

Waco Independent School District
Cesar Chavez Middle School
2022-2023 Improvement Plan



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Goals

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 1: The percentage of students who score at the "Meets" level will increase in Reading from 24% to 44% and Math from 17% to 27% by June 2023.

High Priority

Evaluation Data Sources: STAAR Scores, District Based Assessments, Checkpoints





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Revise the master schedule to allow vertical planning time for core content teams in Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Ensure lesson alignment and professional development support through teacher modeling, data analysis, and lesson plan development</p> <p>Staff Responsible for Monitoring: Counselors, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide one planning day for each core area prior to the beginning of each six week period.</p> <p>Strategy's Expected Result/Impact: Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard</p> <p>Staff Responsible for Monitoring: APs, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Professional Development - Title 1 - \$30,000</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will have one-on-one data meetings with all core teachers following unit and district assessments.</p> <p>Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement data analysis meetings with core teachers within a week following unit and district assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural student misunderstandings to develop a specific reteach plan and coaching support will be provided during and after the data meeting</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct teacher led one-on-one data meetings with grade level principal following district assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will reflect and monitor their own progress and collaborate with the grade level principal to create a plan.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Analyze walkthrough and observation teacher data to create targeted professional development plans and prioritize teacher needs.</p> <p>Strategy's Expected Result/Impact: Identify action steps and create specific professional development plans for individual teachers and teams</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide opportunities for teacher leaders to participate in learning walks to improve a problem of practice.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate with a peer and IS to discuss the demonstration lesson and reflect on practice</p> <p>Staff Responsible for Monitoring: APs, Instructional Specialists</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Conduct leadership calibration walks monthly to guide feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Evaluate the implementation of lesson plans to identify patterns and trends to guide professional learning plans and aligned feedback</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Create job-embedded professional development sessions that address gaps identified from multiple data points.</p> <p>Strategy's Expected Result/Impact: Consistent expectations and more effective practices will be evident to address campus-wide problems of practice</p> <p>Staff Responsible for Monitoring: Assistant Principals, Executive Director of Curriculum and PD, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 2</p> <p>Funding Sources: - Title 1</p>	Formative		
	Jan	May	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Leadership team members will participate in the on-going professional development with a focus of instructional skill and strategies to improve academic practices of educators.</p> <p>Strategy's Expected Result/Impact: Consistent expectations and more effective practices will be evident to address campus-wide problems of practice</p> <p>Staff Responsible for Monitoring: Assistant Principals, Executive Director of Curriculum and PD, Instructional Specialists, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Title & SCE - Title 1 - \$12,000</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. Root Cause: Gaps in learning are not addressed with reteaching the weak areas in the TEKS.</p>
School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. Root Cause: Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.</p>
School Context and Organization
<p>Problem Statement 2: No administration at every PLC. We don't allow enough time to work new policies and procedures show show results before changing. Root Cause: We allow day to day challenges to overwhelm our goals of student achievement.</p>

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 2: Increase academic success of English Learners in grades 6-8 who score at the "Meets" level on STAAR from 11% to 40% in Math and 12% to 37% in Reading.

High Priority

Evaluation Data Sources: District and Campus Assessments, STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a collaborative meeting schedule with the Waco ISD Bilingual department to determine best instructional practices, provide professional development, monitor implementation of practices, and adjust instructional plans.</p> <p>Strategy's Expected Result/Impact: Process or framework with clearly identified steps; visual progress monitoring graphics; instructional plans</p> <p>Staff Responsible for Monitoring: Executive Director of Professional Development, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Audit professional development records to determine which teachers and leaders are trained in Sheltered Instruction Observation Protocol (SIOP) or other language acquisition.</p> <p>Strategy's Expected Result/Impact: Identify staff training needs and implement SIOP training or other language acquisition training</p> <p>Staff Responsible for Monitoring: Executive Director of Professional Development, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Emphasize academic vocabulary development and create anchor charts/visuals during Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: Students will have access to instructional content support through the use of anchor charts and academic vocabulary through speaking and writing</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, ESL Aide(s)</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Audit records to determine which teachers are ESL certified.</p> <p>Strategy's Expected Result/Impact: Create a professional development plan and partner with C& I to determine next steps to ensure teachers are ESL certified</p> <p>Staff Responsible for Monitoring: Counselors, Executive Director of Curriculum and Professional Development, Principal, Human Resources</p> <p>Title I: 2.4, 2.5</p> <p>-</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide extended learning opportunities such as Emergent Bilinguals class for students who are at a beginning or intermediate level of proficiency according to TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase language proficiency evidenced by TELPAS performance</p> <p>Staff Responsible for Monitoring: Dean, Principal, Teacher, Bilingual Department</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide professional development opportunities to target language proficiency and address speaking, listening, reading, and writing for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increase instructional knowledge and skills related to language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Department, Executive Director of Curriculum and Professional Development, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide an ESL paraprofessional to work with beginning and intermediate Emergent Bilinguals within science, social studies and math classes.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and language proficiency</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Select resources as appropriate to supplement Tier 1, Tier 2, and Tier 3 instruction to better support Emergent Bilingual learners.</p> <p>Strategy's Expected Result/Impact: Differentiated materials for varying lexile levels and math proficiency</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, ESL aide</p>	Formative		
	Jan	May	May

