



Campus Improvement Plan

Cesar Chavez Elementary

2026-2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: *September 28, 2026*

Texas Accountability System



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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.

District Strategic Direction



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	383	67	223	5	353	12
Percent	100%	23.3%	68.3%	0.2%	92 %	3.13%
	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	383	431	0	2	0	0
Percent	100%	99.54%	0%	0%	0 %	0%

Student Performance:

Using preliminary student performance data, Chavez Elementary has been rated an "A" campus by the state of Texas on the 2025-2026 Accountability system.

In Domain I, Student Achievement, Chavez earned a scaled score of 92, reflecting strong overall student performance across STAAR assessments. Across all tested subjects, 90% of assessments were at Approaches Grade Level or above, 74% were at Meets Grade Level or above, and 43% were at Masters Grade Level.

In Domain II, School Progress, Chavez demonstrated exceptional growth, earning a 93 in Academic Growth (Part A) and a 93 in Relative Performance (Part B). The campus earned a scaled School Progress score of 97 and an A rating.

In Domain III, Closing the Gaps, Chavez earned a component score of 90 and a scaled score of 96, earning an A rating and demonstrating continued success in supporting student achievement across accountability groups.

The overall 2025–2026 Accountability Rating for Chavez Elementary was 97, earning the campus a letter grade of A. This rating reflects the school's continued strength in student achievement, academic growth, and closing achievement gaps.

Chavez Elementary continues to demonstrate its commitment to academic excellence, student growth, 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

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%.

Executive Summary Continued

Student Performance: (board goals)

In alignment with HB 3 and Lone Star Governance, Cesar Chavez Elementary will track Early Childhood Literacy and Early Childhood Math goals through K–2 progress measures feeding into 3rd grade STAAR outcomes. Progress will be reported quarterly to the PSJA ISD Board of Trustees.

- The percentage of students in **Grade 3 who perform at Meets Grade Level or above on STAAR Reading** will increase from the district baseline of **43% in 2023 to 55% by June 2028**. The district's 2026 performance was **54%**, exceeding the 2026 target of 51%.
- **Kindergarten Reading:** The percentage of students demonstrating proficiency on **TPRI and Tejas LEE Reading EOY** will increase from **81% to 87% by 2028 EOY**.
- **1st Grade Reading:** The percentage of students demonstrating proficiency on **TPRI and Tejas LEE Reading EOY** will increase from **61% to 77% by 2028 EOY**.
- **2nd Grade Reading:** The percentage of students demonstrating proficiency on **TPRI and Tejas LEE Reading EOY** will increase from **74% to 83% by 2028 EOY**.
- The percentage of students in **Grade 3 who perform at Meets Grade Level or above on STAAR Mathematics** will increase from the district baseline of **43% in 2023 to 58% by June 2028**. The district's 2026 performance was **49%**, compared with the 2026 target of 53%.
- **Kindergarten Mathematics:** The percentage of students demonstrating proficiency on the **i-Ready INFORM EOY Assessment** will increase from **54% to 58% by June 2028**.
- **1st Grade Mathematics:** The percentage of students demonstrating proficiency on the **i-Ready INFORM EOY Assessment** will increase from **47% to 58% by June 2028**.
- **2nd Grade Mathematics:** The percentage of students demonstrating proficiency on the **i-Ready INFORM EOY Assessment** will increase from **40% to 58% by June 2028**.

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning

Name	Role
Crystal Cervantes	Counselor
Ruby Lopez	CLL
Destiny Moreno	1 st GR. Teacher
Lesly Robles	2 nd GR. Teacher
Mirna Uribe	1 st GR. Teacher
Miguel Chapa	5 th GR Teacher
Andrea Gonzalez	5 th GR. Teacher

Focus Area 2: Student Supports

Name	Role
Sandra Gutierrez	Asst. Principal
Monica Villegas	Coach
Janellie Maldonado	Music Teacher
Jessica Torres	1 st GR Teacher
Jennifer Guillen	Los Compadres Restaurant
Martin Guajardo	Martins Barber Shop

Focus Area 3: Leadership Growth

Name	Role
Dr. Erika Garcia Reyes	Principal
Erica Estrada	Reading Coach
Olga Aldana	2 nd GR. Teacher
Ariana Davila	2 nd GR. Teacher
Dr. Susana Arredondo	PSJA Executive Officer
Juanita Gomez	Coordinator of Pharr Parks & Recreation

