

Mission Statement

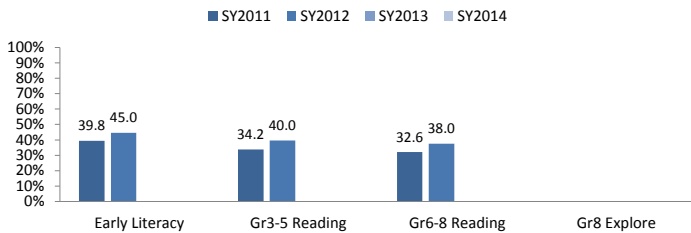
The Mozart Elementary school mission is to provide a rigorous and engaging standards-based curriculum that is designed to motivate, challenge and increase student achievement. To engage students through inquiry based learning, led by essential questions, relevant content thematic units and rich authentic literature. Through thematic units students will develop academic language, rich vocabulary and background knowledge that will empower them for life, college and career so that they are able to participate fully in a democratic society. Engage and develop teacher leaders who are invested in the success of the school and have ownership in student success to support and strengthen our mission school wide.

Strategic Priorities

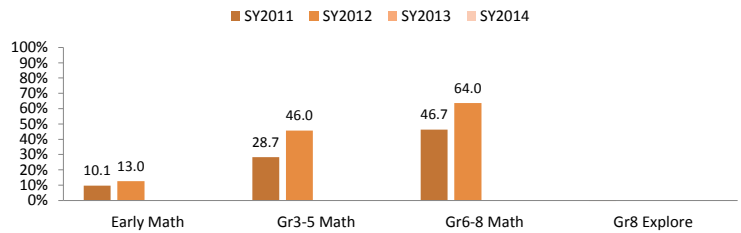
1. Implement rigorous standards based curriculum, designed around essential questions, relevant and contemporary topic/themes at each grade level.
2. Establish clear 2nd language goals/guideline, within the standards based curriculum, to systematically measure language achievement at each grade level and ensure that ELL students are acquiring necessary language proficiencies to succeed in school and life.
3. Develop teacher leaders who are invested in the success of the school and have ownership in student achievement
4. Establish foundational structures for 6th and 7th grades, i.e. middle school philosophy, schedules and instructional frameworks.
5. Implement policies and program to meet the requirements of the Healthier US School Challenge

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:

Wolfgang A Mozart Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Cabán, Sonia	Principal
Velazquez, Felipe	Assistant Principal
Campillo, Blanca	Lead/ Resource Teacher
Rivera, Marilyn	Lead/ Resource Teacher
Hussain, Shereen	Lead/ Resource Teacher
Alejandra Arevalo	Classroom Teacher
Kristen Kozlowzki	Classroom Teacher
Macri, Lisa	Classroom Teacher
Natalie Gardner	Classroom Teacher
Maria Aguirre	Support Staff
Mr. Charles	Other



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	39.8	45.0			Early Math % of students at Benchmark on mClass	10.1	13.0		
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.2	40.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	28.7	46.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.1	51.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.2	69.0		
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.6	38.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.7	64.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.0	80.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.7	89.0		
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				Explore - Math % of students at college readiness benchmark	NDA			

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	95.2	96.0			Misconducts Rate of Misconducts (any) per 100	3.6	3.0		

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	65.7	74.0			ISAT - Reading % of students exceeding state standards	11.0	15.0		
ISAT - Mathematics % of students meeting or exceeding state standards	76.1	84.0			ISAT - Mathematics % of students exceeding state standards	12.0	16.0		
ISAT - Science % of students meeting or exceeding state standards	78.1	86.0			ISAT - Science % of students exceeding state standards	11.5	16.0		

