Cesar Chavez Elementary

Campus Improvement Plan
2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

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Vision

Cesar Chavez Elementary will provide all students with a quality education that teaches students responsibility, builds character education, promotes global awareness, and embraces cultural diversity.

Mission

As a Cesar Chavez Elementary School Community, we empower students to become self-disciplined biliterate problem solvers and critical thinkers with heightened social-emotional awareness. This will be achieved by working collaboratively, setting common goals, and high expectations in a safe student-centered environment.

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Texas Accountability System
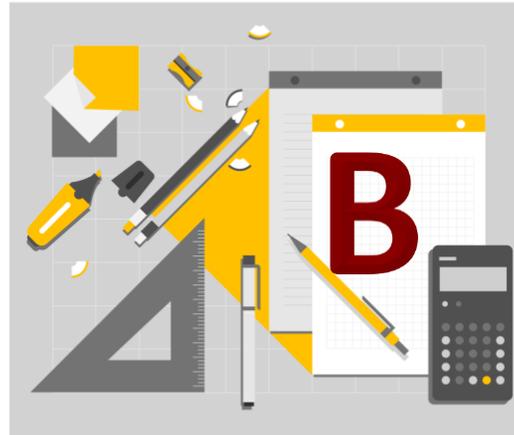
Preliminary Data

The issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: 2024 Accountability System | Texas Education Agency (*Add your link for your campus*)

Strategic Direction

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OUR VISION & MISSION

STUDENT OUTCOME GOALS

STRATEGIC PRIORITIES

EFFECTIVE TEACHING & LEARNING
SP 1

STUDENT SUPPORTS
SP 2

LEADERSHIP GROWTH
SP 3

FAMILY & COMMUNITY EMPOWERMENT
SP 4

STRATEGIC INITIATIVES

OUR PSJA FAMILY

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Cesar Chavez Elementary Executive Summary

Demographics:

Cesar Chavez Elementary is (CCE) is located 7 miles north of the Mexican border. As a suburban Title 1 school with a large Hispanic population, CCE students and families face many economic challenges. Many in the community are economically disadvantaged, live below the poverty line, and reside in subsidized housing. With a familial atmosphere, it is the goal of CCE to make the students feel safe and protected. CCE houses both general education and a self-contained special education classroom. The campus serves 433 students ranging from PK to 5th grade. Of these students, 68.3 % have been identified as Limited English Proficient, 99.8 % have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 88 % of the students have been identified as at risk of not graduating from high school. The student population consists of 99% Hispanic and 1% reporting another ethnic background. Cesar Chavez Elementary is a 2018 National Blue-Ribbon School and 2020 & 2022 ESEA National Distinguished School awardee.

	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	433	101	296	1	432	16
Percent	100%	23.3%	68.3%	0.2%	99.8%	3.7%
	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	433	431	0	2	0	0
Percent		99.54%	0%	0.46%	0 %	0%

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Student Performance:

Using preliminary student performance data, Chavez Elementary has been rated an "A" campus by the state of Texas on the 2024-2025 Accountability system.

In Domain I, Student Achievement, Chavez earned a score of 85, reflecting strong overall student performance across STAAR assessments.

In Domain II, School Progress, Chavez demonstrated exceptional growth, earning a 93 in Academic Growth (Part A) and a 91 in Relative Performance (Part B). The higher of the two, 93, was used for accountability scoring.

In Domain III, Closing the Gaps, Chavez achieved a score of 92, highlighting the school's effectiveness in supporting diverse student populations, including English learners, economically disadvantaged students, and students with disabilities.

The overall 2024-2025 Accountability Rating for Chavez Elementary was 93, earning the campus a letter grade of A. This rating reflects the school's strong performance in student achievement and academic growth.

Chavez Elementary continues to demonstrate its commitment to academic excellence and equity, positioning itself as a leading elementary school within PSJA ISD.

Curriculum/ Instruction and Assessment: Cesar Chavez Elementary is a Two-Way Dual Language Campus. Students are provided content area instruction in English and Spanish by highly qualified and certified bilingual teachers. The goal of the program is for the students to become bilingual, and bicultural, and to be able to achieve a high degree of bi-literacy and academic achievement in both languages. Cesar Chavez Elementary strives for success in all areas. Students are followed through their school careers and showcased in the front of the school as Chavez alumni. The expectations are high, but the reward is great. CCE endeavors to produce 21st-century leaders who will carry their community into the future. Chavez Elementary believes in achieving success through innovation and excellence. To ensure that students are mastering the TEKS, teachers continuously reflect upon their instructional methods and interventions by collaboratively interpreting assessment data during their weekly CLC (Collaborative Learning Communities) meetings. This approach has impacted their ability to close achievement gaps, which is evident in the growth of their students. Recognizing the need to engage students in authentic reading and meaningful practice, also providing Social Emotional lessons to all our students.

SCHOOL INITIATIVES: **Cesar Chavez's goal is to better the instruction, deepen the learning, and increase our achievement by improving our professional development trainings and CLC's to strengthen teachers' expertise.**

● Increase student achievement by 5% - strengthening fundamental Math and Reading skills targeting focus TEKS

● Increase our percentage of Closing the Gaps by 5% strengthening fundamental Math and Reading skills targeting focus

● Increase TELPAS Scores increasing and monitoring Summit K12 usage reports, identifying at risk students not hitting progress

indicators and by embedding Listening, Speaking, Reading, and Writing in all subjects.
•Incorporate sustainability goals

Cesar Chavez Elementary brings awareness into the Social and Emotional needs of our students, staff, and community by incorporating the five core emotional competencies:

1.Self-awareness — Recognizing emotions and thoughts, understanding how they influence behavior, and assessing personal strengths and weaknesses.

2.Self-management — Regulating thoughts, emotions and behaviors. Setting goals, controlling impulses, and managing stress.

3.Social awareness — Understanding the perspective of others, showing empathy for diverse groups of people and finding support through family, school and community relationships.

4.Relationship skills — Communicating, cooperating, resisting negative pressure and offering help. Building and maintaining healthy relationships.

5.Responsible decision-making —Making ethical and respectful choices about personal behavior and relationships and evaluating the consequences of decisions.

Cesar Chavez's created a culture of literacy. Creating a literacy culture where children and even family members, are engaged in literacy experiences not just during school hours, but after school. Develop a collaborative, community building approach to literacy, incorporating social, cultural, and family interests into activities.

•Campus environment with students writing and other creations related to books.
•Literacy related events (literacy nights)
•Authors visits
•Enhance library with an emphasis on diverse and culturally relevant materials.

Cesar Chavez's involve parents in their children's academic success by establishing a positive partnership.

•Parent engagement activities, donuts with dudes, muffins with mom, etc.

•Super Star student rally
•Curriculum nights

•Award assemblies
•Student performances

Executive Summary Continued

Student Performance: (board goals)

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 64% (64% Reading, 65% Math) in June 2024 to 70% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by six percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase five percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by six percentage points by June 2026.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025
- The percentage of graduates who earn an industry certification will increase by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.
The district is:
1.   Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2.   Taking a system-wide approach to sustainability through a multi-departmental committee
3.   Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Comprehensive Needs Assessment

Data Resources Reviewed

1. **2024-2025 STAAR Campus Summary Report**

2. **2023-2024 Attendance**

3. **Discipline Referrals**

4. **PEIMS Demographics**

5. **Walk-through Data**

6. **Parental Involvement Data**

7. **TTESS Teacher Evaluations**

8. **Professional Development Plan**

9. **Special education participation and performance**

Demographics

Demographics Summary: The campus serves 433 students ranging from PK- 5th grade. Of these students, 68.8% have been identified Limited English Proficient, and 99.8% have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 88 % of the students have identified at risk of not graduating from high school. The student population consists of 99% Hispanic and 1% reporting another ethnic background.

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online and STAAR-Alt 2.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.

Demographics Summary Continued:

Emergent Bilingual (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR assessments, the results are as follow:

Reading   81%

Math   86%

Science   78%

- **In Reading, the achievement gap between EB and All students 2024 -2025 is + 2%.**

- **In Math, the achievement gap between EB and All students 2024 -2025 is +4%.**

- **In Science, the achievement gap between EB and All students 2024 -2025 is -2%.**

Demographics Summary Continued:

Special Education

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

Reading   81%

Math   86%

Science   78%

- In Reading, the achievement gap between SPED   and All students 2024 -2025 is -14%.

- In Math, the achievement gap between SPED and All students 2024 -2025 is -9%.

- In Science, the achievement gap between SPED and All students 2024 -2025 -19 %.

Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

Reading   81%

Math   86%

Science   78%

- In Reading, the achievement gap between ECD   and All students 2024 -2025 is 0%.

- In Math, the achievement gap between ECD and All students 2024 -2025 is 0%.

- In Science, the achievement gap between ECD and All students 2024 -2025 0%.