Focus Area 4: Family & Community Empowerment

Name	Role
Brittney Huerta	Supervisor Pharr Parks & Recreation
Patricia Ortiz	3 rd GR Teacher
Brenda Jerez	4 th GR Teacher
Emmanuel Cervantes	4 th GR Teacher
Perla Herrera	Parent
Belinda Reta	Parent

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. PEIMS Demographics
10. Walkthroughs Data
11. Parental Involvement Data
12. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Texas Education Agency
 2026 Accountability Rating Overall Summary
 CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		97	A	
Student Achievement		92	A	0%
STAAR Performance	69	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		97	A	70%
Academic Growth	93	97	A	✓
Relative Performance (Eco Dis: 98.0%)		93	A	
Closing the Gaps	90	96	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

 Academic Achievement in Reading/ Language Arts	 Academic Achievement in Mathematics	 Academic Achievement in Science	 Top 25% : Comparative Academic Growth	 Postsecondary Readiness	 Top 25% : Comparative Closing the Gaps
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Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

✳ Confidential ✳

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	4	-	-	-	-	-	4	4	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	4	-	-	-	-	-	4	4	4	-	4
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	4	-	3
2026	-	4	-	-	-	-	-	4	4	4	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	4	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	4	4	4	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	157	157	59	-	373	
Approaches GL or Above	143	144	48	-	335	90%
Meets GL or Above	111	129	36	-	276	74%
Masters GL	62	77	21	-	160	43%
Total Percentage Points						207%
Component Score						69

Student Achievement: 2026 STAAR Performance

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	90%	-	90%	-	-	-	-	-	90%
At Meets GL Standard or Above	74%	-	74%	-	-	-	-	-	74%
At Masters GL Standard	43%	-	43%	-	-	-	-	-	43%
Number of Tests									
At Approaches GL Standard or Above	335	-	335	-	-	-	-	-	335
At Meets GL Standard or Above	276	-	276	-	-	-	-	-	276
At Masters GL Standard	160	-	160	-	-	-	-	-	160
Total Tests	373	-	373	-	-	-	-	-	373
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	91%	-	91%	-	-	-	-	-	91%
At Meets GL Standard or Above	71%	-	71%	-	-	-	-	-	71%
At Masters GL Standard	39%	-	39%	-	-	-	-	-	39%
Number of Tests									
At Approaches GL Standard or Above	143	-	143	-	-	-	-	-	143
At Meets GL Standard or Above	111	-	111	-	-	-	-	-	111
At Masters GL Standard	62	-	62	-	-	-	-	-	62
Total Tests	157	-	157	-	-	-	-	-	157
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	92%	-	92%	-	-	-	-	-	92%
At Meets GL Standard or Above	82%	-	82%	-	-	-	-	-	82%
At Masters GL Standard	49%	-	49%	-	-	-	-	-	49%
Number of Tests									
At Approaches GL Standard or Above	144	-	144	-	-	-	-	-	144
At Meets GL Standard or Above	129	-	129	-	-	-	-	-	129
At Masters GL Standard	77	-	77	-	-	-	-	-	77
Total Tests	157	-	157	-	-	-	-	-	157
Science									
Percent of Tests									
At Approaches GL Standard or Above	81%	-	81%	-	-	-	-	-	81%
At Meets GL Standard or Above	61%	-	61%	-	-	-	-	-	61%
At Masters GL Standard	36%	-	36%	-	-	-	-	-	36%
Number of Tests									
At Approaches GL Standard or Above	48	-	48	-	-	-	-	-	48
At Meets GL Standard or Above	36	-	36	-	-	-	-	-	36
At Masters GL Standard	21	-	21	-	-	-	-	-	21
Total Tests	59	-	59	-	-	-	-	-	59

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth
CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	177.5	1	177.50
Accelerated Learning Points Earned	28	0.25	7.00
Sum of Annual Growth plus Accelerated Learning Points			184.50
Total Tests Evaluated			199
Academic Growth Score			93

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance
CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	98.0%	69	93
College, Career, and Military Readiness			
Relative Performance			93

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

CESAR CHAVEZ EL (108909123) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	23	24	95.8	30.0%	28.7
Growth Status	21	24	87.5	50.0%	43.8
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					90