Unit	Standard	Key Concepts	Assessment
1. Introduction to Algebra	1.1.1	Understanding the relationship between variables in a linear equation.	Formative assessment: Class discussion and problem-solving activities.
1.2	1.2.1	Graphing linear functions and interpreting their slopes.	Formative assessment: Graphing activities and slope calculations.
1.3	1.3.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
1.4	1.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
2. Quadratics	2.1	Understanding the properties of quadratic functions and their graphs.	Formative assessment: Graphing parabolas and identifying their characteristics.
2.2	2.2.1	Solving quadratic equations and inequalities.	Formative assessment: Solving quadratic equations and inequalities.
2.3	2.3.1	Understanding the relationship between quadratic functions and their graphs.	Formative assessment: Graphing and function identification exercises.
3. Linear Functions	3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
3.2	3.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
3.3	3.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
3.4	3.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
4. Linear Functions	4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
4.2	4.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
4.3	4.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
4.4	4.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
5. Linear Functions	5.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
5.2	5.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
5.3	5.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
5.4	5.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
6. Linear Functions	6.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
6.2	6.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
6.3	6.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
6.4	6.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
7. Linear Functions	7.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
7.2	7.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
7.3	7.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
7.4	7.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
8. Linear Functions	8.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
8.2	8.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
8.3	8.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
8.4	8.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
9. Linear Functions	9.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
9.2	9.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
9.3	9.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
9.4	9.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
10. Linear Functions	10.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
10.2	10.2.1	Solving systems of linear equations and inequalities.	Formative assessment: System-solving exercises and word problems.
10.3	10.3.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.
10.4	10.4.1	Understanding the relationship between linear functions and their graphs.	Formative assessment: Graphing and function identification exercises.



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, d
Rationale using these guiding questions: What data (student achievement, school effectiveness fra
instruction? How does this priority help you to achieve your goals? **Tip: When entering text, pres**

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based learning, led by essential questions, relevant content thematic units and rich authentic literature. Through t
will empower them for life, college and career so that they are able to participate fully in a democratic society. En
student success to support and strengthen our mission school wide.

Strategic Priorities

#	Priority Description: Write in the description of your priority.
1	Implement rigorous standards based curriculum, designed around essential questions, relevant and contemporary topic/themes at each grade level.
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3	Develop teacher leaders who are invested in the success of the school and have ownership in student achievement
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Develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a framework, etc.) did you use to determine the priority? How does this priority impact the school? **Press Alt+Enter to start a new paragraph.**

Designed to motivate, challenge and increase student achievement. To engage students through inquiry-based thematic units students will develop academic language, rich vocabulary and background knowledge that will engage and develop teacher leaders who are invested in the success of the school and have ownership in

Rationale: Write in your rationale (see instructions for guiding questions).

Impact on instructional core is that there will be distinct goals at each grade level that ensures optimal student learning and clear, measureable targets

By systematically increasing (2nd language) learning experiences and performances in all content areas we will prepare and develop ELL's for life, college and career

Ownership of the school mission promotes shared leadership school wide

Prepare the foundation for emerging middle school starting with 6th and 7th grade, followed by 8th grade in 2012-2013.

Promote a health and wellness initiatives, including building a school wellness team and promoting staff wellness



Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement rigorous standards based curriculum, designed around essential questions, relevant and contemporary topic/themes at each grade level.	Impact on instructional core is that there will be distinct goals at each grade level that ensures optimal student learning and clear, measureable targets

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each grade level has a year long curriculum scope and sequence that maps out Common core (Reading & Math) and other content standards (History, science, arts) to be taught and in what order.	Instruction	All	Teachers	On-going	On-going	On-Track	teacher planning standards based Reading and Math units, performance based assessment



Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Establish clear 2nd language goals/guideline, within the standards based curriculum, to systematically measure language achievement at each grade level and ensure that ELL students are acquiring necessary language proficiencies to succeed in school and life.	By systematically increasing (2nd language) learning experiences and performances in all content areas we will prepare and develop ELL's for life, college and career

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Every teacher who provides services for ELL students will have clear language goals for second language development within their standards based curriculum	ILT/ Teacher Teams	English Language Learners	Teacher teams and Support Staff	Year 2	On-going	On-Track	As we design and refine a rigorous standards based curriculum K-7, we will be focusing on crating specific and deliberate language proficieny goals for our ELL students.

