

2016-17 CEIP for 223-Cesar Chavez ES

223-Cesar Chavez ES

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 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 No Child Left Behind;

YES Title I, Part A; and

YES the School Improvement Program.

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 Learning Network leadership team.

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

SBDM Members

Name	Role
	Select
	Select
	Select
	Select
	Select
Maria Montoya	Teacher
Vacant	Teacher
Vacant	Teacher
Vacant	Teacher
Christine Kinkead	Campus Non-Tch Prof
Stephanie Banda	Parent
Martina Shanks	Community Rep
Maria de la Torre	Business Rep
Stephanie Poe	District-level Staff
	Additional Appointed Rep
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD

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

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 223-Cesar Chavez ES

Principal: Monica Ordaz

Data Sources Used	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
Make a selection for each by choosing from the drop down	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	Many students speak two languages. Students in RP have different cultural influences bringing diversity to our school as an asset.	1.	Some parents have a limited understanding of current learning standards. Many parents are not aware of the demands of the standards, the school challenges students face, the maturity and motivation that high standards require, or what must be done at home to support.	1.	Character education, positive role models, and anti-bullying programming should be implemented. Counselor resources need to be strong and focused on these needs.
			2.	While RP students sometimes have a slight language advantage, other differences are noted in behavior, motivation, and academics especially when students come from other schools. There are gaps in social skills, especially in RP Classrooms	2.	Parent "Lunch and Learn" sessions might inform parents of current learning standards.
			3.	Some parents cannot help students with Eng.	3.	Continue Adult ESL and Bilingual Latino Lit. Sessions.
Student Achievement	1.	PLTW has helped students and teachers work at higher levels.	1.	Need to continue paying for refills and supplies for PLTW as well as continued training for new teachers and adding new modules.	1.	Continue PLTW, reading level tracking, and AR incentives.
	2.	We track growth, especially in reading levels with ambitious goals.	2.	Some teachers would like to see the reading log accountability continued	2.	Reading Log accountability allowing teachers to stay after school to ensure reading takes place daily.

	3.	AR and AR incentive parties help students stay motivated to read. Saxon Phonics program is showing gains in English reading and writing.	3.	Many students benefit from targeted skill review from Title One Assistants.	3.	Continue filling gaps with Title One assistants and Dyslexia support. After school clubs such as 300 word club, math facts club, and AR reading club will assist to target needed skills.
School Culture and Climate	1.	Staff culture is supportive and teachers generally accept feedback as positive with a "growth mindset".	1.	Teachers would benefit from more chances to get to know each other in and out of school.	1.	Provide more faculty interaction activities.
	2.	Attendance contests motivate students including the Monday and Friday attendance prize drawings.	2.	Regular Program classes and some lower grade classes continue to experience some lower attendance at times.	2.	Target attendance efforts in RP classes and lower grades.
	3.	Students are surrounded by positive messages such as recycling and kindness.	3.	Recess is limited	3.	Schedule more recess.
Staff Quality/ Professional Development	1.	Teachers report that they receive quality trainings and can seek help when needed.	1.	Writing trainings have been limited	1.	Teachers request more writing training.
	2.	Most teachers report that staff meetings are helpful in providing ongoing support.	2.	There are 8 new teachers who will require mentors, training on Fountas & Pinnell, SGGR, writing, PLTW, Math, Science, classroom management, and center implementation.	2.	Teachers request more after school planning meetings.
					3.	More training for teacher assistants
Curriculum, Instruction, and Assessment	1.	STAAR Test Maker, Saxon Phonics, and Fountas and Pinnell have been welcome and practical additions to the curriculum.	1.	Pre-K has too much testing and other grades dislike the frequency of SCA testing.	1.	Continue to purchase STAAR Test Maker, Saxon Phonics, and Fountas and Pinnell support subs including planning time for teachers to implement.
	2.	Reading log checks were welcomed at the beginning of the year.	2.	Classrooms have few books	2.	Classrooms need fiction and non fiction libraries.
	3.	Planning for instruction together to share ideas is helpful to teachers			3.	More opportunities for teachers to plan together after school.
Family and Community Involvement	1.	Parent involvement has been improved through family/content nights with high attendance.	1.	We need more activities to educate parents regarding how to support reading.	1.	Continue family/content nights, PTA activities, and parent-teacher conferencing days.
	2.	PTA has become active and our Latino Literacy project is effective in teaching parents how to support reading at home.	2.	Small number of families were involved this first year in the Latino Literacy project.	2.	Continue and expand Latino Literacy Project
	3.	Teachers have time to meet with parents when we pay for half day subs for conferencing.			3.	Implement more activities involving parents more deeply with reading and other content instructional methods.
School Context and Organization	1.	Upper grades are departmentalized which helps some teachers.	1.	We do not have specialized instructional coaches located on campus.	1.	District instructional support needs to be more frequent to support teachers.
	2.	Schedules for F& P testing and conferences are helpful.	2.	F&P takes a long time	2.	Teachers request more time for F& P testing