Title I:

2.4

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Parent and Community Engagement 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 82% Emergent Bilingual students failed to meet Masters in Reading to be able to reclassify for ESL status. **Root Cause:** Emergent Bilingual students are struggling to read and be able to utilize comprehension strategies.

Student Achievement

Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. **Root Cause:** Gaps in learning are not addressed with reteaching the weak areas in the TEKS.

School Culture and Climate

Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. **Root Cause:** Stakeholders do not feel safe and do not have a sense of belonging amongst one another.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. **Root Cause:** Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.

Parent and Community Engagement





Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 3: Increase academic success of special education students in grades 6-8 who score at the "Meets" level on STAAR from 4% to 23% in Math and 3% to 19% in Reading.

High Priority

Evaluation Data Sources: District Based Assessment, Checkpoints, Class Grades, Let's Go Learn

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase differentiated instruction based on the conceptual and procedural student misunderstandings as evidenced by student work.</p> <p>Strategy's Expected Result/Impact: Evidence of differentiation specific to student needs in the lesson and in instructional deliveries</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, SPED team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development on best strategies for differentiating instruction for special education students.</p> <p>Strategy's Expected Result/Impact: Increase student performance for students receiving special education services</p> <p>Staff Responsible for Monitoring: APs, Executive Director of Curriculum and Professional Development, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Title 1 - \$247,998</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. **Root Cause:** Gaps in learning are not addressed with reteaching the weak areas in the TEKS.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. **Root Cause:** Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.

School Context and Organization

Problem Statement 2: No administration at every PLC. We don't allow enough time to work new policies and procedures show show results before changing. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.

Goal 2: Create a safe and supportive environment that advances the learning for every student.





Performance Objective 1: Ensure a safe environment that advances the learning and well-being of every student.

Evaluation Data Sources: Parent Surveys, Parental Involvement Participation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a plan that outlines the roles and responsibilities of the threat assessment team. Strategy's Expected Result/Impact: Communicated plan that mitigates threats to student safety Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify strategies to evaluate the levels of threat risk and the appropriate response strategies. Strategy's Expected Result/Impact: Communicated plan to ensure a safe environment Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: - State Compensatory Education - \$361,964</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure campus Emergency Operations Plan is in compliance with the district and state of Texas legislative requirements. Strategy's Expected Result/Impact: Campus EOP is in compliance with district and state requirements Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure identification badges are in place. Strategy's Expected Result/Impact: Campus personnel can easily identify outside visitors to the campus and enhance school safety Staff Responsible for Monitoring: Principal, Assistant Principals, All other staff</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve ratings on School-Wide PBIS Tiered Fidelity Inventory. Strategy's Expected Result/Impact: Improved fidelity of Tier 1 universal SWPBIS feature Staff Responsible for Monitoring: Foundations Team (Behavior Specialist, Assistant Principals, Counselor, Attendance Clerk, 3 Teachers), Principal</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - School Context and Organization 1 Funding Sources: - State Compensatory Education</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement SEL lessons during WIN time meeting using district approved curriculum, Character Strong.</p> <p>Strategy's Expected Result/Impact: Student behavioral choices improve based on their needs. Give students a sense of belongings and ability to voice their feelings and thoughts.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavioral Support Team, Counselors and Teachers.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Communicate Student Code of Conduct to parents and students through pre-recorded videos shared through social media and email.</p> <p>Strategy's Expected Result/Impact: Improved awareness of Student Code of Conduct</p> <p>Staff Responsible for Monitoring: Foundations Team, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - School Context and Organization 1</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Calendar 6-week progress monitor checks of Behavior RTI cases to evaluate the coordination of services and student performance to determine if adjustments are needed.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students requiring Tier 2 and Tier 3 interventions</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Behavior Specialist,</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Use Teachers Encyclopedia of Behavior Management from Safe and Civil schools to create action plans as needed.</p> <p>Strategy's Expected Result/Impact: Reduce the number of disciplinary referrals assigned to students.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Team, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Reduce the number of tardies students receive daily.</p> <p>Strategy's Expected Result/Impact: Reduction of tardies by 75%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Specialist, and other support staff.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III)</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. **Root Cause:** Stakeholders do not feel safe and do not have a sense of belonging amongst one another.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Cesar Chavez lost about 30% of their teaching staff due to outside situations. **Root Cause:** Teachers do not feel supported in their profession to make an impact on students to help push for success.

