

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 223 - Chavez, Cesar Elementary

Principal: Ordaz, Monica

Executive Director: Xavier Sanchez

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.7

Special Education: 9.9

Dual Language/ESL: 60.1

Gifted and Talented: 9.6

Career and Technology: 0

Percentage of at-risk students: 86.9

Percentage of English Language (EL) students: 61.2

Percentage of economically disadvantage students: 91.9

2019-2020 Campus Site-Based Committee

Name	Role
Monica Ordaz	Principal
Barbara Liles	Teacher
Rebecca Gutierrez	Teacher
Raquel Flores	Teacher
Sendy Casas	Teacher
Aurelia Arita	District Level Staff
Eva Hill	Community Representative
Martina Shanks	Business Representative
Erika Jones	Parent
Ann Lupold	Campus Non-Teacher Professional
Justin Hernandez	Other
Josh Hernandez	Other
Olivia Keener	Campus Non-Teacher Professional
Christine Kinkead	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Chavez, Cesar Elementary. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 64	82 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 76	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Most families are bilingual, or bi cultural.	1. Based on mobility data, students arriving new to the school have an adjustment period.	1. Enhance the instructional program
	2. Most families live in walking distance.	2. Parent involvement in RP is lower than in DLE so there is a need for stronger parent/ teacher relationships and a parent organization needs to exist.	2. Enhance access to aligned instructional materials
	3. Most families support students in their own way. Participation in events is mostly strong.	3. Student achievement is lower in RP classrooms.	3. Provide instructional planning and assessment opportunities 4. Improve communication with all stakeholders 5. Provide opportunities for parent engagement.
Student Achievement	1. Approaches scores are mostly above 60%.	1. Based on achievement data, students are underperforming in writing when they get to 4th grade. and may benefit from extension of phonics program into 3rd grade. STAAR data also show a need for increasing student achievement to the meets and masters levels.	
	2. Reading achievements exist in most classrooms.	2. Based on achievement data, students have gaps in application of math skills on STAAR level assessments.	
	3. Teachers track and encourage student growth.	3. Based on achievement data, most students reading levels when they start 2nd-5th grade are below the College and Career Readiness standard. Reading level testing should be more consistent ()	
School Culture and Climate	1. We are pro active in providing behavioral intervention for the students in need including PBIS and an integrated approach to DLE and RP.	1. Based on survey data, school climate fluctuates based on job demands throughout various points in the school year.	
	2. High expectations are valued as evidenced by lesson planning, PLCs, and decreasing turnover.	2. Based on survey data, some students need explicit emotional support, which requires open communication regarding student needs for those who struggle	
	3. Positive relationships exist between staff and families.	3. Based on survey data, some families would like to have more extra curricular opportunities and some families are less involved.	
Staff Quality/ Professional Development	1. Teachers show positive gains in Math content knowledge based on the scores for approaches and meets standard.	1. Based on teacher surveys, newer teachers need consistent professional development support. Ongoing support for Writing PD is needed as well as intensive materials for reading interventions and PD for moving students into the Meets and Masters categories in all the content areas consistently.	
	2. Teachers show enough content knowledge in reading for many students passing Reading at the approaches level.	2. Based on teacher surveys, teachers need support in creating instructional calendars to meet the needs of students, PD for improving small group instruction, differentiation, formative assessment, centers/ stations, math conceptual understanding, and monitoring of ongoing skills.	
	3. Teachers are able to plan and provide campus PD when given time and direction.	3. Based on teacher surveys, teachers need assistance with aligning resources for lessons to TEKS including instructional and assessment materials.	

Curriculum, Instruction, and Assessment	1.	Data meeting protocols strengthen teacher understanding of TEKS.	1.	Based on third grade STAAR scores, the reading and math curriculum in 2nd grade is misaligned to the 3rd grade curriculum.
	2.	Planning and instructional materials are a strength.	2.	Based on the fourth grade Writing assessment scores, writing curriculum requires more specificity.
	3.	2nd and 4th graders in classrooms with consistent Achieve lessons showed growth and achievement.	3.	Based on learning walk feedback, vocabulary instruction requires continuous development and assessment for reading levels needs to be consistent in terms of aligning the type of assessment for reading (fiction/nonfiction).
Family and Community Involvement	1.	Facebook page is active with many parents engaging in online viewing of many pictures of school events.	1.	Based on stakeholder surveys, more opportunities are needed for parent engagement including an active parent group.
	2.	Some community partners have been consistent supports such as Kids Hope, Maven's Milestones, and Lone Star Dental.	2.	Based on stakeholder surveys, our school needs more community partners, a stronger online presence (website).
	3.		3.	Based on parent involvement data, current structures for parent engagement do not match the skill set and commitment levels of most parents.
School Context and Organization	1.	RTI process is established and effective for finding students who need Dyslexia, Speech, 504 or other support.	1.	Vertical articulation meetings are not taking place often.
	2.	Scheduling allows for common planning/ PLCs.	2.	Quality of data meetings and PLCs varies
	3.		3.	Teacher specializations limit the ability to fill some subject area vacancies and bridge and mixed classrooms.

