

Chavez Public
Charter Schools
for Public Policy

Strategic Plan

School Years

2026-27

2028-29

CHAVEZ
SCHOOLS



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Letter from the Executive Director

Dear Chavez Public Charter Schools Community,

As Chavez approaches its 30th year, I find myself thinking less about what we've accomplished and more about what we're called to do next. Thirty years is worth celebrating — but it is not a reason to stand still. It is an opportunity to strengthen our commitment to the future.

Our mission is the same as it was when we opened: to prepare students to succeed in competitive colleges and to empower them to use public policy to build a more just, free, and equal world. What sets us apart is that we don't treat that mission as a theory — we treat it as a practice. Our scholars don't just study public policy; they live it. Through annual mission trips that expose scholars to real-world policy and Civil Rights history, rigorous thesis presentations, and the daily work of interrogating the systems around them, our students learn that they are not meant to simply accept the world as they find it. They are meant to change it.

I have had the honor of serving as Executive Director for the past two years and what continues to motivate me is seeing young people from all over DC, especially those who reside east of the river, come to school with enormous dreams for their future, but without a roadmap to get there. Our job is not just to get students into college, but to get them to and through the postsecondary path they choose. Our students are more than future degree-holders — they are future change-makers.

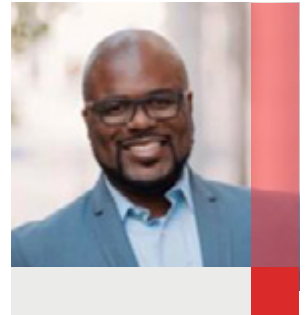
That belief is what this strategic plan is built on. Over the past two months, we listened deeply — to students, families, educators, and alumni — and what we heard shaped every page of this document. This plan is not about us. It is by us.

The work ahead is clear. We will deepen our public policy identity so that every scholar, in every classroom and at every grade level, feels its presence and purpose. We will build the kind of safety and belonging that allows students, staff, and families alike to show up fully. We will strengthen the systems and structures that make excellent schools possible. And we will forge the partnerships and resources that extend our reach across this city, where policy is made every single day.

On behalf of the Chavez community, thank you to every student, family member, educator, staff member, alumni, board member, school leader, and community partner who raised their voice and helped build this vision. I look forward to continuing our engagement in service of current and future Chavez scholars.

In partnership,

Sanjay Mitchell



About Chavez Public Charter Schools for Public Policy



Chavez Public Charter Schools for Public Policy (Chavez PCS) first opened its doors in 1998 in a grocery store basement, with 60 students and the belief that young people from Washington, DC, could not only earn college degrees but use them to change the world.

Today, Chavez serves 420 scholars in grades 6 through 12, preparing them to succeed in competitive colleges and career pathways while empowering them to use public policy to create a more just, free, and equal world. Our public policy program develops the skills scholars need to become effective change agents — paired with a rigorous college preparatory curriculum within a safe and supportive learning environment. Our work centers on real-world public policy experiences that foster critical thinking, deep knowledge of our country's founding principles, and strong advocacy skills.

Our results speak to what's possible when young people are given the tools, the support, and the belief that their voices matter: 100 percent of the Class of 2024 graduates were accepted to college, while earning over \$3 million in scholarships to help make that next step a reality. We are proud of how far we've come and ready to go further in the future.



Our Mission

Chavez PCS's mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.



Our Vision

Our vision is that all Chavez alumni have college degrees and lead lives of personal achievement and public engagement in local and national public policy challenges. Further, Chavez scholars are sought out by elected officials, civic leaders, community organizers, and the media when they are seeking scholar voices on public policy issues.



Our Values

Our core values are driven by our commitment to empowering scholars to become change agents in their communities and in the world. These values guide the ways we interact with our scholars, our partners, and with the community writ large.

- **Be Respectful:** Chavez scholars show they are respectful by communicating clearly, passionately, and appropriately; listening actively and reflectively; acknowledging and accepting the differences of others; engaging in continuous and conscious acts of kindness; and displaying self-discipline and self-control.
- **Be Responsible:** Chavez scholars show they are responsible by always being honest and transparent; taking ownership of their actions; prioritizing their obligations and commitments; being reliable and trustworthy; and being proactive in addressing issues.
- **Be Resourceful:** Chavez scholars show they are resourceful by being strategic; maintaining an open mind and willingness to learn; remaining adaptable; using their creativity; remaining focused on outcomes, not just activities; and recognizing when and where they may need help.
- **Be Resilient:** Chavez scholars show they are resilient by focusing on things that are within their control; maintaining a positive attitude; viewing every challenge as an opportunity to learn and grow; discovering and living into their purpose; and recognizing and growing their areas of strength.