DOMAIN	Area Reviewed	Summary of Strengths	Summary of Needs	Root Cause	Priorities
1	Domain 1: Effective Teaching and Learning	**2022 All Subjects** Approaches: 77% Meets: 48% Masters: 22% **2023 All Subjects** Approaches: % Meets: % Masters: % **2024 All Subjects** Approaches: % 76 Meets: % 47 Masters: % 19	2022 Campus overall Domain 1 Score 77%, 2023 Campus overall Domain 1 score 86 % 2024 Campus overall Domain 1 76 % 2025 Campus overall Domain 1 86%	Professional development training geared to integrating technology with our instruction Student attendance Student reading below grade level (foundational skills) Student Math competencies below grade level	Improve student learning outcomes in : •4th Grade Reading and Math •3rd Grade Reading/Math •5th Grade Science/Reading
2	Domain 2: Student Support Student Progress Part A Student Progress Part B	Domain 2 Part A performance was higher than Part B. **2022** Part A: 96%	Address the needs of all students in each student group. Identify the student's	•Teachers will continue to monitor students.. virtually or face to face	•Address the needs of identified students to meet the progress measure in 2023-24 in

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		Part B: 86% **2024** Part A: 88 Part B: 84	previous performance and set specific goals by individual's students. Goal for Part A is 90 or above Goal for Part B is 90 or above.	•Steps will be made to address the SEL of students (Social Emotional Learning)	Reading and Mathematics.
3	Domain 3: Family and Community Empowerment	Campus had 88% of students' gap closed.	Goal is to perform at 100. Focus is to have SPED population perform at MEETS or above.	Continue to work on TELPAS component: Monitor the rest of groups English Language Proficiency Status 2025: Target 46% Progress rate 62%	Special population groups SPED EB's
Campus Total	Cesar Chavez received 3 distinction designations in 1. Top 25% Academic Growth 2. Top 25% Closing Gaps 3. Post Secondary readiness	Cesar Chavez Elementary MET STANDARD. Cesar Chavez Elementary went from an overall score of 90% in 2018 to a 96% in 202.	Final campus score was 86%. Goal is to have a 90% or higher for Spring 2026. Goal for 2026 to earn all 6 distinctions	Students will continue to work on intervention programs. 1. Voyager 2. Herman Method 3. IREADY 4. Fluency 5. Tutoring 6. Estrellitas 7. Sing Spell Read and Write	Improvement in 2024-2025 STAAR Performance Raw score 47 -52

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Problem & Root Cause	Priorities
			in core content areas .		
5	Family and Community Involvement	Neighborhood outreach/ARISE Communication in both English and Spanish Parental involvement Parent Center Business Partnerships Parent Advisory Committee (PAC)	Increase parent involvement Increase number of parents participating in the special programs offered by PSJA ISD Increase volunteer hours	Lack of parental participation/involvement in school. Low average of parents with high school diplomas and /or postsecondary education	Create opportunities for parents to receive postsecondary training/education (Valley Interfaith) (ARISE) Initiate parent academic conferences through DE Program
6	Technology	Availability of technology resources for students and teachers CIT training is readily available	Need access to ipads for school Purchase covers for ipads Printer ink is limited Further New Line boards	Integration of technology in instruction and increase the use of student technology for instructional rigor	CIT/ Librarian will provide training on the implementation of technology integration ; increase on-line resources

			training to create presentations Need student device for 1-1		
7	School Culture and Climate	Respect Skills Student attendance Customer Service Collaborative Learning Communities (CLC's)	Extra planning periods to finish RTI's/504 Consistency of essential agreements across campus.	Implement a campus – wide consistency committee to address solutions to everyday scenarios	Communicate with community Reading concerns and language . Provide a safe learning environment for students
8	Staff Quality, Recruitment, and Retention	Highly Qualified Staff New Teacher Academy McREL Evaluation Tool Mentorship CLL, Grade Level Chair and Admin	New teachers are overwhelmed with district initiatives Not enough time throughout the day to finish everything….	New teachers lack basic understanding of the instructional process and TEKS- Curriculum- Assessment Alignment	Schedule time for new teachers to observe and work with experienced teachers on a weekly basis

Campus Educational Improvement Committee Members

Effective Teaching and Learning	
Dr. Iris Guajardo	Executive Officer For Secondary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools
Adriana Garcia	Career and Technical Education
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained
Jeannette Lozano	PSJA North ECHS, Teacher-Science
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art
Roxxana Serna	Dr. William Long Elementary, Teacher-Second
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk
Michael Murray	Adv. Academic Services Program Director
Viviana Villarreal	Psja Early Start, Teacher-Pre K
Raymundo Monrreal	Jaime Escalante MS, Principal
Haissam Mayasi	Data Services Director
Alicia Alejandro	High School Social Studies Coordinator
Debbie Dawang	High School Math Coordinator
Sandra Serna	Data Support Coordinator
Karla Rodriguez	Elementary Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science
Eduardo Guzman	Language Development Specialist
Stephanie Cavazos	Aida Escobar Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher
Rene Hernandez	Guerra Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor
Melissa Rodriguez	Parent Representative
Thomas Moncivais	Business Representative

Student Support	
Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Yvonne Martinez	Migrant Strategist
Amy Marquez	Library Innovations Strategist
Jessica Zuniga	John Mckeever Elem, Principal
Veronica Quintana	Special Education Department Director
Oliva Martinez	English Language Development & Biliteracy Director
Denise Garcia	High School Science Coordinator
Ruben Salinas	PSJA High School, Teacher-Math
Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Arnold Serna Nieto	Austin Middle School, Sped Teacher
Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Mariciana Hernandez	Allen & William Arnold Elem., CLL
Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Liza Diaz	PSJA North ECHS, Principal
Roel Luna	Carmen Anaya Elem, Counselor
Christian Gonzalez	Kennedy Middle School, Asst. Principal
Cynthia Rivera	High School Reading Language Arts Coordinator
Sherry Vargas	Bilingual Strategist
Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erica Estreda	Cesar Chavez Elem, Teacher
Janie Baldazo	Murphy Middle School, Teacher
Cynthia Perales	Guerra Elementary, Teacher
Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Laura Torres	Carmen Anaya Elem, Assistant Principal
Sandra Delgado	Parent Representative
Maria Rodriguez	Parent Representative

Campus Educational Improvement Committee Members

Leadership Growth	
Dr. Rebecca Garza	Asst. Supt. For Human Resources
Alfredo Carrillo	Executive Officer For Human Resources
Dr. Nora Cantu	Executive Officer For Academics
Maria Varela	New Teacher and Insts. Coaching Coord.
Priscilla Salinas	ACTRGV Director
Gloria Garza	Elementary Science Coordinator
Adrian Karr	HR Manager
Hector Rodriguez	MIS Department Director
Stella Sanchez	Professional Development Director
Gina Saenz	LBJ Middle School Dean Of Instruction
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit
David Frias	Kelly-Pharr Elementary, Teacher-Kinder
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher
Romeo Romero	Aida Escobar Elem, Teacher-PE
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal
Jessica Moore	Middle School, Science Coordinator
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek
Yulissa Rangel	Austin Middle School, Math Teacher
Perla Oervides	Collegiate High School, Teacher-SS
Lezlie Neely	Ramirez Elementary, Teacher-Fifth
Jessica Garcia	Carman Elementary, Reading Coach
David Granadoz	Liberty Middle School, Teacher Math
Miguel Torres	Middle School Social Studies Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher
Laura Ramos Moreno	Sorenson Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher
Myra Perez	Parent Representative
Norma Villegas	Parent Representative
Daniela Zuniga	Business Representative

Family and Community Empowerment	
Dr. Orlando Noyola	Asst. Supt. For Student Services
Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Lauro Davalos	Asst. Supt. of Technology
Virgina Saenz	Counseling and Guidance Director
Claudia Lemus Campos	Communications & Marketing Director
Ruben Garcia	Parental Engagement Director
Laura Campos	Pupil Accounting Dept. Director
Erica Munguia	Migrant Strategist
Nora Galvan	Adult Literacy Coordinator
Rolando Garcia	Chief Of Police
Ruby Lopez	Cesar Chavez Elementary, CLL
Lizette Sosa	Farias Elementary, Teacher-Fourth
Osvaldo Gonzalez	Trevino Elementary, CLL
Vivian Salazar	John McKeever Elementary School, Techer Second
Azeneth Razo	Palmer Elementary, Teacher-Second
Maria Briseno	Vida N. Clover Elem., Teacher-Music
Juan Carlos Reyes	Henry Ford Elementary, Teacher
San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Melissa Sanchez	PSJA High School, Counselor
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Kimberly Ortega	Middle School Reading Language Arts Coordinator
Analynn Gundran	Collegiate High School, CLL
Susana Barbosa	Dr. William Long Elementary, Teacher
Felix Salinas	LBJ Middle School, Teacher
Melissa Ontivieros	Longoria Elementary, PK Teacher
Leticia Garcia	Parent Representative
Gloria Castillo	Parent Representative