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 223 - Chavez, Cesar Elementary

Principal: Ordaz, Monica

Executive Director: Xavier Sanchez

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	74.70	31.33	12.05	43	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Increase the number of students reading on grade level in grades K-2.	<ol style="list-style-type: none"> 1. Data analyst provides reading level rosters week 1. 2. Teachers plan SGGR management system and implement by Sept. 16. 3. Use MAP screener to determine intervention groups. 4. Title One Assistants follow LLI Schedule of interventions in grades K-2. 5. BOY, MOY, and EOY testing and data tracking using Fountas and Pinnel assessments. 	Principal	9/15/2019	Title I	38,000		
2 LEP	Increase the number of students reading at College and Career ready level by ensuring meaningful access to Achieve 3000 Reading program in all 2nd -5th grade classrooms.	<ol style="list-style-type: none"> 1. Refresh achieve training Summer and Fall and prepare purchased classroom supplies for classroom activities. 2. New teachers receive modeling and coaching for Achieve. 3. Monitoring through observation by administrators. 4. AP posts weekly average score with # of lessons by grade level on Achieve bulletin board. 	Teacher(s)	8/31/0019	Bilingual	1,741		
3 LEP	Increase access to materials that align to state standards in Reading.	<ol style="list-style-type: none"> 1. Data analyst, coach, and teachers will analyze interim and benchmark data to identify high leverage TEKS for re-teaching during camps. 2. Teachers will provide tutoring Masters Camp for Reading using STAAR preparation materials based on first Benchmark scores. 3. Teachers will monitor progress towards meets standard for individual students. 	Teacher(s)		Title I	5,316		
4 LEP	Accelerated reader will be used to encourage and reward independent reading and writing integration adding a requirement for 30 books read with written reflections in grades 3-5	<ol style="list-style-type: none"> 1. Fall kickoff for Maven's Milestones program contest. 2. Library Books purchased 3. Teachers on the reading committee meet to design the expectations for writing integration in the fall. 	Teacher(s)	9/10/2019	Title I	10,000		
5 LEP	Increase access to technology to enhance lower grade Reading activities.	<ol style="list-style-type: none"> 1. Teachers will plan interactive technology related activities for students to practice word work, vocabulary, fluency, and comprehension. 2. I pads (10 I Pad minis) will be used to carry out the activities with increased engagement and individualized levels for students. 	Teacher(s)	9/10/2019	Local (Basic Allotment)	7,000		

6	LEP	Resource alignment through campus-wide full implementation of the new Pearson Reading adoption will increase Reading lesson effectiveness thereby increasing student achievement on NWEA, District and State Reading assessments.	<ol style="list-style-type: none"> 1. Teachers receive Pearson training during summer and fall. 2. Teachers receive ongoing monthly Reading support through campus Quickstart plan. 3. Learning Walks and walk throughs will take place to evaluate implementation. 4. PLCs will allow time for collaboration and sharing best practices for implementation. 5. Administrators will monitor use of the new materials during walk throughs. 	Teacher(s)	10/20/2019	Local (Basic Allotment)	5,730		
7	CTE	This strategy is repeated to show the use of SCE funds as well as Basic funds for this same strategy listed above. Resource alignment through campus-wide full implementation of the new Pearson Reading adoption will increase Reading lesson effectiveness thereby increasing student achievement on NWEA, District and State Reading assessments.	<ol style="list-style-type: none"> 1. Teachers receive Pearson training during summer and fall and prepare materials and supplies purchased for implementation. 2. Teachers receive ongoing monthly Reading support through campus Quickstart plan. 3. Learning Walks and walk throughs will take place to evaluate implementation. 4. PLCs will allow time for collaboration and sharing best practices for implementation. 5. Administrators will monitor use of the new materials during walk throughs. 	Teacher(s)	9/20/2019	SCE	4,752		
8	LEP	Increase access to technology and other small group learning activities to enhance lower grade Reading lessons.	<ol style="list-style-type: none"> 1. Teachers will plan "hands on" interactive and technology related activities for students to practice word work, vocabulary, fluency, and comprehension. 2. I pads (10 I Pad minis) will be used to carry out the activities with increased engagement and individualized levels for students. 	Teacher(s)	12/30/2019	Special Education	4,234		
9	LEP	This strategy is repeated to show that two sources of funding will be used. Increase access to materials that align to state standards in Reading.	<ol style="list-style-type: none"> 1. Data analyst, coach, and teachers will analyze interim and benchmark data to identify high leverage TEKS for re-teaching during camps. 2. Teachers will provide tutoring Masters Camp for Reading using STAAR preparation materials based on first Benchmark scores. 3. Teachers will monitor progress towards meets standard for individual students. 	Teacher(s)	12/30/2019	Gifted & Talented	644		
10									
11									
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 223 - Chavez, Cesar Elementary