Developing This Plan

This strategic plan was built with and for the Chavez community. Over two months, we listened deeply — engaging students, families, alumni, educators, and leaders about their experiences and hopes while rigorously analyzing student outcome data, research, and promising practices from across the country.

Our surveys, interviews, and focus groups included participation¹ from:

- 30+ educators and staff,
- 150+ students,
- 20+ family members, and
- Extensive conversations with Chavez school leadership, Board of Trustees, and members of the Strategic Planning and Implementation Committee.

What We Heard

- **Our public policy identity is a source of pride and an opportunity.** Community members across the board expressed deep belief in the school's public policy mission. At the same time, we heard that the experience of that mission isn't yet consistent and that it looks and feels different depending on the classroom, grade level, or year.
- **Academic rigor is a key draw for Chavez families.** Most families report that their scholar's academic performance has improved, their intellectual curiosity is supported, and that they feel appropriately challenged.
- **Our people are our strength.** Teachers and staff were the most frequently cited strength across all groups, with the majority of high school students naming them as a top reason they love coming to school.
- **Safety and belonging are foundational — and require immediate attention.** Physical safety emerged as an urgent concern across all stakeholder groups and is already being addressed in our school.
- **Expanding our resources will expand our impact.** To fully deliver on our mission — and to pursue the partnerships, programs, and pathways our community deserves — we need a more diversified funding base.
- **Consistency and clarity will unlock our next chapter.** We heard a clear desire for more consistency — in how classrooms operate, how expectations are communicated, how the Board of Trustees operates, and how the school's programs and processes are documented and sustained over time.

These themes, combined with data analysis and research, result in a plan that is both evidence-informed and community-driven, rooted in the collective commitment to the mission that defines Chavez.

¹ Measures of touchpoints - some stakeholder participated in more than one way, so these may include duplicate counts

Strategic Plan for SY2026-27 through SY2028-29

NORTH STAR: Chavez PCS's mission is to prepare students to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.

**Preparing Students to
Succeed in Competitive
Colleges or Career Paths**



**Empowering Students
to Use Public Policy**

**Creating a More Just,
Free, and Equal World**



Elements of the North Star	Baseline Data	Goal by SY 2028-29	As Measured by:
Preparing Students to Succeed in Competitive Colleges or Career Paths	SY 2024-25: MS = Level 4 HS = Level 3	Chavez earns a Level I or Level II ASPIRE rating, capturing 95% or more of available points across School Performance and School Progress categories on both the 6–8 and 9–12 frameworks.	ASPIRE Framework

Elements of the North Star	Baseline Data	Goal by SY 2028-29	As Measured by:
Empowering Students to Use Public Policy	SY 2025-26: 90% of graduating seniors understand how public policy connects to their learning and community. 22% of surveyed middle schoolers understand the public policy mission.	98% of graduating seniors and 75% of rising 9th graders will understand the public policy mission and how it connects to their learning and community.	In-school Survey
Creating a More Just, Free, and Equal World	No baseline data available	90% of 8th graders and 12th graders will report feeling equipped with the skills, confidence, and support networks to identify, navigate, and address social challenges they encounter in and out of school, as measured by bi-annual surveys.	In-school Survey

Five Strategy Areas Support the North Star Goal

- 1** Strengthen academic offerings so that every Chavez graduate is prepared to succeed in the postsecondary pathway of their choice.
- 2** Build a coherent public policy identity that is academically rigorous, consistent across grade levels, visible in classrooms, felt by students, and understood by every family.
- 3** Develop a sense of safety and belonging for students, staff, and families.
- 4** Adopt structures and systems at the board and school leadership levels to advance sustainable growth and stability.
- 5** Diversify school funding sources and establish partnerships to amplify our impact and image in the community.

The five strategy areas do not operate in isolation. Stakeholder engagement surfaced three recurring themes that shape how this work should be approached. These themes run through every strategy area and are designated by the following icons:



School Operations — Codifying the initiatives, programs, and policies that already exist so that implementation is consistent, sustainable, and not dependent on any single person.