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Cesar Chavez Elementary

Campus Site-Based Decision Making

- Campus Administration
  - Erika Garcia Reyes, Principal
  - Sandra Gutierrez, Asst. Principal
  - Crystal Cervantes, Counselor
  - Raquel Perez, Librarian
  - Ruby Lopez, Collaborative Learning Leader
  - Erica Estrada, Reading Intervnetion Coach

Community Member

- Ms. Montañez
- Marie Paez (parent educator)

Grade Level Chairs

- Monica Valls
- Olga Aldana
- Lesly Robles
- Brenda Jerez
- Tami Bhadai

2024-2025 STAAR

OVERALL RATING

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	**75**	**82**	**85**	**85**	**85**	**59.5**	**90**	**27.0**	**87**	**B**
Anaya Elementary	77	88	86	88	88	61.6	92	27.6	89	B
Arnold Elementary	80	92	88	92	92	64.4	92	27.6	92	A
Cantu Elementary	72	76	81	81	81	56.7	81	24.3	81	B
Carman Elementary	77	87	86	87	87	60.9	91	27.3	88	B
Chavez Elementary	86	93	91	93	93	65.1	92	27.6	93	A
Clover Elementary	74	90	82	90	90	63	85	25.5	89	B
Doedyns Elementary	11741	73	78	78	11741	8218.7	77	23.1	8242	A
Dr Long Elementary	74	81	82	82	82	57.4	77	23.1	81	B
Escobar Elementary	88	82	91	91	91	63.7	92	27.6	91	A
Farias Elementary	67	71	75	75	75	52.5	73	21.9	74	C
Ford Elementary	71	75	80	80	80	56	74	22.2	78	C
Garcia Elementary	82	90	90	90	90	63	92	27.6	91	A
Garza Elementary	76	91	85	91	91	63.7	91	27.3	91	A
Garza-Pena Elementary	76	80	85	85	85	59.5	88	26.4	86	B
Guerra Elementary	78	85	88	88	88	61.6	92	27.6	89	B
Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C
Livas Elementary	73	73	82	82	82	57.4	83	24.9	82	B
Longoria Elementary	75	89	84	89	89	62.3	91	27.3	90	A
McKeever Elementary	74	78	82	82	82	57.4	90	27.0	84	B
Palacios Elementary	86	89	91	91	91	63.7	92	27.6	91	A
Palmer Elementary	77	85	86	86	86	60.2	84	25.2	85	B
Ramirez Elementary	65	75	73	75	75	52.5	72	21.6	74	C
Reed-Mock Elementary	76	79	86	86	86	60.2	91	27.3	88	B
Sorensen Elementary	80	83	88	88	88	61.6	92	27.6	89	B
Trevino Elementary	62	62	70	70	70	49	64	19.2	68	D

2024-2025 STAAR (PRELIMINARY)

OVERALL RATING

ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	82	85	85	85	59.5	90	27.0	87	B
Chavez Elementary	86	93	91	93	93	65.1	92	27.6	93	A

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2023 – 2025 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

	Math	Reading	Science
2025 STAAR	Approaches:85 % Meets: 60% Masters: 26%	Approaches: 82% Meets: 60% Masters: 25%	Approaches: 75% Meets: 41% Masters: 17%
2024 STAAR	Approaches: 76% Meets: 52% Masters: 21%	Approaches: 80% Meets: 43% Masters: 22%	Approaches: 67% Meets: 44% Masters: 15%
2023 STAAR	Approaches: 83% Meets: 64% Masters: 37%	Approaches: 83% Meets: 56% Masters: 26%	Approaches: 84% Meets: 59% Masters: 24 %

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED at Approaches, Meets and Master's Level of Performance – Three Year Trend

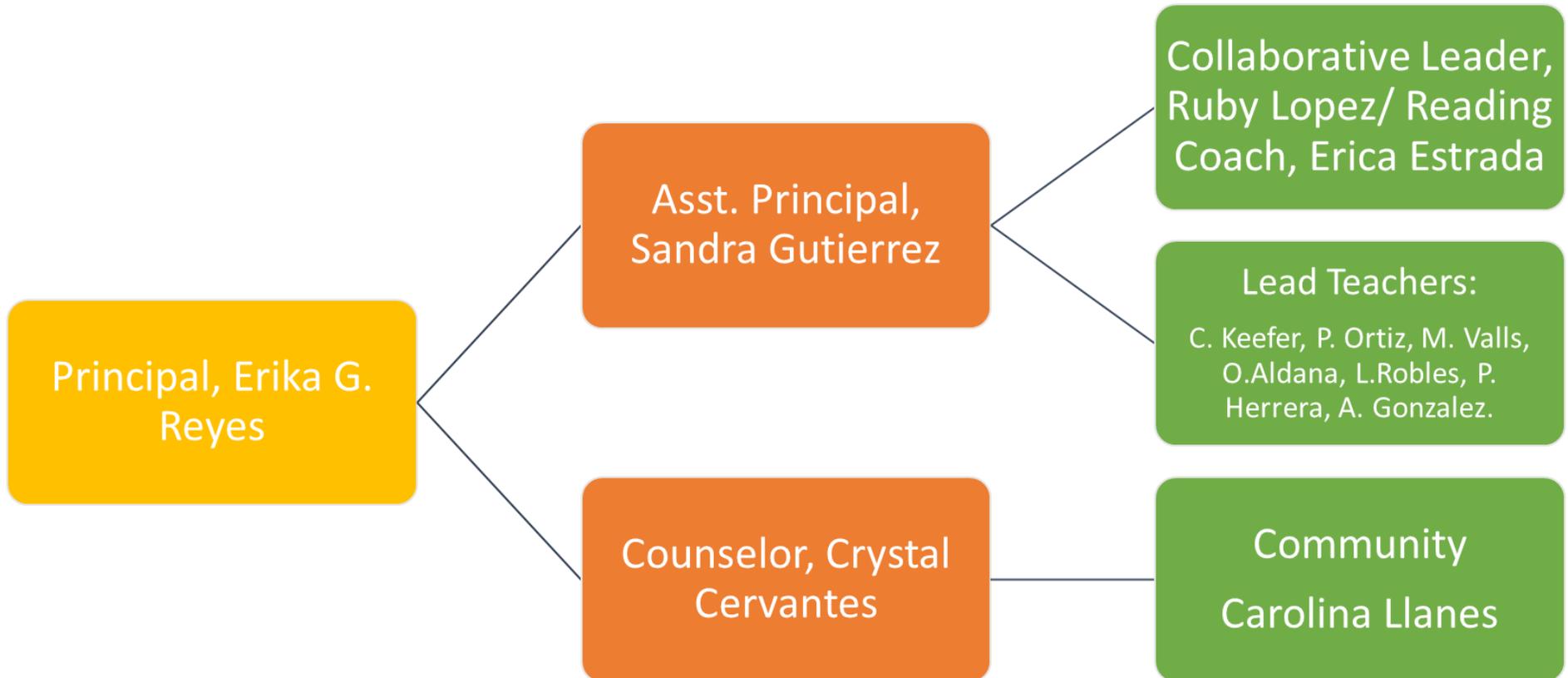| STAAR & STAAR ALT	2025			2024			2023		
Grade / Subject	App %	Meet %	Master%	App %	Meet %	Master%	App %	Meet %	Master%
Grade 3 Math	92%	68%	22%	54%	23%	7%	83%	46%	21%
SPED	71%	43%	0%	47%	20%	0%	85%	62%	8%
Grade 3 Reading	59%	44%	19%	81%	42%	14%	69%	40%	13%
SPED	71%	45%	8%	47%	28%	4%	62%	46%	0%
Grade 4 Math	72%	44%	21%	80%	59%	27%	67%	47%	21%
SPED	70%	45%	8%	63%	28%	4%	29%	7%	0%
Grade 4 Reading	89%	66%	34%	83%	45%	24%	74%	47%	21%
SPED	71%	57%	8%	73%	13%	4%	29%	14%	0%
Grade 5 Math	95%	70%	34%	93%	43%	29%	100%	96%	71%
SPED	89%	41%	11%	87%	29%	7%	86%	71%	14%
Grade 5 Reading	87%	70%	35%	78%	43%	26%	96%	83%	42%
SPED	76%	41%	0%	64%	29%	7%	100%	57%	29%
Grade 5 Science	78%	46%	15%	67%	44%	15%	85%	60%	25%
SPED	59%	35%	6%	33%	17%	0%	57%	29%	14%