		3. Some departmentalization limits relationship building with students. RP vs. DLE split causes limited "mixing" of ability levels.	3. Limit departmentalization to teams with pairs.
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2016-17 CEIP for 223-Cesar Chavez ES

Budget Summary

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Professional Development	10,750	0	0	0	0	610	\$ 11,360
Tier I Instruction	0	0	0	0	0	0	\$ -
School Readiness	33,600	0	0	0	0	0	\$ 33,600
Third Grade Reading	3,600	0	0	0	0	0	\$ 3,600
Campus Needs Assessment	800	0	0	0	0	0	\$ 800
TOTAL	\$ 48,750	\$ -	\$ -	\$ -	\$ -	\$ 610	\$ 49,360
Allocations	182,796	2,841	-	-	-		
Percent Budgeted	27%	0%	NA	NA	NA		

Compensatory Education Fund - FTEs

2016-17 CEIP for 223-Cesar Chavez ES

Professional Development Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

District	Goal: 1. Increase Student Achievement Priority: 3rd Grade Reading
Strategic Plan	Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Alignment	Strategy: 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy Measure: 1.5 Achievement and passing rates on state and local assessments

Focus	Professional development will be of high quality, implemented with fidelity, and monitored via walk throughs and PLCs. Our primary professional development will default to increasing student literacy.
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Title I Components	PB/MAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
demographics priority 2	LEP	New teachers will receive targeted PD in the areas of SGGR, F&P testing, Saxon phonics set up and fundamental five.	Administrators	Yearlong	After Sch		\$ 610.00	
	LEP	All teachers will receive updated training on the importance of lexile levels, testing of lexile levels and shared expectations for communication of all stake holders (students, parents and administration).	Administrators Grade level leaders, district level PD	every 6 weeks		Title I	\$ 600.00	Parent Involvement funds for 2 sessions
			Data Analyst and Administrators will coordinate clip movement and spreadsheet	every 6 weeks	PLC			
	LEP	Teachers will be trained in the use of the District provided online reading screener (Achieve 3000) side by side with Fountas and Pinnell leveling to listen and understand specific errors to correct through SGGR.	Teachers	Yearlong	After Sch			
student achievement priority 1		Teachers will test students at the beginning and middle of the year using F&P.	AP Schedules and Teachers test	September 20-22 and Jan 24-16	Pull-Out	Title I	\$ 1,900.00	Teachers receive a half day of pull out per semester for testing in lower gr. And full day in departmentalized upper gr.
student achievement priority 1		New Teachers will be trained on F&P testing	Laura Lopez	8-Sep	After Sch			
	LEP	AR refresher training for how to use AR to promote and enhance recreational reading to be offered at Sept. Faculty Meeting	AR Team (Fernandez, Irizarry, Montano, Self)	12-Sep	Faculty Mgt			
		Administrators will promote reading trainings offered by the District and assign trainings as needed.	Administrators	Monthly	After Sch			
		Administrators will review online reading level data and AR data monthly at leadership meetings to ensure Tier 1 instruction and RTI are utilized to address students not making progress.	Principal	End of each Month				
Staff Quality PD priority 2	SPED	Dyslexia Training for identifying students using NNAT scores and other behaviors will be offered to all new teachers	Counselor	By October	After Sch	Title I	\$ 300.00	
Curriculum, Instruction, and Assessment priority 1	LEP	Teacher will be trained in Saxon Phonics in order to strengthen Tier 1 instruction for all students in Direct Instruction for Word Work.	Grade K-2 Teachers	Yearlong	After Sch	Title I	\$ 6,500.00	
		PLCs will be leveraged to focus on data analysis, studying student work, and best practices.	administrators will monitor for fidelity and implementation through walk throughs and coaching					
Staff Quality priority 2		Teachers will receive PD on the CCE Problem Solving Method and rubric and check in dates for making sure it is being used.	Stegall	Early Fall	After Sch	Title I	\$ 250.00	
Staff Quality priority 2		Teachers will receive PD on how to create beneficial problem solving activities using given materials and implementing logic puzzles into classrooms.	Stegall	Fall	After Sch/ PLC	Title I	\$ 250.00	
Staff Quality priority 2		Writing Folder Setup Training for all New Teachers	Maria Fernandez and Kay Rosenfield	1-Sep	After Sch	Title I	\$ 250.00	Daily Folder, Documented Folder, Permanent folder, Notebook conference sheets
Staff Quality priority 2		Teachers will be trained on the use of Thinking Maps/ Graphic Organizers from Empowering writers to support writing	Rosenfield	September or Feb	Pull-Out/ Vendor	Title I	\$ 700.00	Need Thinking Maps and Empowering Writers Tools
		Teachers will observe a writing lesson with an experienced teacher - video to be used if pull out is not possible.	Administrators Schedule video or visit with Quinn and Rosenfield Fernandez,	November	Pull-Out			Pull out will be just for 45 min period
		Teachers will observe content-specific portions of the writers	Fernandez,	December	Pull-Out			Pull out will be just for 45 min period
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							