Curriculum — Making the public policy mission visible and felt across all classrooms and grade levels.



Culture — Ensuring every student, staff member, and family feels a deep sense of belonging and connection to each other, our mission, and to our community.

Strategy 1

Strengthen academic offerings so that every Chavez graduate is prepared to succeed in the postsecondary pathway of their choice.

At Chavez, we are committed to providing a rigorous and well-rounded experience that improves our scholars' academic performance, supports their intellectual curiosity, and opens doors to the future they envision. Our first strategy focuses on strengthening the instructional foundation that makes this possible: building on what works in our classrooms, measuring scholars' readiness for college and career, and equipping our educators with the tools and support they need to help every student thrive.

How We Will Get There: Tactics	Timeframe
Train 100% of middle school and high school educators on LETRS/ Science of Reading, with every educator attending at least one OSSE literacy training.	By end of SY 2027-28
Coach 100% of math staff through the DC Math HUB.	By end of SY 2026-27
 Codify our framework of instructional best practices (the Academic CORE).	By December 2026
 Align 100% of classes to the Academic CORE framework, and establish a clear process for ongoing evaluation.	By end of SY 2028-29
Launch a Professional Learning Opportunities (PLO) policy that includes instructional leadership coaching through OSSE and external partners (e.g., School Leader Lab).	Fall SY 2026-27
 Deliver Unbounded GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) lesson planning training to 100% of instructional staff.	By start of SY 2026-27

What Success Looks Like: Goals

- **School Performance Goals**
 - **58%** or fewer 6th and 7th graders score below the 25th percentile for lexile grade level in reading on NWEA MAP.
 - **65%** of students in grades 6–10 meet fall-to-spring math growth targets, or achieve a math median growth percentile of 60 or higher.
- **College and Career Readiness Goals**
 - **98%** of Chavez graduates have acceptance into a college program or postsecondary pathway by graduation day.
 - **50%** of graduates gain admission to their first-choice college or program.
 - **25%** of graduates earn at least three college credits before graduation.
 - **10%** of graduates earn industry-recognized certifications.

Chavez Scholar Characteristics

Collaborative Leaders

Chavez graduates lead by bringing people together. They listen actively, build consensus, and empower those around them. As community-minded collaborators, they understand that real change happens when diverse voices unite around a shared vision. They don't just take charge — they bring others along with them.

Equity-driven Change-makers

Rooted in social consciousness, Chavez graduates are committed to dismantling injustice and advocating for fairness in all spaces. They recognize systemic inequalities and take action — whether through organizing, policy, or everyday leadership — to create inclusive environments where everyone can thrive.

Critical and Rigorous Thinkers

Chavez graduates approach challenges with intellectual discipline and analytical skill. They ask tough questions, examine complex issues from multiple angles, and back their perspectives with evidence. Their academic preparation enables them to navigate and contribute to college, career, and civic life with depth and integrity.

Curious Explorers:

Driven by a passion for learning, Chavez graduates are not afraid to step into the unknown. Whether investigating a new idea, embracing academic rigor, or pursuing innovation, they lead with curiosity and courage. Their explorative spirit fuels their growth — and their commitment to transforming the world around them.

Strategy 2

Build a coherent public policy identity that is academically rigorous, consistent across grade levels, visible in classrooms, felt by students, and understood by every family.

At the heart of a Chavez education are four qualities we work to develop in every scholar: collaborative leadership, equitable change-making, rigorous problem-solving, and curious exploration. This strategy exists to ensure our public policy identity reflects and reinforces all four — so that what students gain at Chavez doesn’t end at graduation but carries them through a lifetime of civic engagement and impact.

SY 2026-27

How We Will Get There: Tactics	What Success Looks Like: Goals
 Designate a point person to lead Strategy 1 with clear authority, deep involvement across grade levels and classrooms, and accountability to school leadership.	By October 2026, a point person will be designated to lead Strategy 1 and has established goals for advancing the work.
 Using the “public policy” definition drafted in SY 2024-25 as a foundation, facilitate a collaborative school-wide process to finalize a shared definition that reflects the school’s vision and community voice.	By October 2026, a school-wide definition of “public policy” will be finalized through a documented collaborative process — including input from staff, students, and families — and formally adopted by school leadership for integration in school curriculum.
 Develop a comprehensive public policy integration framework that articulates what makes Chavez classrooms unique — tailored by grade level and course subject, with clear expectations and support structures for teachers. The framework will include a stakeholder engagement guide that translates the school-wide public policy definition into concrete, everyday examples of how public policy looks, sounds, and feels across classrooms, hallways, and the broader school community.	By the end of SY 2026-27, the public policy integration plan will be completed in 100% of classrooms and a stakeholder engagement guide is distributed to 100% of staff, families, and students.