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2023 – 2025 STAAR/STAAR ALT 2 District Results
Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT	2025			2024			2023		
Grade / Subject	App %	Meet %	Master%	App %	Meet %	Master%	App %	Meet %	Master%
Grade 3 Math	92%	68%	22%	54%	23%	7%	83%	46%	21%
Emergent Bilingual	100%	71%	24%	50%	14%	6%	70%	38%	16%
Grade 3 Reading	59%	44%	19%	81%	42%	14%	69%	40%	13%
Emergent Bilingual	71%	71%	29%	80%	40%	20%	65%	35%	16%
Grade 4 Math	72%	44%	21%	80%	59%	27%	67%	47%	21%
Emergent Bilingual	69%	36%	29%	80%	60%	21%	69%	44%	13%
Grade 4 Reading	89%	66%	34%	83%	45%	24%	74%	47%	21%
Emergent Bilingual	86%	71%	43%	85%	46%	35%	73%	38%	18%
Grade 5 Math	95%	70%	34%	93%	43%	29%	100%	96%	71%
Emergent Bilingual	98%	71%	36%	92%	74%	26%	97%	92%	69%
Grade 5 Reading	87%	70%	35%	78%	43%	26%	96%	83%	42%
Emergent Bilingual	90%	79%	41%	74%	42%	24%	94%	81%	42%
Grade 5 Science	78%	46%	15%	67%	44%	15%	85%	60%	25%
Emergent Bilingual	76%	38%	14%	66%	41%	9%	78%	47%	22%

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT	2025			2024			2023		
Grade / Subject	App %	Meet %	Master%	App %	Meet %	Master%	App %	Meet %	Master%
Grade 3 Math	92%	68%	22%	54%	23%	7%	83%	46%	21%
State				69%	41%	15%	**73%**	**45%**	**19%**
Region	71%	44%	17%	69%	38%	12%			
Grade 3 Reading	59%	44%	19%	81%	42%	14%	69%	40%	13%
State				75%	49%	21%	**76%**	**50%**	**20%**
Region	78%	52%	24%	75%	49%	22%			
Grade 4 Math	72%	44%	21%	80%	59%	27%	67%	47%	21%
State				68%	45%	21%	**71%**	**48%**	**22%**
Region	73%	51%	26%	71%	47%	20%			
Grade 4 Reading	89%	66%	34%	83%	45%	24%	74%	47%	21%
State				81%	51%	23%	**77%**	**48%**	**22%**
Region	84%	58%	29%	82%	53%	25%			
Grade 5 Math	95%	70%	34%	93%	43%	29%	100%	96%	71%
State				76%	49%	19%	**80%**	**51%**	**21%**
Region	77%	49%	23%	79%	50%	17%			
Grade 5 Reading	87%	70%	35%	78%	43%	26%	96%	83%	42%
State				78%	54%	29%	**81%**	**57%**	**28%**
Region	79%	61%	33%	79%	54%	29%			
Grade 5 Science	78%	46%	15%	67%	44%	15%	85%	60%	25%
State				57%	26%	20%	**65%**	**36%**	**15%**

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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT									
Region	69%	33%	19%	60%	27%	17%			

Comprehensive Needs Assessment

AREA LEADS: Cesar Chavez Elementary

Principal, Erika G. Reyes

Asst. Principal, Sandra Gutierrez

Counselor, Crystal Cervantes

Collaborative Leader, Ruby Lopez/ Reading Coach, Erica Estrada

Lead Teachers:

C. Keefer, P. Ortiz, M. Valls, O.Aldana, L.Robles, P. Herrera, A. Gonzalez.

Community

Carolina Llanes

Goal Area 1: Effective Teaching and Learning

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Cesar Chavez Elementary continues to demonstrate strong academic outcomes, driven by aligned instructional practices, targeted interventions, and a consistent commitment to student achievement and growth. The 2024–2025 STAAR preliminary data reflects the campus's ability to sustain high performance across multiple measures, including academic achievement, student progress, and TELPAS proficiency. While notable strengths exist in both reading and math, disaggregated data also highlights specific areas for growth, particularly in foundational literacy and increasing the percentage of students performing at the Masters level.

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd and 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

- High Overall Performance: Cesar Chavez earned an overall score of 93 (A rating)—the highest among all five elementary campuses reviewed—showcasing strong alignment between instruction, assessment, and intervention systems.

- Academic Achievement Across Core Subjects: The campus achieved 22.5 out of 25 possible points in Academic Achievement, reflecting a solid percentage of students meeting and mastering grade-level standards in both reading and math.

- Exceptional Growth and Progress: With a student growth score of 37.5 out of 40, Chavez maintained one of the highest progress ratings in the district. The STAAR School Progress data shows ACCEL performance for 36 students, contributing to a scale score of 93 (A) in growth, reinforcing the effectiveness of instructional response to student needs.
- High TELPAS Performance: Chavez scored a perfect 10/10 in TELPAS Benchmark 2, indicating strong language acquisition support for Emergent Bilinguals. This aligns with the campus's bilingual program goals and targeted language development strategies.
- Strong Student Success Score: The campus achieved 8.3 out of 10 in Student Success, a measure often influenced by higher levels of Meets and Masters performance, reinforcing the impact of rigorous instructional expectations and supports.

Challenges

Despite Cesar Chavez Elementary's strong academic performance, the data reveals specific areas where continued focus and strategic improvement are needed. These challenges reflect the campus's commitment to moving from excellence to distinction by closing performance gaps and increasing the percentage of students achieving at the highest levels.

- Masters-Level Performance Needs Strengthening: While the campus posted strong Meets performance (59% overall), only 25% of students reached Masters, signaling a need to shift more students from Meets to Masters through enrichment, critical thinking integration, and performance-level task exposure.

- Grade 3 Reading and Writing Foundational Skills: Although overall reading scores are high, foundational literacy gaps persist. Third-grade data indicates that a significant portion of students underperformed on Extended Constructed Responses (ECRs), suggesting the need for enhanced instruction in reading comprehension, academic writing, and cross-curricular literacy practices.

- Mathematics Acceleration and Depth of Understanding: Though Meets performance in math is solid, additional work is needed to increase students achieving Masters level, especially in Grades 4 and 5, to deepen conceptual understanding and transfer of math problem-solving skills.

- Sustaining and Scaling Intervention Impact: While the current systems support high levels of performance, sustaining growth for all student groups especially Special Education and Emergent Bilinguals will require differentiated small group instruction, consistent progress monitoring, and vertical planning to address unfinished learning.

Annual Goal 1: The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points by August 2026.

Objective 1: The percent of students performing at approches, meets, and masters on STAAR Reading 3-5 will increase from 80% to 85% approaches, 43% to 48% meets, and 22% to 27% masters by having access to a standards-aligned guaranteed and viable curriculum by August 2026.

Strategy 1: Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)

2. Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments

3) Use assessment data to drive intervention plans and build intervention time into the day at every level

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

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Strategy 2: Campus Leadership Team will monitor the implementation of the curriculum through walkthroughs. Collecting and assessing student data to drive interventions.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional computer time
before/ after school
2) implement fluency intervention blocks for all grade levels
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies
4) Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks with campus Reading Interventionist

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs and tailored professional development.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Strategically group students for differentiated instruction and implement differentiated instruction.
2) Monitor and assess implementation of instruction.

3) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

4) CLC Roadmap focused on litearcy

Resources			Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic		

Annual Goal 1: The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points by August 2026.

Objective 2 The percent of students performing at approches, meets, and masters on STAAR Reading 3-5 will increase from 80% to 85% approaches, 43% to 48% meets, and 22% to 27% masters by having access to a standards-aligned guaranteed and viable curriculum by August 2026.

Strategy 1: Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)

2)Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments

3) Use assessment data to drive intervention plans and build intervention time into the day at every level

4) Provide instruction and interventions that are directly related to students needs as demonstrated by data

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Campus Leadership Team will provide ongoing support for the implementation of the ELAR/SLAR curriculum though CLCs, tailored professional development, and small group instruction.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Strategically group students for differentiated instruction and implement differentiated instruction.
2) implement fluency intervention blocks for all grade levels
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies
4) Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks with campus Reading Interventionist
5) CLC roadmap focused on literacy and numeracy

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Use best practices to improve student achievement and teacher knowledge and implementation of state standards. Incorporate the Science of Reading through CLCs.

Timeline: September 2025 - September 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1) Weekly dissection of state standards TEKS in grade level and CLC meetings.

2) Implementation of a comprehensive curriculum that addresses the needs of students and ensures they will meet or exceed the states rigorous academic performance standards

3) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

4) Align TEKS activities and materials to meet the needs of all student sub groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Annual Goal 2: The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2026.

Objective 1: Increase the number of students achieving "Approaches" on the Math STAAR from 76% to 81% and "Meets" from 52% to 57% and "Masters" from 21% to 26% by having access to a standards aligned and viable curriculum.

Strategy 1: Campus Leadership team will monitor implementation of the curriculum at each classroom through teamed-up walkthroughs and formal observations.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1) Ensure appropriate pacing of the curriculum based on the timelines provided by the Math Curriculum Department.

2) Observe and provide feedback to teachers on effective and rigourous instructional practices and strategies.

3) Conduct Team Walks, with the campus leadership team, monthly to calibrate and provide growth opportunities for teachers.