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^A	Total Earned Points	Total Possible Points
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned for Accountability Rating	3		4						4		
Points Evaluated for Federal School Improvement	3		4						4		
2026 % at Meets GL Standard or Above	71%	-	71%	-	-	-	-	-	71%		
2026 # at Meets GL Standard or Above	111	-	111	-	-	-	-	-	111		
2026 Total Tests (Adjusted)	157	-	157	-	-	-	-	-	157		
2025 % at Meets GL Standard or Above	64%	-	64%	-	-	-	-	-	64%		
Mathematics 2026 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 % at Meets GL Standard or Above	82%	-	82%	-	-	-	-	-	82%		
2026 # at Meets GL Standard or Above	129	-	129	-	-	-	-	-	129		
2026 Total Tests (Adjusted)	157	-	157	-	-	-	-	-	157		
2025 % at Meets GL Standard or Above	65%	-	65%	-	-	-	-	-	65%		
Total Points										23	24
Academic Growth Status											
RLA 2026 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 Academic Growth Score	95%	-	95%	-	-	-	-	-	95%		
2026 Growth Points	94.50	-	94.50	-	-	-	-	-	94.50		
2026 Total Tests	100	-	100	-	-	-	-	-	100		
2025 Academic Growth Score	85%	-	85%	-	-	-	-	-	85%		
Mathematics 2026 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	91%	-	91%	-	-	-	-	-	91%		
2026 Growth Points	90.00	-	90.00	-	-	-	-	-	90.00		
2026 Total Tests	99	-	99	-	-	-	-	-	99		
2025 Academic Growth Score	86%	-	86%	-	-	-	-	-	86%		
Total Points										21	24
Federal Graduation Rate Status											

School Progress: Closing the Gaps Continuation

Federal Graduation Rate Status										
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	
Points Earned for Accountability Rating										
Points Evaluated for Federal School Improvement										
2025 % Graduated	-	-	-	-	-	-	-	-	-	
2025 # Graduated	-	-	-	-	-	-	-	-	-	
2025 Total in Class	-	-	-	-	-	-	-	-	-	
2024 % Graduated	-	-	-	-	-	-	-	-	-	
Total Points										
Progress in Achieving English Language Proficiency (EB Current)										
2026 Target									40%	
Next Interim Target (2027-28 through 2031-32)									42%	
Long Term Target (2037-38)									46%	
Points Earned for Accountability Rating									4	
Points Evaluated for Federal School Improvement									4	
2026 TELPAS Progress Rate									46%	
2026 TELPAS Progress									73	
2026 TELPAS Total									160	
2025 TELPAS Progress Rate									50%	
Total Points										4 4
Student Success (Student Achievement Domain Score (STAAR Component Only))										
2026 Target	47	36	41	58	46	72	49	55	40	
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50	
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70	
Points Earned for Accountability Rating	3		3						3	
Points Evaluated for Federal School Improvement	3		3						3	
2026 STAAR Component Score	69	-	69	-	-	-	-	-	69	
2026 % at Approaches GL Standard or Above	90%	-	90%	-	-	-	-	-	90%	
2026 % at Meets GL Standard or Above	74%	-	74%	-	-	-	-	-	74%	
2026 % at Masters GL Standard	43%	-	43%	-	-	-	-	-	43%	
2026 Total Tests	373	-	373	-	-	-	-	-	373	
2025 STAAR Component Score	57	-	57	-	-	-	-	-	57	
Total Points										9 12