How We Will Get There: Tactics

What Success Looks Like: Goals

 Establish a knowledge management system (e.g., Google Drive folders) for keeping and reviewing student work across grade levels to build portfolios and keep track of interest areas and work accomplishments.

By the end of SY 2026-27, a knowledge management system or process will be implemented, and 100% of teachers are trained on how to use it.

 Conduct a structured exploration of how public policy, college preparation, dual credit and dual enrollment, and Career and Technical Education (CTE) programs can be integrated — identifying overlapping outcomes, partner opportunities, and feasibility for implementation.

By the end of SY 2026-27, an integration framework will be completed that maps existing college prep, dual credit/enrollment, and CTE offerings against the public policy mission, identifies at least three concrete integration opportunities, and includes input from students to ensure the framework reflects diverse postsecondary interests.

SY 2027-28 through SY 2028-29

How We Will Get There: Tactics

What Success Looks Like: Goals

 By the start of SY 2027-28, a 6–12 public policy learning progression will be developed, with defined student-facing goals and outcomes at each grade band, at least one signature “policy experience” per grade level that builds on the prior year, and a 12th grade capstone (thesis) experience.

By the end of SY 2028-29, 97% of graduating seniors will demonstrate involvement in at least three (3) public policy programming activities (i.e. capstone, fellowship, mission trip, financial literacy, CAP).

By the end of SY 2028-29, 98% of graduating seniors will pass their thesis presentations with a grade of C or above.

Strategy 3

Develop a sense of safety and belonging for students, staff, and families.

Creating a more just, free, and equal world starts inside our own building. This means ensuring every Chavez scholar, staff member, and family feels physically secure at school — and that every person who walks through our doors feels enough belonging to be fully themselves: seen, valued, and at home in this community. Developing those feelings requires different approaches for students, staff, and families, which are reflected below.

Schoolwide

How We Will Get There: Tactics

 Conduct an audit of the security process and contract.

What Success Looks Like: Goals

By December 2026, a comprehensive audit of Chavez's security processes and contract will be complete, examining practices through the lens of physical safety and student, staff, and family experiences of feeling safe and respected, with findings and recommendations presented to leadership and the board and a summary shared with families, staff, and students in accessible formats.

Student-focused

How We Will Get There: Tactics

 Build on student leadership by launching quarterly meetings with the student body in collaboration with the Chavez Student Government Association.

What Success Looks Like: Goals

Beginning in 2026 and sustained through SY 2026-27, quarterly all-school or grade-band student forums will be held consistently with a structured format and agenda developed by the Student Government Association and approved by School Leadership. Forums will develop a vision for a positive school culture, surface student concerns, and establish a visible feedback loop showing students what was heard and what changed as a result.

How We Will Get There: Tactics

 Develop a standardized, student-facing guide that clearly outlines what every Chavez student can expect from their classroom experience and what is expected of them in return, regardless of their teacher or grade level.

Continue to develop a culture that supports students and ensures they feel safe and welcome at school.

What Success Looks Like: Goals

By the start of SY 2027-28, a student-facing guide to the Chavez classroom experience will be co-created with input from students and staff across grade levels and distributed school-wide. The guide will articulate the consistent expectations, norms, and supports that apply to every student, regardless of their teacher or grade level.

By the end of SY 2028-29:

- 75% of students will report feeling a genuine sense of belonging – both within school and in their broader communities – where they can show up authentically, as measured by an in-school survey.
- 70% of students will report feeling like valued members of the school community, as measured by DC SAYS.
- 55% or fewer students will be chronically absent, as measured by the DC School Report Card.

Staff-focused

How We Will Get There: Tactics

 Ensure mechanisms are in place for collecting staff feedback and regularly reporting out what is heard and what is being done as a result.

What Success Looks Like: Goals

Beginning in SY 2026-27 and sustained through SY 2027-28, at least two formal staff feedback opportunities will be offered per school year, with results shared back to staff within 60 days, including a summary of what was heard and what actions are being taken in response.