2016-17 CEIP for 223-Cesar Chavez ES

Tier I Instruction Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement
Strategic Plan	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
Alignment	Measure:	SELECT A MEASURE

Focus	Teachers are prepared to meet our students social/emotional needs, quality instruction is delivered and students achieve success in every lesson.
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Title I Components	PBMAS	Alignment	Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source		Amnt
Demographic s priority 1		The Fundamental Five will be used as our primary lesson cyc Teachers	Administrators	Yearlong				
		Lesson plans will be monitored and checked for pacing, align	Administrators	yearlong				
		Capturing Kids Hearts will be used as a positive system for creating welcoming classrooms for students to feel safe and positive, so that effective tier 1 instruction can happen.	Teachers and Administrators	Yearlong	Faculty Mgt			
		Administrators will monitor and observe classrooms for effec PLCs will focus on the best practices that ensure effective Tie administrators an yearlong	Administrators	Yearlong				
		T-TESS alignment with Tier 1 instruction (planning and delivery domains), will be a campus wide focus.	administrators and teachers	yearlong				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)				

2016-17 CEIP for 223-Cesar Chavez ES

School Readiness Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement	Priority: Kindergarten Readiness
Strategic Plan	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy	
Alignment	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally	
	Measure:	1.5 Achievement and passing rates on state and local assessments	

Focus	Teachers are prepared to meet our students social/emotional needs, quality instruction is delivered and students achieve success in every lesson.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
Family and Community involvement priority 2	BE	Latino Literacy Project will continue to inform parents of how to foster literacy at home in culturally relevant ways.	Ms. Montoya	Spring	After Sch	Title I	\$ 1,500.00	Payment for facilitators, helpers, and materials
		Conscious Discipline Schubert Books will be used by the counselor to train Specials Teachers to support with behavior/ social skill training for lower grade students. Administrators will meet with Pre-K Teachers to review results of early screening.	Counselor	train Sept.	PLC	Title I	\$ 800.00	
			Administrators	October	PLC			
Staff Quality priority 3	BE	Title One TAs will provide enrichment to students with no PK	Title One TA	Fall		Title I	\$30,000.00	TA Salaries
Staff Quality priority 1	BE	Training for Kinder teachers on best practices and differentiation for students with no pre-k	Teachers	Fall	Pull-Out/ Vendor	Title I	\$ 1,300.00	
Demographics priority 1		Capturing Kids Hearts will be used as a positive system for creating welcoming classrooms for students to feel safe and positive, so that effective tier 1 instruction can happen.	Administrators and teachers	Yearlong	Faculty Mgt			
		The frameworks for Pre-K and Kindergarten will be followed with an increased emphasis on preparing our students for what they will encounter in upper grades (clear objectives, lesson frames. etc)	Teachers	Yearlong				
		Pre-K and Kindergarten will use district approved progress monitoring measures to monitor student progress and address needs through RTI.	Teacher and Admin	Yearlong				
		Grade Level Alignment Meetings throughout the yaeer	Teacher and Admin	Yearlong	Faculty Mgt			
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)						