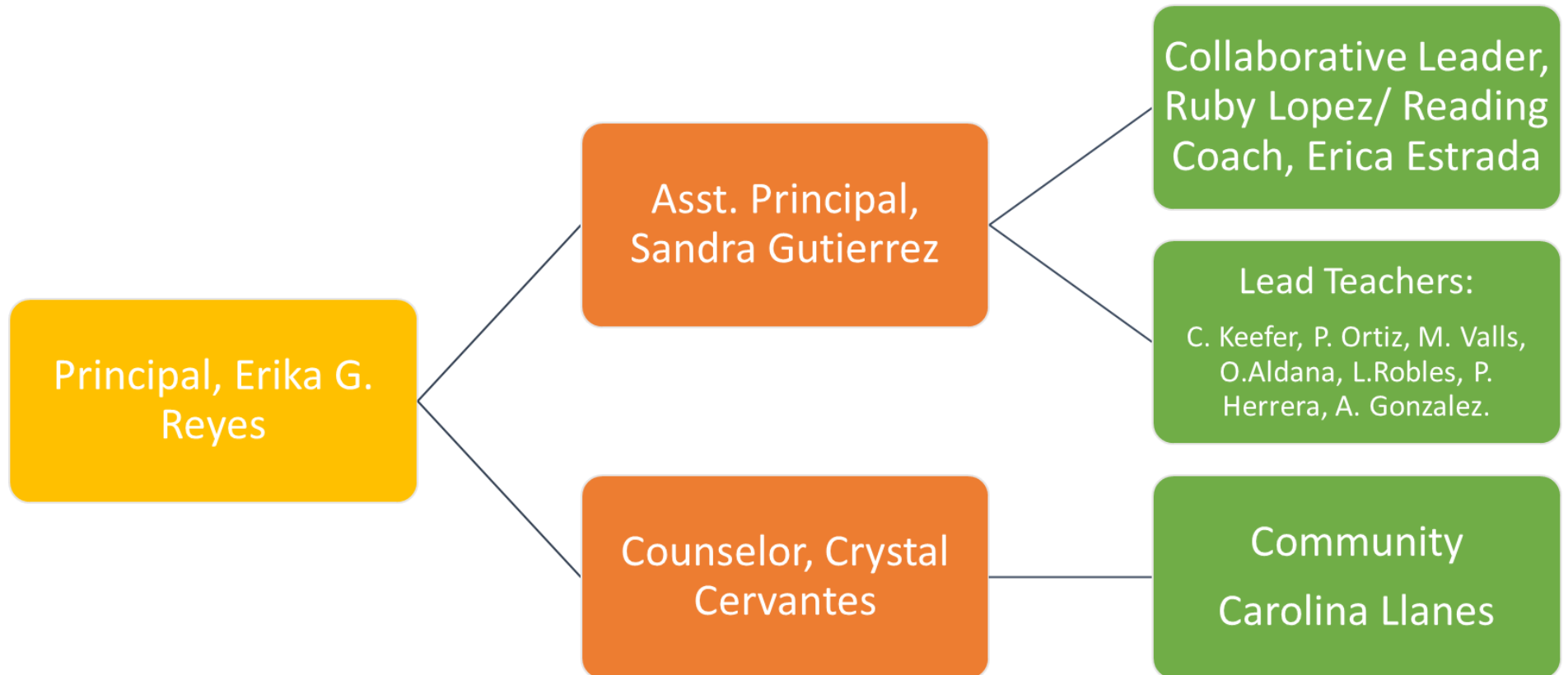
School Progress: Closing the Gaps Continuation

Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 Total Students	-	-	-	-	-	-	-	-	-		
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
Total Points											
Participation 2025-26											
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	-	100%	-	-	-	-	-	100%		
# Participants	164	-	164	-	-	-	-	-	164		
Total Students	164	-	164	-	-	-	-	-	164		
Mathematics											
% Participation	100%	-	100%	-	-	-	-	-	100%		
# Participants	165	-	165	-	-	-	-	-	165		
Total Students	165	-	165	-	-	-	-	-	165		

Comprehensive Needs Assessment

AREA LEADS: Cesar Chavez Elementary



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 achievement and student growth as evidenced by the **2026 Texas Accountability results**. The campus earned an **overall score of 97 and an A rating**, reflecting the effectiveness of aligned curriculum, rigorous instruction, targeted intervention, progress monitoring, and instructional response to student needs. Current STAAR performance demonstrates particularly strong outcomes in mathematics while also identifying opportunities to further increase Meets and Masters performance in Reading/Language Arts and Science.