How We Will Get There: Tactics

 Develop a standardized guide outlining expectations for educators at Chavez and align hiring, professional development, support, advancement, and guidance to these expectations.

 Develop trusted opportunities to observe classrooms to better target support, especially at the middle school level.

 Continue to develop a culture that supports adults in their professional growth, including codifying professional development practices from SY 2025-26.

What Success Looks Like: Goals

- By the start of SY 2027-28, a comprehensive educator expectations guide will be co-created with staff input across grade levels and roles. The guide will be fully integrated into hiring, onboarding, professional development, support, and advancement processes.
- By the end of SY 2027-28, at least 75% of staff will report (in a follow-up survey) that expectations are clear, consistently applied, and that they have access to the support and growth opportunities needed to meet them.

By the start of SY 2027-28, a structured classroom observation framework will be developed and piloted, with clear communication to staff about its purpose and process, and how observations will be used for support.

By the end of SY 2028-29, Chavez will demonstrate measurable improvement in staff retention and professional culture, as evidenced by a reduction in year-over-year staff turnover, and with at least 75% of staff reporting satisfaction on belonging on the DC SAYS survey (up from 66% in Spring 2026).

Family-focused

How We Will Get There: Tactics

 Launch quarterly Chavez 101 family meetings for new and returning families to both share bidirectional feedback and familiarize them with Chavez’s approach to its public policy mission, academics, behavior, and culture. Sessions will be organized around the following themes: 1) culture, expectations, and attendance; 2) academics, instruction, and classrooms; 3) test preparation and course selection; and 4) summer learning and safety.

 Codify a plan to continue engagement and outreach efforts that are already underway.

What Success Looks Like: Goals

By the end of SY 2026-27, Chavez will host four quarterly family meetings per year, with at least 40% of families represented annually across demographic representation. At least 80% of attendees will report feeling heard, well-informed, and that they understand the school’s public policy focus via post-meeting surveys.

By the start of SY 2028-29, Chavez will develop and implement across staff a formal Family Engagement Playbook that outlines outreach strategies, roles, communication norms, and equity commitments.

Strategy 4

Adopt structures and systems at the board and school leadership levels to advance sustainable growth and stability.

Behind every excellent school is a governance structure that makes excellence possible. This strategy reflects our commitment to building the governance structures, leadership systems, and organizational processes that allow Chavez to grow sustainably. When the board sets clear policy and provides the right resources, leadership can build and implement effective systems, schools can execute programs with focus and fidelity, and students experience improved outcomes.

Board-level: The Board of Trustees is responsible for setting the school's strategic direction, ensuring fiscal accountability, and overseeing leadership and school performance.

How We Will Get There: Tactics

What Success Looks Like: Goals

 Transition to a formal board leadership structure with designated Chair, Vice Chair, Treasurer, Secretary, and Executive Committee, with 100% of roles filled and responsibilities documented.

By the start of SY 2026-27, the formal board leadership structure will be fully in place with 100% of roles filled.

 Develop and adopt a Trustee Roles & Responsibilities framework that defines expectations for participation, expertise-sharing, and meeting engagement – and that explicitly values diverse lived experiences and professional backgrounds as assets in governance and decision-making.

By the start of SY 2026-27, a Trustee Roles & Responsibilities framework will be adopted, distributed to all trustees, and reflected in onboarding materials for incoming board members.

Conduct a comprehensive board assessment covering skills, demographics, engagement patterns, and committee structure, and use findings to produce a targeted board development plan.

By December 2026, a comprehensive board assessment will be completed; by February 2027, a board development plan that addresses identified gaps in skills, representation, and engagement will be adopted.

How We Will Get There: Tactics

What Success Looks Like: Goals

Formally establish a Board Fundraising & Partnerships Committee with a mission-aligned focus, clear membership expectations, and an annual fundraising and partnerships plan, including goals for board giving.

By February 2027, the Fundraising & Partnerships Committee will be established with defined membership, a written charge, and a first-year plan that connects fundraising priorities to the school's public policy mission.



Implement a formal Executive Director evaluation process that includes annual goal-setting tied to strategic priorities and public policy integration; 360-degree feedback from the board, staff, and key stakeholders; and a clear performance rubric.

By the start of SY 2026-27, a formal Executive Director evaluation process will be adopted by the board, with the first full evaluation cycle completed by August 2027 using the new rubric and feedback process.

