

SHOOP

Geographic Area - Far South Side



Official School Name
John D Shoop Math-Science Technical Academy ES

Address
11140 S Bishop St
Chicago, Illinois 60643

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
422	840	50%		

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

The mission of John D. Shoop Academy is to develop leaders that are problem-solvers and critical thinkers who will be prepared to compete in a global society by planning for the future. Our staff, parents and community members will expose our students to innovative, rigorous, educational opportunities that support and nurture the individual talents of each student.

School Priorities as of May 2013

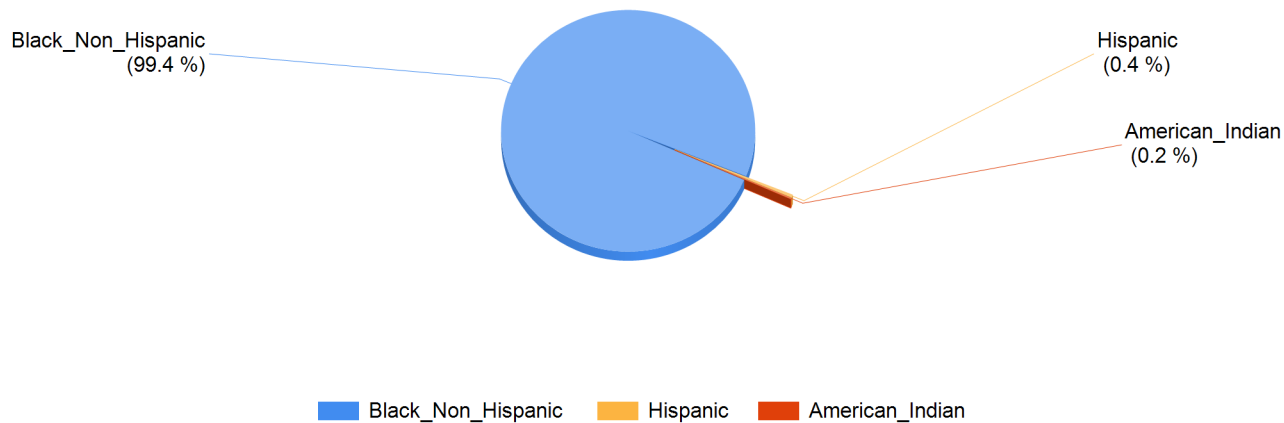
Description	Rationale
Effectively implement the Common Core Language Arts and Math Standards to support increased instructional rigor	The data used to determine this priority is the national percentile of our students' Scantron results as well as the fall 2011 results for the CPS CCSS assessment. We also used the EXPLORE results over time and current student work. Successful implementation of the common core standards will 1) positively impact instruction by allowing teachers to focus on deep knowledge of the concepts needed to ensure that all students are college and career ready 2) help ensure that our students are exposed to grade appropriate skills over the course of the school year 3) support our mobile population by ensuring that our students are exposed to the appropriate skills regardless of previous school district attendance 4) result in the creation of comprehensive and rigorous quarterly plans.
Promote and maintain a thriving professional learning community that shares and supports the individual professional growth of all staff members through inquiry and reflection on current research in education.	The data used to determine this priority was current staff attendance at PD sessions and agendas demonstrating their sharing or lack of active participation. We also used continuing education data from staff members (i.e. graduate coursework completed, workshops attended, etc.) as well as grade level meetings. A thriving learning community positively impacts instruction by 1) keeping staff members abreast of the latest pedagogy 2)encouraging collegial observations, coaching and exchange of ideas 3) providing solid research to guide staff as they reflect on their practices 4) giving staff members the necessary tools to help them comfortably interpret and use data regularly 5) providing quality time for instructional planning (horizontal, vertical, subject and thematic units) 6) providing principal directed professional development in small groups.