- **Curriculum and Assessment Alignment:** Curricula, instructional resources, and assessments are aligned to the Texas Essential Knowledge and Skills (TEKS) and organized through a year-long scope and sequence. Following assessments, campus and district staff engage in data analysis to identify student needs, adjust instruction, evaluate resources, and plan corrective instruction.
- **Standards-Based Instruction:** Scope and sequence documents, units of study, instructional resources, and assessments are aligned to grade-level standards across PK–5, including all state-assessed subjects and grade levels.
- **Strategic Assessment and Response:** TEKS-aligned assessments at the appropriate level of rigor are administered strategically throughout the year to monitor student progress. Assessment results are used to provide corrective instruction, targeted intervention, acceleration, and enrichment.
- **High-Quality Instructional Materials:** Instructional materials include key concepts, essential questions, content-rich texts, and differentiated resources designed to support all learners, including Emergent Bilingual students and students receiving Special Education services.
- **Responsive Professional Learning:** Professional development and instructional coaching are provided throughout the year in response to classroom observations, formative assessment results, student performance data, and identified instructional needs.
- **Exceptional Overall Accountability Performance:** Cesar Chavez Elementary earned a **97 overall and an A rating** in the 2026 Texas Accountability System. The campus earned an **A rating in every accountability domain: Student Achievement (92), School Progress (97), and Closing the Gaps (96)**.
- **Strong STAAR Achievement:** Across all state-assessed subjects, **90% of assessments were at Approaches Grade Level or above, 74% were at Meets Grade Level or above, and 43% were at Masters Grade Level**. These results represent 335 assessments at Approaches or above, 276 at Meets or above, and 160 at Masters across 373 STAAR assessments.
- **Mathematics as a Campus Strength:** Mathematics demonstrated particularly strong achievement, with **92% Approaches Grade Level or above, 82% Meets Grade Level or above, and 49% Masters Grade Level**.
- **Strong Reading/Language Arts Performance:** In Reading/Language Arts, **91% of assessments reached Approaches Grade Level or above, 71% reached Meets Grade Level or above, and 39% reached Masters Grade Level**.
- **Continued Academic Growth:** Chavez earned an **Academic Growth component score of 93**. Of 199 RLA and mathematics assessments evaluated for annual growth, **172 earned a full growth point**, 11 earned 0.5 points, and only 16 earned 0 points. The campus also earned a **Relative Performance score of 93** while serving a population that is **98% economically disadvantaged**.
- **Closing Achievement Gaps:** Chavez earned a **96/A in Closing the Gaps**, demonstrating strong outcomes across accountability groups and continued effectiveness in supporting diverse student populations.
- **Distinction-Level Performance:** The 2026 accountability report recognizes Chavez with **six distinction designations**, including Academic Achievement in Reading/Language Arts, Mathematics, and Science; Top 25% Comparative Academic Growth; Postsecondary Readiness; and Top 25% Comparative Closing the Gaps.

Challenges

Although Cesar Chavez Elementary demonstrates high levels of achievement and growth, current data identifies specific opportunities for continued improvement. The campus will focus on moving students beyond Approaches into Meets and Masters, strengthening performance among identified student groups, and ensuring that strong academic growth is sustained across content areas.

- **Reading/Language Arts Depth and Mastery:** While **91% of RLA assessments reached Approaches Grade Level or above**, performance decreases to **71% at Meets and 39% at Masters**. Continued emphasis is needed on deeper comprehension, inferencing, evidence-based responses, author's craft, revising and editing, and written response development to move additional students from Approaches to Meets and from Meets to Masters.

- **Science Performance:** Science represents the greatest content-area opportunity for growth. While **81% of students performed at Approaches Grade Level or above, 61% reached Meets, and 36% reached Masters**, performance remains below campus RLA and mathematics outcomes. Continued emphasis is needed on priority science TEKS, scientific reasoning, models and diagrams, data interpretation, and exposure to new STAAR item types.
- **Emergent Bilingual Performance:** Across all subjects, current Emergent Bilingual students achieved **86% Approaches, 69% Meets, and 37% Masters**, compared with campus-wide performance of 90%, 74%, and 43%, respectively. Continued language development embedded within content instruction will be necessary to narrow these performance differences.
- **Special Education Performance:** Students currently receiving Special Education services achieved **79% Approaches, 61% Meets, and 22% Masters across all subjects**. This represents an important opportunity to strengthen access to grade-level rigor through targeted small-group instruction, scaffolds, progress monitoring, and alignment between core instruction and specially designed instruction.
- **Sustaining Academic Growth:** Although the campus earned a **93 Academic Growth score**, 27 of the 199 assessments evaluated for annual growth did not earn a full growth point, including **16 earning zero points and 11 earning one-half point**. These students represent a clearly identifiable group for targeted acceleration and progress monitoring.
- **Early Mathematics Pipeline:** In alignment with the district's Lone Star Governance goals, early mathematics remains an area requiring attention. The district's 2026 Grade 3 STAAR Mathematics outcome was **49% Meets Grade Level or above**, compared with the 2026 target of 53%. Strengthening K–2 mathematics foundations and monitoring progress through the district's Goal Progress Measures will remain a priority.

Cesar Chavez Elementary will continue to leverage its strong instructional systems while using student-level, TEKS-level, and accountability-group data to provide targeted acceleration. The campus will prioritize **increasing Meets and Masters performance, strengthening Science and RLA depth, closing identified student-group gaps, and sustaining high levels of academic growth**.