4) Create a schedule for classroom visits monthly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Collect and assess data to monitor weekly student progress in Math and drive interventions.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Strategically group students for differentiated instruction and implement differentiated instruction.
2) Use disaggregated data to drive intervention plans that are directly related to students' needs. (interventions, tutorials, enrichment camps)
3) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs.
4) Disaggregate campus data from student assessments to determine student progress at each performance standard.
5) CLC roadmap focused on literacy and numeracy

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.
2) Disaggregate data to create small groups based on specific areas of need.
3) Create a target group of students that will need extra help and remediation and gather data on those students.
4) Continuous student monitoring to adjust instruction and interventions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Objective 2: By August 2026, the percentage of student performance will increase 5% points in all STAAR Math standards by implemeting effectively data driven interventions.

> **Strategy 1:** Use research based practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS).
> **Timeline:** September 2025- Aug. 2026
> **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
> **Action Steps:**

1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.

2) Observe and provide feedback to teachers on effective and rigourous instructional practices and strategies.

3) Alignment of TEKS with lesson objective, activities, exit ticket, and instructional strategies for student achievement.

4) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.

Timeline: September 2025 - August 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement2) Use disaggregated data to drive intervention plans that are directly related to students' needs. (interventions, tutorials, enrichment camps)

3) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs.

4) Disaggregate campus data from student assessments to determine student progress at each performance standard.

5) Identify the 10% of students who need the highest level of interventions and create plans to support them.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

•TPRI/TEJAS LEE •I-Ready			

Strategy 3: Create a series of Professional Development (PD) trainings along with our Reading Coach that will develop the teachers instructional strategies and best practices.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Assess current instructional strategies.
2) Disaggregate data to create small groups based on specific areas of need.
3) Identify the strategies to improve engagement
3) Implement PD to inspire commitment
4) Continuous student monitoring to adjust instruction and interventions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

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Objective 1: By August 2026, the percentage of student performance will increase 5% points in all STAAR Math standards by implemeting effectively data driven interventions.

> **Strategy 1:** Monitor reading fluency and comprehension in all grade levels.
> **Timeline:** September 2025- Aug. 2026
> **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
> **Action Steps:**

1) Conduct fluency and comprehension progress monitoring every three weeks

2) Update profile sheets periodically and update student groups on data wall.
3) Replacing reading stories based on student interest..

4) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

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Strategy 2: Motivate students to read for fun and create a rewards system for Reading.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1) invite authors and community members to read to our students.
2) Develop reading contests to increase student participation.
3) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs.
4) Disaggregate campus data from student assessments to determine student progress at each performance standard.
5) Use reading strategies such as choral reading, echo reading, popcorn reading, reader's theater, reading academies and exit tickets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Small Group instruction based on student needs
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Assess current instructional strategies.
2) Disaggregate data to create small groups based on specific areas of need.
3) Identify the strategies to improve engagement
4) Implement PD to inspire commitment
5) Continuous student monitoring to adjust instruction and interventions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Objective 2: By August 2026, 85% of pre-k3 - 2nd grade will meet end of year reading fluency and comprehension indicators based on grade level goals through our Eagle Intervention block.

Strategy 1: Strategically plan accelerated instruction to target specific needs of student.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1) Conduct fluency and comprehension progress monitoring every three weeks

2) Update profile sheets periodically and update student groups on data wall.
3) Replacing reading stories based on student interest..

4) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Create an intervention fluency and comprehension block across all grade levels "Eagle Time" and collect, assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data..

Timeline: September 2025 - August 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1) invite authors and community members to read to our students.

2) Develop reading contests to increase student participation.

3) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs.

4) Disaggregate campus data from student assessments to determine student progress at each performance standard.

5) Use reading strategies such as choral reading, echo reading, popcorn reading, reader's theater, reading academies and exit tickets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

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•I-Ready			

Strategy 3: Small group instruction will be implemented in the classroom to target areas of needs to ensure students success.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Review data from reading fluency, STAR library test, TPRI/TejasLee, TX-KEA, CLI PK Circle to determine student grouping and reading interventionist group
2) Disaggregate data to create small groups based on specific areas of need.
3) Identify the strategies to improve engagement
4) Implement instructional strategies to keep students focused on task.
5) Reteach in a small group setting
6) Continuous student monitoring to adjust instruction and interventions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

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Goal 2

GOAL AREA 2: Student Support

Areas Reviewed: Student Performance(Emergent bilingual and special education) in TELPAS and student achievement.

Strengths

Cesar Chavez Elementary continues to demonstrate strong academic outcomes, driven by aligned instructional practices, targeted interventions, and a consistent commitment to student achievement and growth. The 2024–2025 STAAR preliminary data reflects the campus's ability to sustain high performance across multiple measures, including academic achievement, student progress, and TELPAS proficiency. While notable strengths exist in both reading and math, disaggregated data also highlights specific areas for growth, particularly in foundational literacy and increasing the percentage of students performing at the Masters level. The 2025 TELPAS results for Cesar Chavez Elementary demonstrate clear evidence of progress in supporting English learners' language development. The data reflects a positive trajectory in student growth and participation, highlighting the effectiveness of campus systems designed to monitor, support, and enhance English language acquisition.

- Significant Progress in Growth Rate:
  Chavez Elementary showed improvement in student language acquisition, with 52.5% of students meeting expected progress, up from 42.1% the previous year. This marks a positive gain of over 10 percentage points, indicating effective language instruction and support systems in place.
- High Overall Participation and Monitoring:
  A total of 177 TELPAS tests were administered, and 155 students had composite scores, showing strong participation and comprehensive monitoring of English learners' progress.
- Increase in Advanced High Proficiency:
  Based on the Proficiency Summary, 14% of students reached Advanced High, reflecting progress toward academic language fluency—a key goal in TELPAS.
- Strong Performance in Intermediate and Advanced Levels:
  The majority of students scored within the Intermediate (38%) and Advanced (29%) proficiency bands. This shows that many students are progressing beyond basic levels of language acquisition.

Challenges

Despite Cesar Chavez Elementary's strong academic performance, the data reveals specific areas where continued focus and strategic improvement are needed. These challenges reflect the campus's commitment to moving from excellence to distinction by closing performance gaps and increasing the percentage of students achieving at the highest levels.

- Students Still Scoring in Beginning and Intermediate Levels: Despite the gains, 19% of students remain at the Beginning level, and 38% at Intermediate, indicating that a considerable percentage are not yet developing sufficient academic language skills for full content access.
- Limited Mastery at the Advanced High Level: Only 14% of students reached Advanced High, which is still below optimal expectations for

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students transitioning to reclassification and academic independence.

- Writing and Speaking Gaps Persist: While specific domain data is not separated here, the low numbers at Advanced High suggest continued challenges in productive language domains (speaking and writing), which are traditionally more difficult for students and essential for reclassification.
- Minimal Movement to Fluency: There were 0% students in the "Basic Fluency" category, suggesting that while growth is occurring, it may not yet be sufficient to transition students into fully proficient levels.

Objective 1:All Emergent Bilingual students will advance by at least one level of TELPAS composite ratings by August 2026 through the implementation of Language Acquisition research based activities

Strategy 1: All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1) Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).

2)Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.3) Replacing reading stories based on student interest.
3.) Utilize SummitK12 & AR for students to practice their Listening, Speaking, and Reading skills.

4) Provide quality interventions that are directly related to students' needs as demonstrated by data..

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning Summit K12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

		STAAR	

Strategy 2: Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking through Summit K12
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Provide training for teachers on ELPS and testing strategies.
2) Create and implement a TELPAS block across all grade levels.
3) Provide trainings on the implementation of language acquisition strategies.
4) Create and implement TELPAS progress monitoring practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Monitor that TELPAS writing practice is routinely implemented across all contents during instruction and allow time for keyboarding practice.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1. Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders
holders and plan appropriate targeted instructional interventions results, and lead data analysis discussions with stake
holders and plan appropriate targeted instructional interventions.
2. Create a calendar of writing samples for all grade level to align and support TELPAS writing structures.
3. Create and implement spiraling activities based on student needs.
4. Monitor monthly writing calendars that target TELPAS writing skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready • Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Objective 2: By August 2026, 60% Emergent Bilingual students will advance by at least one level of TELPAS Speaking and Reading composite

Strategy 1: All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).
Timeline: September 2025- Aug. 2026
       Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
       Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
       Action Steps:

1) Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).

2) Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.

3) Utilize SummitK12 & Bean Stack for students to practice their Listening, Speaking, and Reading skills.

4) Provide quality interventions that are directly related to students' needs as demonstrated by data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning Summit K12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking through Summit K12
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1) Provide training for teachers on ELPS and testing strategies.

2) Create and implement a TELPAS block across all grade levels.

3) Provide trainings on the implementation of language acquisition strategies.

4) Create and implement TELPAS progress monitoring practices

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: All teachers will review TELPAS released test questions alongside the TELPAS blueprint to help guide them on integrating reading skills across curricula.

Timeline: September 2025 - September 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:

1. All teachers will review TELPAS released test questions alongside the TELPAS reading blueprint to understand the specify of the questions and student skill set needed to respond proficiently.
2. Teachers will see TELPAS reading benchmark and released questions to better understand level of questioning to increase level of rigor on assigned content readings.
3. Create and implement spiraling activities based on student needs.
4. Teachers will integrate TELPAS question stems in lesson plans to provide all EL students with multiple opportunities to practice reading , speaking skills and areas of need.