2016-17 CEIP for 223-Cesar Chavez ES

Third Grade Reading Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.4 Equip employees to meet the academic and social/emotional/physical needs for our students
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	All students will show a 200 point lexille growth with a long term focus of 100X25.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
	LEP	Teachers will implement SGGR	Teachers, Admini:	Yearlong				
		Lexile levels will be tracked and lexile lessons will be implemen	Teachers, Admini:	Yearlong				
demographics priority 2	LEP	Teachers will inform parents of progress and rigor through "lunch and learn" sessions	reading committee	MOY		Title I	\$ 600.00	
		School wide reading logs will continue and be tracked via Maven Milestones/AR	teachers	yearlong				
		Administrators will review online reading level data and AR data monthly at leadership meetings to ensure Tier 1 instruction and RTI are addressing students who are not making progress	Administrators	yearlong				
	SPED	Students in need of dyslexia or those that need to be screened for dsyleixa will receive appropriate interventions	Counselor and Dsylexia teacher	yearlong				
	LEP	Saxon Phonics will be used for students needing increased reading support.	Teachers	yearlong				
student achievement priority 1	LEP	After school clubs such as AR, Saxon, and 300 Word Clubs will have a Reading focus to target needed skills for RTI students.	Counselor and Ms. Cochran	Yearlong		Title I	\$3,000	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 223-Cesar Chavez ES

Campus Needs Assessment Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

District	Goal:	1. Increase Student Achievement
Strategic Plan	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Students will receive an increase in centers, hands on experiences, visuals and models in Math and Science classrooms. PLTW will be the practical application of what students have learned in math and science.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)	
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
Student Achievement priority 1	LEP	Science/ Literacy Connection PD to assist with planning activities to increase science exposure and lexile growth.	Teachers	30-Jan	Faculty Mgt				
		Teachers will increase Project Based Learning based on PLTW modules	Teachers	Yearlong					
	BE	During Grade level meetings teachers will be provided time to plan center activities	Grade Level Leaders	Dec, Dec,	After Sch/				
		Students will keep reflective journals of observations made, vocabulary, and	Teachers						
		Students will have the opportunity to participate in STEM Challenge Activities	Teachers and Administrators	Fall and Spring					
		Encourage students to attend family STEM night	Teachers and Administrators	Spring					
		Combine Science/ Math Night	Administrators	Spring					
	LEP	Add second PLTW module and continue first module	Administrators	Yearlong					
		Purchase Zigi Document Cameras to enhance visual access to science topics	Administrators	Fall		Title I	\$ 800.00		
		Teachers wil implement problem solving opportunities through logic puzzles and real world scenarios into classrooms.	Teachers	Fall					
		Teachers will create and implement a Real World Problem Solving Projects in the CF	Teachers	Fall and Spring					
		After school collaboration sessions will be provided for teachers to get problem solving input.	Administrators	Oct, Nov, Dec	Faculty Mgt/PLC				
		Teachers will display real world examples of current topic for students to analyze.	Teachers	Yearlong					
		SPED	Teachers will be trained on how to use visuals and models to enhance teacher clarity per Hattie reseach	Administrators	3-Feb	After Sch/ PLC			
			Teachers will be trained on and implement a specific visual or model to implement per Hattie research	Administrators	3-Feb				
LEP	A universal screener for math will be developed and implemented to help teachers identify skill gaps to address in Tier 1 instruction or RTI	Beebe	Fall						
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)								