Annual Goal 1: The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points by August 2027.

OBJECTIVE 1: The percent of students performing at approaches, 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 2026- Aug. 2027

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
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•TEKS Resource System • Reading academies •Curriculum Templates/Calendar •I-Ready •State and local student data DMAC - Progress Learning - Lead4ward Fieldguides - Copy paper	•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 2026 - August 2027

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

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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: August 2026 - September 2027

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 literacy

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 approaches, 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 2026- Aug. 2027

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 - Headphones/chromebooks/IPADS	•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 through CLCs, tailored professional development, and small group (blended learning) instruction.

Timeline: September 2026 - August 2027

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 2026 - September 2027

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 state's 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 subgroups.

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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 2027.

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 standard 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: August 2026- Aug. 2027

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 rigorous 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.

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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 - Science Lab materials	•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: August 2026 - August 2027

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	•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

•I-Ready • Tutoring			
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Strategy 3: Small group (blended learning) instruction will be provided in Math to students in need through tutoring by their respective teachers.

Timeline: August 2026 - September 2027

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 group (blended learning) 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 2027, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions.

Strategy 1: Use research based practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS).

Timeline: August 2026- Aug. 2027

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 rigorous 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 group (blended learning)s 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: August 2026 - August 2027

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 implement
- 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) 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 •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: Create a series of Professional Development (PD) trainings along with our Reading Coach that will develop the teachers instructional strategies and best practices.

Timeline: August 2026 - September 2027

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 group (blended learning) 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.

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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 1: By August 2027, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions.

Strategy 1: Monitor Math fluency and comprehension in all grade levels.

Timeline: August 2026- Aug. 2027

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 group (blended learning)s 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	•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	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test

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STAAR Question Stems Forde Ferrier Progress Learning Canon (lease) Copy Graphic (overages/maintenance)		Teacher created assessments Increase in academic performance of all student groups in Benchmarks and STAAR	•IReady Diagnostic
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Strategy 2: Motivate students to read for fun and create a rewards system for Reading.

Timeline: September 2026 - August 2027

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 (blended learning) instruction based on student needs

Timeline: August 2026 - September 2027

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 group (blended learning)s 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 2027, 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 to continue strengthening progress measures and increase the percentage of campus governance goals scores. The percentage of 3rd grade students reading on or above grade level will increase from 51% (2024) to 60% (2028) as measured by STAAR Reading.

Progress Measures:

- Kindergarten TX-KEA EOY: 63% (2025) → 86% (2028)
- 1st Grade TPRI/Tejas LEE EOY: 54% (2025) → 60% (2028)
- 2nd Grade TPRI/Tejas LEE EOY: 69% (2025) → 75% (2028)

Strategy 1: Strategically plan accelerated instruction to target specific needs of student.

Timeline: August 2026- Aug. 2027

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 group (blended learning) 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 [BM's] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Create an intervention fluency and computation 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: August 2026 - August 2027

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 (BlueBonnet Eureka Math), unit (6 weeks assessment), IREADY diagnostic, CBA, and BM's.
- 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.

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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 (blended learning) will be implemented in the classroom to target areas of needs to ensure students success.

Timeline: August 2026 - September 2027

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 (blended learning) 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

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 a strong commitment to equitable access, academic achievement, and targeted support for Emergent Bilingual students and students receiving Special Education services. The 2026 accountability data reflects positive academic outcomes among these student groups while also providing clear areas for continued acceleration. Campus systems—including dual language instruction, differentiated small-group support, progress monitoring, intervention, LPAC processes, and specially designed instruction—remain central to ensuring students have access to rigorous grade-level learning.