Resources	Evidence of	Evidence of Impact	Formative Evaluation

	Implementation		
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

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Annual Goal: All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic

Objective 1: Emergent Bilingual (EB) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by August 2026.

> **Strategy 1:** Monitor all EB student progress on a monthly basis in the areas of Reading and Mathematics
> **Timeline:** September 2025- Aug. 2026
> **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
> **Action Steps:**

1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2) EB student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels
3.) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning Summit K12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

> **Strategy 2:** Provide Dual Language professional development for teachers with EB students in the areas of reading and math to deliver high quality instruction.

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Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Provide training for teachers on district curriculum and testing strategies.
2) Peer coaching and observation opportunities to enhance instructional practices
3) Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.
4) Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, I-Ready reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers ,TPRI/Tejas LEE Strategies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Ensure the teachers serving ELL students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1. Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplemental aids to reflect the needs of the students
2. Collaborate with all general educations teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student..
3. Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

4. Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready • Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Objective 2: By August 2026, Teachers will effectively deliver high quality instruction to all students
Strategy 1: Special Ed teachers and general ed teachers will collaborate when creating lesson plans to align curriculum.
Timeline: September 2025- Aug. 2026
      Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
      Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
      Action Steps:

1) Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplemental aids to reflect the needs of the students

2) Plan extended conferences where special ed and general ed teachers can collaborate on lesson plans

3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student.

4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning Summit K12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Provide professional development through CLCs for teachers and instructional aides in the Fundamental Five critical practices.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Provide training for teachers and instructional aides on the Fundamental Five, district curriculum and testing strategies..
2) Peer coaching and observation opportunities to enhance instructional practices.
3) Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans
4) Provide specific instructional training for instructional aides to best serve special education students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Use information from walkthrough observations to collect data trends about systemic instructional needs
.**Timeline:** September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1. **Conduct regular walkthroughs on a daily basis to collect data about instructional needs.**
2. **Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.**
3. **Monitor the implementation of IEP accommodations to accelerate student progress.**
4. **Determine teacher capacity and provide targeted professional development**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

<u>**Annual Goal 1 :**</u> **All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic**
<u>**Objective 1:**</u> By August 2026, Special Education students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by August 2026.

Strategy 1: Monitor all student progress on a monthly basis in the areas of Reading and Mathematics
Timeline: September 2025- Aug. 2026
      Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
      Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
      Action Steps:

1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress towards increasing performance at all levels

3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student.

4.) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Forde Ferrier Progress Learning Summit K12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Provide professional development for teachers and instructional aides assigned in the areas of reading and math to ensure the delivery of high quality instruction.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Provide training for teachers on district curriculum and testing strategies.
2) Peer coaching and observation opportunities to enhance instructional practices.
3) Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans
4) Provide specific instructional training for instructional aides to best serve special education students remotely or in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

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•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Ensure student individual education plans (IEP) address accommodations and modifications targeted to individual student needs.
.**Timeline:** September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1. **EB teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students.**
2. **Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.**
3. **Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.**
4. **Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready •Summit K12	•Walkthrough documents Fluency progress reports Lesson plans	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Goal 3

GOAL AREA 3: Family and Community Empowerment

Areas Reviewed: Promoting a school environment that promotes wellness for its students, parents, and community.

Strengths

- Campus-Wide SEL Integration: Chavez Elementary has successfully embedded the five core SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—into student and staff experiences. SEL is supported through guidance lessons, campus-wide activities, and targeted small group support.
- Consistent Promotion of Literacy Culture: The campus fosters a love for reading and writing by creating a literacy-rich environment. Literacy events, author visits, student-written displays, and library enhancements have all contributed to engaging students in meaningful, culturally relevant literacy experiences.
- Robust Parent and Family Engagement: Throughout the year, Chavez hosted curriculum nights, literacy events, and recognition assemblies every six weeks. Parent involvement was further strengthened through initiatives like Donuts with Dudes, Muffins with Mom, and national/local celebrations, helping to build trust and collaboration with families.
- Staff Inclusion in School Culture Activities: Faculty and staff were included in campus-wide celebrations and appreciation events, reinforcing a shared community culture and supporting staff morale and connection.

Challenges

- Sustaining High Levels of Family Engagement Across All Grade Levels: While participation was strong during high-profile events, ensuring consistent parent engagement especially in upper grades or academic-focused sessions remains an area for growth. Efforts should be made to diversify event formats and outreach strategies.
- Depth of SEL Implementation in Daily Instruction: Although SEL is promoted campus-wide, embedding SEL practices within academic instruction and across all content areas continues to be a work in progress. More teacher support and modeling may be needed to ensure SEL is practiced consistently during instructional time.
- Limited Student-Led Literacy Showcases: While there is a strong literacy culture, there are opportunities to expand student ownership through increased student-led performances, publishing opportunities, or book clubs that showcase their voice and choice.
- Tracking Impact of Engagement and SEL Initiatives: The campus offers a wide range of activities and supports, but systematic tracking of outcomes (e.g., SEL growth, family participation rates, and impact on student behavior or attendance) could help refine programming and better target resources.

Annual Goal 1: Throughout the 2025 - 2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 1: By August 2026 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement.

Strategy 1: Prepare and deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1. Continued use of the bullying/suicide support app
2. Monthly counseling and guidance lessons targeting bullying / cyberbullying for students
3. Integrate district policy on bullying/ cyberbullying
4. Provide information on the use of Safe to Speak Up application

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Behavioral Centers • PSJA LPC • Curriculum Anti Bullying Materials • Positive Promotions	Ongoing one to one assistance with emotional needs. Counselor develops trusting relationships and rapport with students. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies, Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 2: Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, Security Personnel, and all other campus staff
Action Steps:

1. Training staff on the Emergency Response Team Plan
2. Update emergency kits placed around campus and train appropriate staff on the use and location of kits
3. Revise and modify the Emergency Response Team as needed throughout the school year
4. Provide a training for ERT members and implement plan as needed throughout the school year

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Behavioral Centers • PSJA LPC • Curriculum Anti Bullying Materials • Positive Promotions	Ongoing one to one assistance with emotional needs. Counselor develops trusting relationships and rapport with students. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies, Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 3: Teachers will embed social emotional learning competencies into their content instruction and extra-curricular activities.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, Security Personnel, and all other campus staff
Action Steps:

1. Implement and address the following skills into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
2. Promote the five competencies across all extracurricular activities such as: NHS, UIL, Enrichment Camps, etc.
3. Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication
4. Provide opportunities for students to share their thoughts and feelings in a safe space during instructional time.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Behavioral Centers • PSJA LPC • Curriculum Anti Bullying Materials • Positive Promotions	Walkthroughs and Observations Lesson Plans with SEL embedded components SEL Survey Feedback	Improvement of campus culture among students, Increased student participation, and an Increase in student achievement.	Surveys Questioning and discussions. Safe to Speak Up application data

Objective 2: By August 2026 we will foster a school environment that promotes wellness for all students and increases productivity, participation, and emotional needs by increasing campus attendance by 5%

Strategy 1: Develop a campus attendance reward system for students and staff.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Attendance Committee, PEIMS Clerk, and Grade Leaders.
Action Steps:

1. As a grade level teachers will create a system to reward classroom student attendance
2. Campus will reward students at the end of every marking period for attendance
3. Campus will reward and recognize staff with perfect attendance by marking period

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus Data • Eschool Report • Substitute System Report	Daily attendance monitoring Eschool Data PEIMS Update Trainings Monthly Incentive Calendar	Students who attend school regularly perform higher academically than students that do not have regular attendance.	Eschool Report Campus, district, and state data

Strategy 2: School staff will meet frequently to identify individual student attendance needs and work together to support and monitor individual progress. Encourage Migrant student attendance through Migrant Vouchers.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Attendance Committee, PEIMS Clerk, and Grade Leaders.
Action Steps:
1. Teachers will monitor student attendance and intervene as necessary for chronically absent students.
2. Teachers will make home contact for chronically absent students.
3. Teachers will recommend tutoring and extended learning time (ARP) for chronically absent students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus Data • Eschool Report • Substitute System Report	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports Tutoring Logs Home Parent Contact Logs	Students who attend school regularly perform higher academically than students that do not have regular attendance.	School Messenger automated phone calls for students that are absent, Family attendance communication through Home Acces Center, Teacher/student contact

Strategy 3: Recognize the unique needs of students with excessive absences and provide flexibility to address those needs.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Attendance Committee, PEIMS Clerk, and Grade Leaders.
Action Steps:
1. Teachers will recommend students to participate in the Attendance Recovery Program (ARP) and Enrichment Camps.
2. The Community Parent Liaison will monitor and schedule (ARP) and schedule intervention as necessary to place students in the ARP program and enrichment camps.
3. The Community Parent Liaison and campus PEIMS clerk will monitor attendance daily.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
1. Campus Data 2. Eschool Report 3. Substitute System Report	CLC Agendas and Sign in Sheet Various Attendance Tracking Reports Parent contact via HAC, Phone, Email Home Visits Participation in ARP program Participation in Enrichment Camps	Students who attend school regularly perform higher academically than students that do not have regular attendance.	Parent contact through various comminication systems. Home visit by community liasion. Attendance recovery through enrichment camps.