Principal: Ordaz, Monica

Executive Director: Xavier Sanchez

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Math will increase from	48, 19, 5 in grade 3	68, 30, 10 in grade 3

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Leverage SGGM to identify and address specific learning gaps.	<ol style="list-style-type: none"> Teachers will analyze MAP data during PLCs to identify high leverage TEKS for filling learning gaps. Data analyst will post MAP data visually for tracking purposes. Teachers will use technology including chrome books and Google classroom to ensure students have access to engaging work that is aligned to standards and individual student needs. 	Teacher(s)	9/20/2019	Title I	7,500		
2 LEP	Increase access to materials that align to the state standards for Math.	<ol style="list-style-type: none"> Data analyst, coach, and teachers will analyze interim and benchmark data to identify high leverage TEKS for re-teaching during camps. Teachers will provide tutoring Masters Camp for Math using STAAR preparation materials based on first Benchmark scores. Teachers will monitor progress towards meets standard for individual students. 	Teacher(s)	12/10/2019	Local (Basic Allotment)	4,000		
3 LEP	Increase teacher capacity through observation of colleagues and direct coaching.	<ol style="list-style-type: none"> Subs to cover for teachers that are on learning walks Coaching for Math teachers provided by the Administrators and Instructional Coach will provide Math teachers with actionable feedback. Teachers will share best practices during PLCs Vertical data meetings will provide time for collaboration and sharing of expertise after each interim assessment and benchmark. 	Principal	9/20/2019	Title I	900		
4 LEP	Increase effectiveness of teacher planning to address student specific SE needs.	<ol style="list-style-type: none"> Instructional coach will guide IPC planning days with 3rd-5th grade teachers. IPCs will include days for reteach after interims and benchmarks. Classroom Monitoring as well as differentiated work for approaches, meets, and masters groups. Administrators will monitor classroom implementation of effective planning. 	Teacher(s)	8/30/2019	Title I	900		

5	LEP	Student Performance will increase through higher understanding of the Data Analysis and PLC Process and will be evidenced via agenda review and classroom implementation.	<ol style="list-style-type: none"> 1. Principal creates a calendar of data meetings to be staggered by grade level and have vertical overlaps . 2. Data analyst will be trained on best data practices with ADQ monthly. 3. PLC agendas will be documented with action steps, person responsible and monitoring plan. 4. Data analyst to plan and conduct data meetings using the Bambrick model with administrators and instructional coach. 5. Data analyst will maintain campus data tracking systems. 	Principal	8/19/2019	Title I	69,000		
6	LEP	Strategy is repeated from strategy 1 to show that funds from CTE will also support this strategy alongside Title One funds. Leverage SGM to identify and address specific learning gaps.	<ol style="list-style-type: none"> 1. Teachers will analyze MAP data during PLCs to identify high leverage TEKS for filling learning gaps. 2. Data analyst will post MAP data visually for tracking purposes. 3. Teachers will use technology including chrome books and Google classroom to ensure students have access to engaging work that is aligned to standards and individual student needs. 	Teacher(s)		Local (Basic Allotment)	13,091		
7	SPED	Provide intentional supports to our math program as defined in our Domain 3 for Special Education and African American student subgroups.	<ol style="list-style-type: none"> 1. Title One tutoring 2. NWEA training 3. Small Group Instruction 4. After School Tutoring 5. Data Meetings to improve instructional alignment and re-teaching 	Principal	1/14/2019	Title I			
8									
9									
10									
11									
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

11								
12								
13								
14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