Parent and Community Engagement

Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.

School Context and Organization





Problem Statement 1: Strategies for accomplishing and goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedure and policies. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.

Goal 2: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 2: Coordinate community/business partnerships to benefit students, teachers, and community.

Evaluation Data Sources: Parent Surveys, Parental Involvement Participation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish expectations for student mentorship with educational partners. Strategy's Expected Result/Impact: Target specific skill development to support student learning Staff Responsible for Monitoring: Behaviors Specialist, Counselor, Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Context and Organization 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a graphic of community programs and services provided for students. Strategy's Expected Result/Impact: Graphic that showcases community programs and services Staff Responsible for Monitoring: Behaviors Specialist, Counselor, Principal</p> <p>Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Context and Organization 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate strengths and opportunities of community partnerships.</p> <p>Strategy's Expected Result/Impact: Identify strategies to strengthen partnerships to enhance student performance</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal, Instructional Specialists</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>
Parent and Community Engagement
<p>Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. Root Cause: Cesar Chavez lacks an inclusive and welcoming environment that engages all families.</p>
School Context and Organization
<p>Problem Statement 1: Strategies for accomplishing and goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedure and policies. Root Cause: We allow day to day challenges to overwhelm our goals of student achievement.</p>

Goal 3: Attract, identify, develop, support, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience (56.8% with less than 5 years experience as reported in 2021 TAPR Report).

Performance Objective 1: Implement effective practices for recruiting, developing, and retaining highly qualified personnel.

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attend local job fairs and Baylor mock interview session to recruit highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Meet and set up interviews to recruit new highly qualified teachers in an effort to counteract and ultimately decrease teacher attrition (February-June)</p> <p>Staff Responsible for Monitoring: Teacher leaders, Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Deliberately partner new teachers with mentors most appropriate to their unique needs.</p> <p>Strategy's Expected Result/Impact: Build collegiality with new personnel and assist in acclimating first-year teachers to campus processes (August)</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish an onsite New Teacher Academy to provide intentional support and learning opportunities based on specific needs, patterns, and trends</p> <p>Strategy's Expected Result/Impact: Increase the number of teachers returning after first year</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct "Stay Interviews" to evaluate overall job satisfaction and solicit feedback.</p> <p>Strategy's Expected Result/Impact: Identify strategies to retain staff and remove barriers</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Develop informal and formal leadership capacity.</p> <p>Strategy's Expected Result/Impact: Clear mission, vision, and goals; clear roles and responsibilities; greater efficiency for teams; increased teacher engagement and satisfaction</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase frequency of observation and feedback cycles for novice staff.</p> <p>Strategy's Expected Result/Impact: Clear feedback, job-embedded professional development, and follow up plans</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 2</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Each staff member will serve on a minimum of one committee of their choosing that will allow them to utilize their strengths and interests.</p> <p>A member of the leadership team will chair committees. Attendance, minutes, and next steps will be recorded. Information from these meetings will be shared in Instructional Leadership Team meetings.</p> <p>Strategy's Expected Result/Impact: Increase in staff input and team skills development; improve campus culture.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 2</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Recognize and appreciate staff for attendance, campus participation/involvement, leadership practices, collaboration, and student academic success.</p> <p>Strategy's Expected Result/Impact: Increase staff morale and staff engagement</p>	Formative		
	Jan	May	May

Staff Responsible for Monitoring: Assistant Principals, Counselors, Instructional Specialists, Principal

Title I:

4.1

- TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Staff Quality, Recruitment, and Retention 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Cesar Chavez lost about 30% of their teaching staff due to outside situations. **Root Cause:** Teachers do not feel supported in their profession to make an impact on students to help push for success.