<p>Create a college and career bound culture that supports the ever changing socio-emotional needs of our school community. This will be evident by the presence of differentiated instruction groups with the names of colleges, bulletin boards, field trips, guest speakers and classroom activities (i.e. Expert 21).</p>	<p>The data used to identify this priority includes students and teacher attendance on CPS Dashboard, misconducts and incidents in Verify, 2011 My School, My Voice Survey Results, 2011 year end reports from SEL partners and informal conversations with students, staff members and parents. When SEL needs are met 1) Teacher and student attendance increases, which maximizes quality instructional time 2) Students are more engaged in learning because they feel that they are part of an emotionally safe academic environment 3) students are willing to engage in problem solving and additional critical thinking activities when there is an increased sense of community and 4) Appropriate and positive relationships with adults are forged, which will result in both students and adults making appropriate choices regarding actions and mutual respect.</p>
<p>Encourage and assist parents and community members in supporting student learning using a variety of methods.</p>	<p>Data used to determine this priority include 1) parent attendance at PAC, LSC, PTA and parent grade level meetings 2) parent attendance at various school functions (i.e. Report Card Pick-Up, High School Fair, talent shows, Grandparents' Day, Assemblies, field trips) and My School, My Voice survey results. This priority positively impacts instruction because students who have parents actively involved in their educational experiences tend to be more successful.</p>

Programs & Services

Advanced Placement Courses	No
Creative	Ballroom Dancing, Choir/Chorus, Ethnic/Folk Dance, Line Dancing, Recorder, Sewing, Talent Show, Weekend Enrichment
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	Mentoring for Boys/Girls
Parent and Community	8-9th Grade Transition Workshops, Family Nights, Leadership Development For Parents, Meeting Space For Parent Groups, Parent Advisory/Group, Parent Advocacy
Scholastic	Book/Reading Club, Debate Team, Homework Help, Math Bowl, Mayor Daley's Book Club, Spelling Team, Supplemental Educational Services (SES) Tutoring, Young Authors
School-wide Programs and Models	Early Childhood Program, Kindergarten, After School All Stars, Debate, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Boys' Track, Cheerleading, Fast Pitch, Flag Football, Girls' Basketball, Girls' Softball, Girls' Track
Supports And Resources	Shoop is a math and science academy dedicated to providing rigorous academics and an engaging extracurricular program for our students. Partnerships include The Shoop 49ers Alumni, Morgan Park Roots, Beth Eden and Mount Calvary Baptist Churches, University of Illinois Extension Program, the Christian Community Health Center, and Illinois Math and Science Academy (IMSA).
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
9.07	0.00	97.54	4.54	65.3	92.8	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.)	124,553
Year Constructed (MAIN)	1926
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	88546
ADDITION	36007

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	2012	
		Facility Systems Assessed (by Phase)
	\$116,366.25	<i>Exterior</i>
	\$655,247.45	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$402,982.58	<i>Interiors</i>
	\$261,986.01	<i>Site</i>
Total Campus Need	\$1,436,582.29	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	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	40	70	65	92	94	89	95	110	93	91	0	0	0	0		799
2007	42	61	89	75	101	101	96	100	114	98	0	0	0	0		835
2008	42	55	68	88	83	78	95	118	95	101	0	0	0	0		823
2009	42	45	68	64	89	67	88	100	86	96						658
2010	42	65	51	61	72	70	66	100	81	72	0	0	0	0		680
2011	38	49	62	50	65	61	63	61	71	64	0	0	0	0		584
2012	40	39	57	58	59	57	53	69	50	70	0	0	0	0		552
2013	40	42	55	47	68	52	51	56	46	64	0	0	0	0	8	529

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	44	51	57	51	64	47	54	50	50	0	0	0	0	50	516
2015	40	44	53	53	61	48	60	49	48	55	0	0	0	0	48	519
2016	40	43	53	54	57	57	44	63	43	52	0	0	0	0	43	514
2017	40	44	52	55	58	54	53	46	56	47	0	0	0	0	56	513
2018	40	44	53	53	59	55	50	55	41	61	0	0	0	0	41	519
2019	40	44	53	54	57	56	51	52	49	45	0	0	0	0	49	509
2020	40	44	53	54	58	54	52	53	46	54	0	0	0	0	46	516
2021	40	44	53	54	58	55	50	54	47	51	0	0	0	0	47	514
2022	40	44	53	54	58	55	51	52	48	52	0	0	0	0	48	515
2023	40	44	53	54	58	55	51	53	46	53	0	0	0	0	46	515