School Leadership-level: School leadership is responsible for translating strategic vision into action by directing day-to-day operations; implementing organizational strategy; and ensuring that academic, financial, and cultural goals are achieved across the school community.

How We Will Get There: Tactics

What Success Looks Like: Goals



Create clear delineation between senior leadership roles including Executive Director, Principals, and others.

By SY 2026-27, clear roles and decision-making authority for all senior leadership positions (Executive Director, Principals, etc.) will be defined and documented.



Codify processes and policies implemented by the Executive Director and Principal, including but not limited to data collection, alumni engagement, family engagement, student-centered model, and staff professional development.

By SY 2027-28, core school processes and policies (data collection, alumni engagement, family engagement, student model, staff development) will be documented and formalized, resulting in an up-to-date, centralized, and accessible operations manual.

Board- and School Leadership-levels: Together, the Board of Trustees and school leadership work to turn a long-term strategic direction into day-to-day implementation across academics, culture, and operations.

How We Will Get There: Tactics

What Success Looks Like: Goals

 Establish a clear decision-making process that outlines the roles of the board, school leadership, and Executive Director in final decision-making, implementation, and accountability.

By the start of SY 2026-27, a decision-making protocol that clearly defines the roles of the board, Executive Director, and school leadership will be formalized and implemented.

 Establish a clear vision for what students and families opt for when they choose Chavez. This vision should inform the recruitment and enrollment strategy.

By the start of SY 2027-28, a clear, community-informed vision of the Chavez value proposition will be defined and adopted — with input from families, students, staff, and alumni — and integrated into 100% of recruitment and enrollment materials.

Develop a three-year business and sustainability plan that makes the case for Chavez's viability and growth, including an assessment of current financial health, enrollment drivers and risks, revenue diversification opportunities, and the leadership and staffing investments required to execute the school's strategy.

By SY 2027-28, a board-adopted business plan will be complete and in active implementation, with financial projections, enrollment targets, organizational recommendations, and a dashboard of progress indicators, reviewed jointly by the board and Executive Director each semester.

Strategy 5

Diversify school funding sources and establish partnerships to amplify our impact and image in the community.

We are committed to pursuing the funding and partnerships that allow us to continue to extend our scholars' public policy education into the city where policy is actually made. By diversifying our resources and deepening our community relationships, we can ensure that the Chavez experience is not only high-quality and consistent, but reaches far beyond the classroom.

SY 2026-27

How We Will Get There: Tactics

 Build sustainable in-house capacity in partnerships, fundraising, and communications by hiring a dedicated leader for these (and additional) functions, who will have the flexibility to engage contractors or part-time support. This function could be in tandem with leading Strategy 1.

Build on the vision for what students and families opt for when they choose Chavez developed by the Board and School Leadership (Strategy 3) by developing a brand and value proposition narrative focused on telling the school's story.

 Develop a process to track and engage alumni, focused on understanding both their outcomes after Chavez and leveraging their experiences to share Chavez's impact.

What Success Looks Like: Goals

By the start of SY 2027, school leadership will deliver a plan to the Board of Trustees outlining how in-house capacity will be built, including hiring strategy and role organization.

By the start of SY 2028-2029, a schoolwide brand and value proposition narrative will be developed and launched, including messaging for families, students, staff, and external audiences. By the end of SY 2028-29, 100% of external-facing materials (website, recruitment materials, newsletters, and social media) will reflect the updated narrative.

By the start of SY 2028-29, a graduating student transition process will be implemented (e.g., exit survey, alumni onboarding) that results in 90% of graduating students entering the alumni network.

How We Will Get There: Tactics

Develop and begin implementing a comprehensive community engagement strategy that includes at least five (5) actions/ touch points across (a) local community organizations/events and (b) the broader DC education or policy landscape (e.g., events, panels, collaborations).

What Success Looks Like: Goals

By the end of SY2026-27, Chavez will establish a process for outreach and retention of partnerships aligned to the definition of public policy developed in Strategy 1, and by the end of SY2027-28, will have doubled the number of active partnerships with organizations, funders, or advocates working to advance public policies.

Thank you to every family member, parent, caregiver, educator, staff member, board member, and partner who raised their voices and helped shape this plan. This work belongs to all of us.



Learn more about Chavez PCS
and support our journey:
www.chavezschools.org

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