

Madison Metropolitan School District

Chavez Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Chávez brings communities together by seeking to create a space where our children, staff and families thrive. We provide opportunities for the voices of our community to be heard. Our Padres Unidos, Parents of Black Excellence, DLI Parent Advisory Board and our PTO all regularly engage with school staff to achieve this goal. We have an intentional focus on promoting community and supporting student's social/emotional well being. Our DLI program promotes biliteracy and bicultural appreciation. Staff engage in self-reflection and are committed to leading the cause to make Chávez a more equitable place for all scholars and families. Chávez is currently the largest elementary school and it's a non title school. We are working to meet the needs of our school community with less than full time allocations at several very crucial positions.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by AIMSWEB Plus/Forward/ACT.

Evaluation Data Source: AIMSWEB Plus (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

K-5 staff will co-plan with grade-level teams to internalize lessons in EL / Benchmark units by (a) aligning learning targets to grade-level standards and (b) planning for scaffolds based on student data. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B-4D), and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).

Strategy 2

Staff will implement small group (DLI) or cycle (ELI) lessons with fidelity to (a) collect and analyze data three times a year and (b) use data to implement microphase-aligned instruction in small groups with fidelity to increase student achievement.

Strategy 3

4K: Teachers apply foundational skills learning as taught in EC LETRS professional development.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers implement grade-level standards math curriculum with integrity focusing on whole group lesson with a focus on core instructional practices - checks for understanding aligned to the learning target (indicators 4B-4D) and use of protocols and student-to-student discourse

(indicators 5E & 5F).

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased our students' attendance rate of 90% or higher by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Data is used to strengthen prevention / early intervention and tiered intervention systems weekly at CARES meetings. CARES team members will designate roles to bring a weekly snapshot of attendance and behavior data.

Strategy 2

Absenteeism data thresholds are established to target action: Greater than 90% prioritize school-wide universal prevention systems, between 80% and 90% prioritize family and community engagement, and below 80% prioritize tiered interventions to address barriers to attendance

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by AIMSWEB plus (2)/Forward/ACT.

Evaluation Data Source: AIMSWEB Plus (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Staff will identify African American scholars as focus scholars when co-planning with grade-level teams to internalize lessons in EL / Benchmark units by (a) aligning learning targets to grade-level standards and (b) planning for scaffolds based on focus student data. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B-4D), and meaning making through the use of protocols and student to student discourse, elevating focus student voices (indicators 5E and 5F).

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers implement grade-level standards math curriculum with integrity focusing on whole group lesson with a focus on core instructional practices - checks for understanding aligned to the learning target (indicators 4B-4D) and use of protocols and student-to-student discourse (indicators 5E & 5F), to accelerate African American students' math proficiency.

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Data is used to strengthen prevention / early intervention and tiered intervention systems weekly at CARES meetings. CARES team members will designate roles to bring a weekly snapshot of attendance and behavior data.

Strategy 2

Absenteeism data thresholds are established to target action: Greater than 90% prioritize school-wide universal prevention systems, between 80% and 90% prioritize family and community engagement, and below 80% prioritize tiered interventions to address barriers to attendance