School Context and Organization

Problem Statement 1: Strategies for accomplishing and goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedure and policies. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.





Problem Statement 2: No administration at every PLC. We don't allow enough time to work new policies and procedures show show results before changing. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.

Goal 4: Ensure student growth by providing enrichment opportunities that engages and inspires all students.

Performance Objective 1: The percentage of students meeting or exceeding expected growth will increase in reading from 32% to 42% and in math 17% to 27%.

Evaluation Data Sources: STAAR, DBA Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core teachers develop reteach plans based on conceptual misunderstandings and monitor progress using formative assessments.</p> <p>Strategy's Expected Result/Impact: 80% of students will meet or exceed growth goals</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, Core Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor enrichment plan implementation and progress through six weeks meetings and observation and feedback coaching sessions.</p> <p>Strategy's Expected Result/Impact: Effective implementation of enrichment plans and an increase in student growth</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use multiple data sources to identify students in need of enrichment and/or adjust existing interventions plans. Strategy's Expected Result/Impact: Increase expected growth percentage of students in meets and mastery level Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, Core Teachers</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools -</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Evaluate the number of AVID students who demonstrate college readiness by scoring at "Masters" level on assessments and STAAR.</p> <p>Strategy's Expected Result/Impact: Increased performance of students identified college and/or career ready Staff Responsible for Monitoring: AVID Teachers, Assistant Principals, Instructional Specialists, Principal, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Target specific students for acceleration to "Meets" and "Masters" based on student data.</p> <p>Strategy's Expected Result/Impact: Increase number of students who score "Meets" and Masters" on STAAR Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. **Root Cause:** Gaps in learning are not addressed with reteaching the weak areas in the TEKS.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Cesar Chavez lost about 30% of their teaching staff due to outside situations. **Root Cause:** Teachers do not feel supported in their profession to make an impact on students to help push for success.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. **Root Cause:** Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.

Parent and Community Engagement

Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.





Goal 4: Ensure student growth by providing enrichment opportunities that engages and inspires all students.

Performance Objective 2: Increase student growth through intervention opportunities that engages and inspires all students.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review TELPAS data to identify ESL students in need of interventions and provide interventions through 'WIN time' to students who are not progressing in at least one of the four TELPAS components.</p> <p>Strategy's Expected Result/Impact: Increase overall TELPAS points in Domain III</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs and Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize math labs to support tier 3 students who have previously failed the math STAAR test.</p> <p>Strategy's Expected Result/Impact: Increase expected percentage of students in approaches and growth in mathematics</p> <p>Staff Responsible for Monitoring: Principal, APs, Math IS</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use reading labs to support tier 3 students who have previously failed the reading STAAR test.</p> <p>Strategy's Expected Result/Impact: Increase expected percentage of students in approaches and growth in reading</p> <p>Staff Responsible for Monitoring: Principal, APs, Reading IS</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Purchase resources, as needed, to support the reinforcement of priority TEKS within Tier 2 & Tier 3 instruction.</p> <p>Strategy's Expected Result/Impact: Use of the resources both in classroom and tutoring sessions, during reading/math intervention small groups, and instructional aide pull outs which result in improved DBA and STAAR scores in reading and math</p> <p>Staff Responsible for Monitoring: APs, Instructional Specialists, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Calculators - State Compensatory Education - \$44,600, Instructional Resources - American Rescue Plan (ARP/ESSER III) - 282.6399 - \$43,103</p>	Formative		
	Jan	May	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Purchase technology resources, such as devices, projectors, speakers, or headphones, for the classroom to increase student engagement and improve online learning.</p> <p>Strategy's Expected Result/Impact: Use of the resources both in classroom and tutoring sessions, during reading/math intervention small groups, and instructional aide pull outs which result in improved DBA and STAAR scores in reading and math</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Hire a librarian to serve as teacher, materials expert, and curriculum advisor. Involve the library media center in the instructional programs of the school.</p> <p>Strategy's Expected Result/Impact: Increase understanding and utilization of printed and media materials</p> <p>Staff Responsible for Monitoring: APs, ISs, Principal</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 82% Emergent Bilingual students failed to meet Masters in Reading to be able to reclassify for ESL status. Root Cause: Emergent Bilingual students are struggling to read and be able to utilize comprehension strategies.</p>
Student Achievement
<p>Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. Root Cause: Gaps in learning are not addressed with reteaching the weak areas in the TEKS.</p>
School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. **Root Cause:** Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.

Parent and Community Engagement

Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 1: Implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, and parents.