- **Strong Emergent Bilingual Achievement:** Across all STAAR-tested subjects, current Emergent Bilingual students achieved **86% Approaches Grade Level or above, 69% Meets Grade Level or above, and 37% Masters Grade Level**.
- **Strong Emergent Bilingual Reading Performance:** In Reading/Language Arts, current Emergent Bilingual students achieved **90% Approaches, 69% Meets, and 37% Masters**, demonstrating strong access to grade-level literacy instruction.
- **Emergent Bilingual Mathematics as a Strength:** Current Emergent Bilingual students demonstrated particularly strong mathematics performance, with **87% Approaches, 79% Meets, and 45% Masters**.
- **Positive Outcomes for Current and Monitored Emergent Bilingual Students:** When current and monitored Emergent Bilingual students are considered together, performance increases to **87% Approaches, 72% Meets, and 41% Masters across all subjects**, demonstrating continued academic success as students progress in language proficiency and content mastery.
- **Special Education Students Demonstrating Grade-Level Achievement:** Across all subjects, students currently receiving Special Education services achieved **79% Approaches Grade Level or above and 61% Meets Grade Level or above**, demonstrating that a majority of students receiving specialized services are accessing and succeeding with grade-level standards.
- **Special Education Mathematics Performance:** Mathematics represents a notable strength for students receiving Special Education services, with **87% Approaches Grade Level or above and 67% Meets Grade Level or above**.
- **Strong Campus Closing the Gaps Performance:** Cesar Chavez Elementary earned a **96/A in Closing the Gaps**, demonstrating the effectiveness of campus systems designed to support the achievement of diverse student populations.

Challenges

Although current data demonstrates strong performance among Emergent Bilingual and Special Education students, achievement differences remain at the higher performance levels. Continued attention is needed to ensure that students receiving additional supports not only access grade-level instruction but progress toward Meets and Masters performance.

- **Emergent Bilingual Masters Performance:** Current Emergent Bilingual students achieved **37% Masters across all subjects**, compared with **43% campus-wide**. Although the difference is relatively small, continued emphasis on academic vocabulary, language-rich instruction, written and oral discourse, and rigorous grade-level tasks is needed to increase advanced achievement.
- **Emergent Bilingual Science Performance:** Science represents a significant opportunity for acceleration. Current Emergent Bilingual students achieved **70% Approaches, 42% Meets, and 15% Masters** in Science. Instruction should strengthen academic language alongside scientific

reasoning, models and diagrams, data interpretation, and application of content vocabulary.

- **Special Education Masters Performance:** Students currently receiving Special Education services achieved **22% Masters across all subjects**, compared with **43% campus-wide**. This indicates a need to maintain access to grade-level rigor while increasing opportunities for students to engage in higher-level reasoning and application.
- **Special Education Reading/Language Arts:** In RLA, students receiving Special Education services achieved **77% Approaches, 59% Meets, and 18% Masters**. Continued focus is needed on foundational reading gaps, comprehension, vocabulary, written response, and evidence-based reasoning.
- **Special Education Science:** Science also remains an area for targeted support. Students currently receiving Special Education services achieved **65% Approaches, 53% Meets, and 29% Masters**, requiring continued alignment between core instruction, accommodations, specially designed instruction, and targeted intervention.
- **Language Development Monitoring:** TELPAS will remain an important measure for monitoring the English language development of Emergent Bilingual students. Campus teams will continue to analyze TELPAS performance by language domain to identify individual student needs and strengthen listening, speaking, reading, and writing development. Updated TELPAS performance percentages should be incorporated once current campus results are available.

Cesar Chavez Elementary will continue strengthening systems that ensure Emergent Bilingual and Special Education students receive **grade-level rigor with appropriate linguistic, instructional, and individualized supports**. Campus leadership will use STAAR, TELPAS, formative assessment, intervention, and progress-monitoring data to identify students requiring acceleration and to ensure that student support results in both **academic growth and increased levels of mastery**.

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: August 2026- Aug. 2027

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 STAAR	•Formative assessments •Benchmarks [BM's] •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: August 2026 - August 2027

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	•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 [BM's] •STAAR/TELPAS •Weekly assessments •Progress monitoring reports •IReady Diagnostic

•TPRI/TEJAS LEE •I-Ready - Summit K12			
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Strategy 3: Monitor that TELPAS writing practice is routinely implemented across all contents during instruction and allow time for keyboarding practice.

Timeline: August 2026 - September 2027

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 stakeholders 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: August 2026- Aug. 2027

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: August 2026 - August 2027

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: August 2026 - September 2027

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.

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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

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: August 2026- Aug. 2027

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 [BM] •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.

Timeline: August 2026 - August 2027

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: August 2026 - September 2027

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 education 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: August 2026- Aug. 2027

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
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•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
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Strategy 2: Provide professional development through CLCs for teachers and instructional aides in the Fundamental Five critical practices.

Timeline: August 2026 - August 2027

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: August 2026 - September 2027

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

Annual Goal 1 : All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic

OBJECTIVE 1: 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: August 2026- Aug. 2027

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: August 2026 - August 2027

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
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Strategy 3: Ensure student individual education plans (IEP) address accommodations and modifications targeted to individual student needs.