Objective 3: By August 2026 we will foster a school environment that promotes wellness for all students and increases productivity, and participation by recognizing milestones and academic achievements.

Strategy 1: All staff will be recognized for increased efforts in maximizing student learning and participation in their academic and social sponsored events.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Attendance Committee, PEIMS Clerk, and Grade Leaders.
Action Steps:
1. Survey will be conducted through the school year to measure campus climate amongst staff members
2. Campus leaders will reach out to community to actively seek donations and sponsorship to celebrate and recognize staff
3. Campus leaders will take time to recognize staff throughout the year for their hard work, including all holidays.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Social media Community donations/sponsors Fundraisers Spirit of PSJA Eagle Super Star Parade	Recognition on Social Media outlets Teacher Appreciation Sponsors Incentive Committees	Improvement of overall campus culture.	Social Media platforms, surveys

Strategy 2: Students will gain recognition for their academic accomplishments and participation in extracurricular activities throughout the year.
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Attendance Committee, PEIMS Clerk, and Grade Leaders.
Action Steps:
1. Extracurricular sponsorship within the campus will increase by 10%
2. Campus leaders, teachers, and extracurricular sponsors will reach out to the community to seek donations, sponsorship, and fundraising opportunities
3. Students will be recognized for their achievements on a campus newsletter

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Social media Community donations/sponsors Fundraisers Spirit of PSJA Eagle Super Star Parade	Recognition on Social Media outlets Teacher Appreciation Sponsors Incentive Committees	Improvement of campus culture among students, Increased student participation in extra curriculars, Increase overall student performance.	Social Media platforms, surveys, DMAC reports

Annual Goal 2: Throughout the 2025 - 2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 1: By August 2026 the campus will see an increase of 10% in parental involvement.

Strategy 1: Provide a welcoming environment by extending invitations for school events and activities.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, Teachers, Parent Liaison.
Action Steps:
1. Hold teacher parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus based progress monitoring virtually or in person during assigned period.
2. Create a parent survey that will provide feedback as to what activities or events they would like to participate in.
3. Invite parents to a monthly Parent Café

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Cesar Chavez Facebook Cesar Chavez School website Class Dojo PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 2: Staff ensure that every interaction and engagement with parents is positive and valuable.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1. Teachers invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.
2. Create a parent survey that will provide feedback as to what activities or events they would like to participate in.
3. Provide professional development training on how to improve communication with all stakeholders

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Cesar Chavez Facebook Cesar Chavez School website Class Dojo PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 3: Communication with parents is timely and is provided through a variety of communication methods.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1. Share a monthly calendar of events through digital and / or hard copy.
2. Provide an extension of conference time to teachers minimum once per six weeks so teachers can communicate with parents.
3. Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Cesar Chavez Facebook Cesar Chavez School website Class Dojo PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Objective 2: By August 2026, campus will increase engagement of parents and community members by providing current public information resources

Strategy 1: Increase social media communication by posting across different platforms to inform parents and community members of pertinent information

regarding school events, policies, and procedures

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, Teachers, Public Relations Rep.

Action Steps:

1. Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page
2. One hundred percent of teachers will connect to Class Dojo to 100% of students and parents who have access to technology
3. Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Cesar Chavez Facebook Cesar Chavez School website Class Dojo PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers on CCE Facebook page Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	Sign in sheets Agendas Parental surveys Facebook & Twitter Posts Class Dojo Posts

Annual Goal 3: Throughout the 2025 - 2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 1: The campus will foster a culture of safety by having 100% of staff trained on campus safety protocols and procedures.

Strategy 1: Campus will continue to implement an Emergency Response Team to ensure all safety protocols and procedures are in place.

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Head Custodian, Teachers, Emergency Response Team, Campus Security Guard

Action Steps:

1. Conduct monthly ERT drills and post drill feedback sessions
2. Train all staff on state and district mandated trainings such as but not limited to, sexual harassment, Davids's Law, diabetes, allergic reactions, seizures, stop the bleed, CPR, CPI
3. Staff will be trained on crisis situations with assigned roles and responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map District Safey Plan Campus Safety Plan PSJA Police Department	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety Trainings	Emergency response drills	Health Service campus drills District safety Audits

Strategy 2: Establish a plan and procedures for any student or staff displaying symptoms.

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Head Custodian, Teachers, Emergency Response Team, Campus Security Guard

Action Steps:

1. Weekly check ins on CARE room to ensure all safety protocols are in place
2. The Emergency Response Team will have established roles and responsibilities in place.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

School Map District Safey Plan Campus Safety Plan PSJA Police Department	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety Trainings	<mark>CARE room inspection and committee members</mark>	Health Service campus drills District safety Audits

Strategy 3: Promote behaviors that reduce the spread of communicable diseases.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Head Custodian, Teachers, Emergency Response Team, Campus Security Guard
Action Steps:
1. Educate staff and families about when they should stay home and when they are allowed to come back to school
2. Teach and reinforce the use of mask when feeling sick and other safety practices

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map District Safey Plan Campus Safety Plan PSJA Police Department	Hand hygiene and respiratory etiquette (masks). Modified layouts Recognize signs and symptoms Disinfecting stations	Personal prevention practices such as handwashing, staying home when sick, and cleaning working areas.	Health Service campus drills District safety Audits

Objective 2: The campus will foster a culture of safety by having 100% of staff trained on campus safety protocols and procedures.
Strategy 1: Provide staff development for administrators and campus security officers, on safety procedures to increase school safety.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

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Action Steps:
1. Train on lockdowns and active threat situations
2. Conduct daily security/ safety audits on campus.
3. Staff will be trained in crisis situations with assigned roles and responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map District Safey Plan Campus Safety Plan PSJA Police Department Security Cameras	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety trainings	Improved threat situations Improved security /safety audits	District safety Audits

Strategy 2: Provide staff development for administrators and campus security officers, on safety procedures to increase school safety.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:
1. School counselor will conduct classes and talk about EAGLES behavior expectations
2. Teachers will train students on EAGLES student expectations and behaviors
3. Campus will reward students for SOAR for excellence

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

School Rules and policies Eagles student expectations	PEIMS discipline reports Teacher observations Counselor observations	Decrease in discipline problems	Side by side analysis

Strategy 3: Implementation of schoolwide positive behavior interventions and supports
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:
1. Plan for alternatives to school detentions
2. Implement strategies for student behavior modification
3. Monitor and assess program effectiveness

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Professional development Literature on PBMS	PEIMS discipline reports Teacher observations Counselor observations	Decrease in discipline problems	Side by side analysis

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Goal 4

GOAL AREA 4: Leadership Growth

Areas Reviewed: Cultivating a culture of growth and positivity increasing our teacher retention rate. Increasing the delivery of engaging lessons through Teacher Incentive Allotment certified teachers. Increasing teacher collaboration to increase the number of state recognized teachers.

Cesar Chavez Elementary continues to prioritize leadership development by investing in teacher excellence, collaborative culture, and instructional quality. A shared commitment to professional growth and innovation has contributed to notable teacher achievements and a supportive school climate that values retention and recognition.

Strengths

- High Percentage of State-Recognized Teachers: A major point of pride is that 19 out of 28 teachers (over 67%) have earned state recognition through the Teacher Incentive Allotment (TIA), highlighting a strong culture of instructional excellence and high expectations.
- Strong Focus on Professional Growth: The campus fosters leadership development by encouraging ongoing learning, classroom innovation, and peer support. Teachers engage in continuous professional development aligned with instructional goals and the T-TESS framework.
- Collaborative Campus Culture: Teacher collaboration is a core part of the professional environment at Chavez. Grade-level teams and content PLCs meet consistently to share best practices, reflect on student data, and align lessons to increase rigor and engagement.
- Positive Impact on Teacher Retention: Recognition through TIA and a supportive, team-oriented environment have positively influenced teacher morale and retention, helping to maintain consistency in instructional quality and campus initiatives.

While the campus has made significant progress in developing teacher leadership and instructional capacity, continued focus is needed to expand teacher recognition, build leadership pathways, and ensure sustainability of growth efforts across all grade levels and content areas.

Challenges

- Expanding State Recognition Across All Classrooms: Though 19 teachers have achieved state recognition, efforts must continue to support and coach the remaining staff toward meeting the TIA criteria, particularly in non-tested or specialized areas.
- Sustaining Momentum in Teacher Growth: As the number of high-performing teachers grows, maintaining differentiated professional development and personalized coaching becomes essential to meet evolving instructional needs.
- Developing Teacher Leaders Beyond the Classroom: The next step in leadership growth includes empowering recognized teachers to take on mentoring roles, lead CLCs, or support schoolwide initiatives to build internal capacity.
- Balancing Recognition with Equity: Ensuring that all teachers, regardless of grade level or subject, have access to the same opportunities for recognition and support can be challenging, particularly in foundational or non-core content areas.

Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time

Objective 1: Update the Instructional Focus Walkthrough form to align to T-TESS Teacher Evaluation System by September 2026.

Strategy 1: Leadership Team will review the current Instructional WalkThrough Focus tool and that alignment to T-TESS evaluation system.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1) Retrieve the current walk-through form from programmers to analyze.
2) Compare the current walk-through form to the T-TESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.
3) Schedule meetings with teachers in order to collect feedback.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Update Walk-throughs focus forms
Timeline: September 2025 - August 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Administration will ask for feedback from teachers and campus leaders
2) Revise/update walk-through form to be aligned with T-TESS rubrics
3) Provide multiple opportunities for development of TTESS rubrics and look for's

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Monitor and review data from new instructional focus walk-through form and T-TESS observations.
Timeline: September 2025 - September 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Collect feedback from teachers, campus leaders, and leadership team on the alignment of walk-throughs to T-TESS observations.
2) Monitor and assess implementation of instruction.
3) Use feedback to analyze, revise, and update any weekly observational rubrics to meet the campus needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents•Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic TTESS

Annual Goal 2: Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2026.

Objective 1: Develop teacher skills and knowledge on the teacher evaluation platform TTESS to complete fair valid teacher evaluations.

Strategy 1: Implement peer observation and coaching cycles to strengthen instructional practices and support reflective teacher growth aligned to TTESS domains.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Establish peer coaching partnerships across grade levels or content teams.
2) Develop observation tools based on TTESS focus areas (e.g., planning, instruction, classroom environment).
3) Schedule structured observation windows followed by coaching feedback conversations.
4) Monitor impact through reflection logs, walkthrough trends, and PD adjustments.
5)Celebrate and showcase teacher growth through evidence boards or PLC highlights

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Development of revised Instructional Walk-through focus tool. Collect and review data. TEEMS evaluation system SGM Data CLC Agendas	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Provide professional development for all teachers.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Administration will ask for feedback from teachers and campus leaders
2) Revise/update walk-through form to be aligned with T-TESS rubrics
3) Provide multiple opportunities for development of TTESS rubrics and look for's
4) Review teacher evaluations and compare to student performance

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Annual Goal 2: Campus leaders will work to create a positive campus culture and climate increasing retention by 10% by June 2026.

Objective 1: Foster a school-wide culture of recognition, support, and connectedness to improve staff morale and increase teacher retention.

Strategy 1: Establish a Staff Recognition Program to Promote Belonging and Motivation.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Develop a monthly recognition system (e.g., "Staff Shout-Outs," "Teacher of the Month," "Above & Beyond" awards).
2) Create a recognition board and/or digital celebration platform.
3) Incorporate recognition in staff meetings and newsletters.
4) Collect and share peer nominations to promote team appreciation.
5) Host quarterly morale-boosting events or appreciation days tied to performance milestones

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Development of revised Instructional Walk-through focus tool. Collect and review data. TEEMS evaluation system SGM Data CLC Agendas	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Strengthen Staff Collaboration and Wellness through Structured Support Systems
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Launch a campus wellness team to lead staff SEL and support initiatives.
2) Provide monthly SEL-focused staff check-ins or circles.
3) Implement "Wellness Wednesdays" or campus-wide initiatives promoting mental health and work-life balance.
4) Schedule quarterly team-building activities to reinforce unity and reduce burnout.
5) Use surveys to monitor teacher morale, collaboration, and satisfaction to adjust supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Annual Goal 3: Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2026.

<u>Objective 1:</u> Improve the quality of Tier 1 instruction and intervention practices through aligned professional development, data-driven planning, and student-centered learning strategies.

Strategy 1: Implement campus-wide data meetings to inform instructional decisions and support differentiation.
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Schedule and conduct monthly data PLCs focused on student growth and learning targets.
2) Train teachers on analyzing item-level STAAR and formative data.
3) Create and monitor targeted intervention groups based on data trends.
4) Align instructional planning and resources to identified areas of need.
5) Track progress and adjust instruction based on ongoing data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Development of revised Instructional Walk-through focus tool. Collect and review data. TEEMS evaluation system SGM Data CLC Agendas	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Increase rigor and engagement in Tier 1 instruction through the use of high-yield strategies and academic discourse.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) Provide training on high-impact strategies (e.g., Accountable Talk, Aggressive Monitoring, Checks for Understanding).
2) Conduct instructional rounds focused on rigor and student engagement.
3) Share exemplars of rigorous lessons and anchor charts during PLCs.
4) Provide feedback through walkthroughs and coaching cycles.
5) Celebrate and showcase model classrooms during leadership team meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Empower Students Through Goal-Setting and Progress Monitoring
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1. Train teachers on how to facilitate student goal-setting aligned to Meets and Masters performance levels.
   (e.g., using previous STAAR, benchmarks, or formative assessments)
2. Have students track their own progress in data folders, journals, or digital dashboards.
3. Create a system for regular student-led conferences (e.g., once per grading cycle) to reflect on progress and identify next steps.
4. Celebrate academic growth publicly through classroom recognition walls, shout-outs, or campus-wide data celebrations.
5. Incorporate goal-setting conversations into teacher-student conferences and intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Annual Goal **:** Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2026.

Objective 2: Foster an inclusive and supportive school climate that ensures all students feel valued, respected, and connected to the school community.

Strategy 1: Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.

Action Steps:
1) Implement schoolwide SEL routines that focus on inclusion, empathy, and positive relationships (e.g., morning meetings, SEL journal prompts, and affirmations).
2) Facilitate student-led initiatives such as kindness clubs, ambassador programs, or student council activities that promote belonging and respect.
3) Celebrate student diversity through monthly cultural awareness events, heritage recognitions, and inclusive classroom materials.
4) Provide professional development for staff on culturally responsive teaching, trauma-informed practices, and inclusive language use.
5) Create welcoming school environments with visuals that reflect student diversity, values of respect, and a sense of community (e.g., hallway displays, welcome signs in multiple languages).
6) Survey students quarterly on their sense of belonging and use results to adjust supports and practices.
7) Engage families in school events and communication efforts that affirm student identity and promote home-school partnerships.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC STAAR Question Stems Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Development of revised Instructional Walk-through focus tool. Collect and review data. TEEMS evaluation system SGM Data CLC Agendas	•Student Achievement gains on the STAAR •Progress monitoring reports •TELPAS •Walkthrough feedback •Lesson plans Teacher created assessments Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: that complements it by emphasizing student voice and engagement a key driver of positive school climate.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:
1) **Establish student leadership teams** (e.g., Student Council, Peer Ambassadors, Safety Patrol) that contribute to school decisions, events, and community-building initiatives.
2) **Create feedback opportunities** such as student surveys, suggestion boxes, and classroom forums to gather input on campus climate, instruction, and engagement.
3) **Hold regular student leadership meetings** with administration to review schoolwide initiatives and student concerns.
4) **Encourage student-led projects or service initiatives** that promote inclusion, kindness, and school pride.
5) **Recognize student contributions publicly** through assemblies, announcements, and bulletin boards.
6) **Implement student-led conferences** at least once a semester to promote goal-setting, academic reflection, and communication skills.
7) **Provide training or mentorship** for student leaders on communication, collaboration, and peer advocacy.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Strategy 3: Strengthen family and community partnerships to reinforce a shared commitment to student success, connection, and well-being.
Timeline: September 2025 - August 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Counselor, Collaborative Learning Leader, Reading Interventionist, and Grade Leaders.
Action Steps:

1) **Host culturally responsive family engagement events** that reflect the backgrounds, interests, and needs of your school community (e.g., cultural nights, literacy nights, bilingual parent workshops).
2) **Establish regular two-way communication systems** (newsletters, Remind messages, ClassDojo, etc.) that celebrate student achievements and invite parent voice.
3) **Offer parent learning sessions** focused on SEL, academic strategies, and navigating school systems (e.g., STAAR, TIA, attendance).
4) **Create a welcoming front office and school entryway** with inclusive signage, student artwork, and resources for families.
5) **Include families in school traditions and recognition events** (e.g., award assemblies, monthly celebrations, national recognition days).
6) **Establish a parent advisory group or coffee with the principal** to encourage relationship-building and collaborative input.
7) **Partner with community organizations** to provide additional student supports (e.g., mentoring, mental health services, enrichment opportunities).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •IREADY reports •Lesson Plans •TPRI/TEJAS LEE •I-Ready Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	•Walkthrough documents Fluency progress reports Lesson plans Development of revised Instructional Walk-through focus tool. Collect and review data.	•BM1 and BM2 scores show increases in student achievement and student performance growth IREADY diagnostic reports	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

Professional Development Calendar

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2))
that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address
the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic
achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student
academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun
preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required
by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are
identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention
programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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