High Priority

Evaluation Data Sources: Communication Documents, Parent Engagement Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote the parent resource center located in reception area. Strategy's Expected Result/Impact: Increase usage of parent resource center Staff Responsible for Monitoring: Principal, Receptionist</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Spanish translators and Deaf Ed interpreters for parents at school events. Strategy's Expected Result/Impact: Improve parent communication through access of information Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all communication regarding parent involvement opportunities is in English and Spanish. Strategy's Expected Result/Impact: Diverse representation at school events Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use Blackboard to communicate with parents through voice, text, and email in English and Spanish. Strategy's Expected Result/Impact: Increase parent awareness of events at CCMS Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host an eighth grade parent night in preparation for high school transition. Strategy's Expected Result/Impact: Provide information for a successful high school transition Staff Responsible for Monitoring: High school Counselors</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Partner with Communities in Schools to deliver tiers of integrated support to the school's students and families. Strategy's Expected Result/Impact: Evidence based approach adapted to meet CCMS's unique needs, address dropout prevention, and increase attendance Staff Responsible for Monitoring: Assistant Principals, Counselors, CIS staff member, Principal</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Parent and Community Engagement 1 Funding Sources: - State Compensatory Education - \$30,000</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use social media platform (Facebook, Twitter, email) to keep parents consistently informed of school's spotlight on learning and campus events. Strategy's Expected Result/Impact: Reach more parents through frequent communication using a variety of modes including digital platforms Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Increase number of parents and community members on Campus Decision Making Committee. Strategy's Expected Result/Impact: Honoring the voice of the school community and increase diverse representation in decision-making Staff Responsible for Monitoring: Assistant Principals, Principal, Teachers</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Use CIS to provide food, snacks, and childcare for families to attend activities.</p> <p>Strategy's Expected Result/Impact: Increase parent attendance with nutrition, child care, and activities scheduled during meal times</p> <p>Staff Responsible for Monitoring: Aides, Assistant Principals, Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide extra duty pay for staff to support/or attend meetings.</p> <p>Strategy's Expected Result/Impact: Staff support successful events by helping with child care, preparing materials, and attending engagement meetings</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - Title 1 - \$10,000</p>	Formative		
	Jan	May	May
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Promote and engage families through Hispanic Heritage Festival and other activities throughout the year to have families attend campus events.</p> <p>Strategy's Expected Result/Impact: Increase more parent involvement</p> <p>Staff Responsible for Monitoring: Principal, APs, IS, Parent Family Engagement Committee.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. **Root Cause:** Stakeholders do not feel safe and do not have a sense of belonging amongst one another.





Parent and Community Engagement

Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 2: Increase overall student attendance through incentives and interventions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide extra duty pay for paraprofessionals and teachers to make phone calls of students not attending school.</p> <p>Strategy's Expected Result/Impact: Increased attendence.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Extra Duty Pay for Paraprofessionals - American Rescue Plan (ARP/ESSER III) - 282.6121 - \$1,000, Extra Duty Pay for Teachers - American Rescue Plan (ARP/ESSER III) - 282.6118 - \$4,000</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide rewards for students' attendance goals.</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Reward: Books, instructional supplies, materials or plaques - American Rescue Plan (ARP/ESSER III) - 282.6399 - \$6,770</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase instructional supplies for attendance make up activities.</p> <p>Strategy's Expected Result/Impact: Increase student engagement during attendance make ups</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Instructional Materials - American Rescue Plan (ARP/ESSER III) - 282.6399 - \$10,000</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create and promote attendance slogan, provide tools for students to track their own attendance and set goals.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Aides, APs, Counselor, PCL, District Attendance Liasion</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>
Parent and Community Engagement
<p>Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. Root Cause: Cesar Chavez lacks an inclusive and welcoming environment that engages all families.</p>

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 3: Work with Attendance Recovery Committee to provide ways to increase student attendance and performance.

High Priority

Evaluation Data Sources: Attendance reports, home visits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue home visits and parent phone calls to encourage students to come to school. Strategy's Expected Result/Impact: Increase number of students attending school Staff Responsible for Monitoring: PCL, APs, Principal, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>
Parent and Community Engagement
<p>Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. Root Cause: Cesar Chavez lacks an inclusive and welcoming environment that engages all families.</p>

Goal 6: Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.