.Timeline: August 2026 - September 2027

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 (blended learning) 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 2026 - 2027 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 2027 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 2026- Aug. 2027

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 2026- Aug. 2027

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: August 2026- Aug. 2027

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: August 2026- Aug. 2027

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 2026- Aug. 2027

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.

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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 2026- Aug. 2027

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 communication systems. Home visit by community liaison. Attendance recovery through enrichment camps.

OBJECTIVE 3: By August 2027 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 2026- Aug. 2027

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 2026 - 2027 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: August 2026- Aug. 2027

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 2026- Aug. 2027

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

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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 2026- Aug. 2027

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 2027, 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 2026- Aug. 2027

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 2026 - 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: August 2026- Aug. 2027

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 Safety 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: August 2026- Aug. 2027

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 Safety Plan Campus Safety Plan PSJA Police Department	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety Trainings	CARE room inspection and committee members	Health Service campus drills District safety Audits

Strategy 3: Promote behaviors that reduce the spread of communicable diseases.

Timeline: August 2026- 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: August 2026- Aug. 2027

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. 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: August 2026- Aug. 2027

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: August 2026- Aug. 2027

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

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 2027.

Strategy 1: Leadership Team will review the current Instructional WalkThrough Focus tool and that alignment to T-TESS evaluation system.

Timeline: September 2026- Aug. 2027

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 [BM] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Update Walk-throughs focus forms

Timeline: September 2026 - August 2027

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 2026 - September 2027

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
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•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
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Annual Goal 2: Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2027.

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 2026- Aug. 2027

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

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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 2026 - August 2027

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
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•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
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Annual Goal 2: Campus leaders will work to create a positive campus culture and climate increasing retention by 10% by June 2027.

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 2026- Aug. 2027

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
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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT/ CESAR CHAVEZ ELEMENTARY

•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
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Strategy 2: Strengthen Staff Collaboration and Wellness through Structured Support Systems

Timeline: September 2026 - August 2027

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
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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT/ CESAR CHAVEZ ELEMENTARY

•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
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Annual Goal 3: Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2027.

Objective 1: 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 2026- Aug. 2027

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
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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT/ CESAR CHAVEZ ELEMENTARY

•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
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Strategy 2: Increase rigor and engagement in Tier 1 instruction through the use of high-yield strategies and academic discourse.

Timeline: September 2026 - August 2027

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
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•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
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Strategy 3: Empower Students Through Goal-Setting and Progress Monitoring

Timeline: September 2026 - August 2027

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.

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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 : Campus leaders will use evaluation systems to increase the quality of staff, recruitment, and retention by June 2027.

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 2026- Aug. 2027

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.

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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 2026 - August 2027

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
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•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
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Strategy 3: Strengthen family and community partnerships to reinforce a shared commitment to student success, connection, and well-being.

Timeline: September 2026- August 2027

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

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school (including considering 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, pupils 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 State-run 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) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble 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.

Cesar Chavez Elementary Parent & Family Engagement (PFE) Policy

What is it?	Cesar Chavez Elementary is committed to our vision: At Cesar Chavez Elementary you will become excellent readers, problem solvers, critical thinkers, self-motivated, and well-disciplined. This will be achieved by working collaboratively, setting high expectations, and by providing a student-centered environment. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's needs.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.

Family Trainings/Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Adult Literacy Courses for Parents (English as a Second Language, Computer} (September 2026-May 2027) • Cultural Family Night (September 2026} • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026} • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027} • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027}
Curriculum	Cesar Chavez Elementary utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Beanstack • Frog Street • Age of learning Pk-Kinder • Blue Bonnet • McGraw Hill • I-Ready

Forms of Academic Assessments	Cesar Chavez Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State’s Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Cesar Chavez Elementary tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Cesar Chavez Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
School-Parent Compact	The School’s Responsibilities	The Guardian’s Responsibilities	The Student’s Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. • Implement lessons and activities aligned with sustainability goals. • Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. • Allow parents to participate in academic and extracurricular decisions affecting their children. • Engage parents through varied family engagement activities: • Implement team-oriented sessions offering literacy strategies for all parents. • Host meetings covering a variety of relevant topics,	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child’s learning through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and follow all school rules. • Always strive to improve academically and personally. • Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites • Parent–Teacher conferences and phone calls • Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks
<i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i>				
This policy is also available in Spanish. (Esta política también está disponible en español.)				

