the domains and the rubric. In addition, this new REACH system will better equip teachers with strategies, consistency and implementation of high quality instruction. This initiative will support Joplin Scorecard to prepare students for college and career readiness.

Administration needs to support teachers through the transition of the new Teacher Evaluation tool so that it can be most effective and directly impact instruction. The goal is to ensure high quality teaching and learning is taking place. This teacher evaluation process will enable teachers and administration to be more reflective and creatively plan with the end goal in mind. This will also help support Ambitious Instruction on Joplin's Scorecard. Instruction will be clear, challenging and engaging; thus, helping us to move from average to very strong.

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
School-wide Programs and Models	Early Childhood Program, Kindergarten, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Flag Football, Girls' Basketball, Girls' Tennis
Supports And Resources	Joplin Elementary School implements the Balanced Literacy Framework using LEAD 21 in Grades K-5 and a novel based curriculum in Grades 6-8. Everyday Math is used in Grades K-6 and Math Thematics in Grades 7-8; as well as CMSI Science K-8. Joplin strives to create opportunities for educational empowerment while preparing students for higher learning.
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
12.98	0.61	95.74	6.29	53	73.6	N/A

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

Building(s) Inventory	
Total Campus Area (S.F.)	89,361
Year Constructed (MAIN)	1954
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	89361

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>
	\$888,040.01	<i>Exterior</i>
	\$3,062,878.39	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$453,461.58	<i>Interiors</i>
	\$119,041.78	<i>Site</i>
Total Campus Need	\$4,523,421.76	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	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	YES
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	0	32	52	79	70	63	83	130	76	88	0	0	0	0		673
2007	0	26	57	53	82	58	71	92	86	84	0	0	0	0		609
2008	0	36	47	65	53	75	56	77	74	82	0	0	0	0		565
2009	37	45	59	47	78	49	69	64	70	86						522
2010	40	59	54	60	62	63	54	65	53	65	0	0	0	0		575
2011	40	42	68	49	66	59	71	54	63	54	0	0	0	0		566
2012	39	51	43	67	60	52	59	56	49	60	0	0	0	0		536
2013	38	42	48	52	45	50	50	39	46	56	0	0	0	0	14	480

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	38	43	48	48	50	38	50	41	39	47	0	0	0	0	39	456
2015	38	41	50	48	46	43	38	41	41	40	0	0	0	0	41	440
2016	38	42	49	49	47	39	43	31	40	42	0	0	0	0	40	434
2017	38	42	49	49	47	40	39	35	31	41	0	0	0	0	31	425
2018	38	42	49	49	47	40	40	32	35	32	0	0	0	0	35	418
2019	38	42	49	49	47	40	40	33	32	36	0	0	0	0	32	420
2020	38	42	49	49	47	40	40	33	33	33	0	0	0	0	33	418
2021	38	42	49	49	47	40	40	33	33	34	0	0	0	0	33	419
2022	38	42	49	49	47	40	40	33	33	34	0	0	0	0	33	419
2023	38	42	49	49	47	40	40	33	33	34	0	0	0	0	33	419