Performance Objective 1: Develop campus instructional leaders (principal, assistant principals, instructional specialists, counselors, teacher leaders) with clear roles, and responsibilities and provide leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

High Priority

Evaluation Data Sources: Increased Student Achievement on STAAR, Domain Indicators

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue Action Coaching from TIL (Texas Instructional Leadership) framework.</p> <p>Strategy's Expected Result/Impact: Observation and feedback calendars, observation and feedback scripts, improved leader and teacher performance</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Professional Development, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue Data-Driven instruction from (TIL) Texas Instructional Leadership framework for Principals and Leadership designee (s).</p> <p>Strategy's Expected Result/Impact: Assessment calendar, data meetings, reteach plans, feedback, and responsive professional development support</p> <p>Staff Responsible for Monitoring: APs, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct weekly meetings with the Instructional Leadership Team to discuss campus-wide problems of practice, create response plans, monitor progress, and engage in professional learning.</p> <p>Strategy's Expected Result/Impact: Communicate goals, growth, needs, and strategies for improvement</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Specialist, Counselors, Instructional Specialists, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct three-year campus survey to gather perceptions on retention, culture, behavior, campus instruction, and leadership.</p> <p>Strategy's Expected Result/Impact: Evaluate leadership practices in order to alter, adapt, or enhance campus processes</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct weekly learning walks to calibrate and analyze trends in instruction to identify campus-wide problems of practices to inform professional development plans.</p> <p>Strategy's Expected Result/Impact: Provide targeted leader and teacher development, develop tailored professional development plans and job-embedded professional development</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Context and Organization 1, 2</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Partner with district and campus leaders or consultants to engage in leadership professional development, glean information, and make adjustments to the instructional program.</p> <p>Strategy's Expected Result/Impact: Ensure instructional alignment with district and campus goals, written frameworks, processes and procedures, improved professional practice</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. Root Cause: Gaps in learning are not addressed with reteaching the weak areas in the TEKS.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Cesar Chavez lost about 30% of their teaching staff due to outside situations. Root Cause: Teachers do not feel supported in their profession to make an impact on students to help push for success.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. Root Cause: Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.</p>
School Context and Organization
<p>Problem Statement 1: Strategies for accomplishing and goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedure and policies. Root Cause: We allow day to day challenges to overwhelm our goals of student achievement.</p>
<p>Problem Statement 2: No administration at every PLC. We don't allow enough time to work new policies and procedures show show results before changing. Root Cause: We allow day to day challenges to overwhelm our goals of student achievement.</p>

Goal 6: Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.

Performance Objective 2: Meet TEA requirements for schools labeled as Targeted Improvement and/or Comprehensive.

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Contract with ESC 12 to train for campus leaders to understand A-F accountability system and clarify any misconceptions.</p> <p>Strategy's Expected Result/Impact: Campus leaders have a clear understanding of accountability system allowing them to identify areas to leverage for improvement in student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Professional Development, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.</p> <p>Strategy's Expected Result/Impact: Student data coded and mined for A-F accountability will be an accurate account of student data and achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Professional Development, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Facilitate data analysis meetings and provide feedback with core teachers.</p> <p>Strategy's Expected Result/Impact: A member from the leadership team will provide feedback and coaching support based on the effectiveness of the data meeting</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Context and Organization 1, 2</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Train and introduce individual student data trackers in the core classes.</p> <p>Strategy's Expected Result/Impact: Student ownership in growth, increased student belonging</p> <p>Staff Responsible for Monitoring: Teacher, IS, APs, Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1, 2</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students at CCMS are not making adequate progress in STAAR Math areas of approaches, meets and masters. Root Cause: Gaps in learning are not addressed with reteaching the weak areas in the TEKS.</p>
School Culture and Climate
<p>Problem Statement 1: The school climate at Cesar Chavez has decreased from 28% to 23% in one school year. Root Cause: Stakeholders do not feel safe and do not have a sense of belonging amongst one another.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Cesar Chavez lost about 30% of their teaching staff due to outside situations. Root Cause: Teachers do not feel supported in their profession to make an impact on students to help push for success.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Students were not pushed to the rigor of learning in Math and Reading. **Root Cause:** Cesar Chavez did not make growth in approaches, meets and masters in 7th Grade STAAR Math and Reading.

Parent and Community Engagement

Problem Statement 1: The parents and community do not feel engaged with the school and the data is below 20%. **Root Cause:** Cesar Chavez lacks an inclusive and welcoming environment that engages all families.

School Context and Organization

Problem Statement 1: Strategies for accomplishing and goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedure and policies. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.

Problem Statement 2: No administration at every PLC. We don't allow enough time to work new policies and procedures show show results before changing. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.