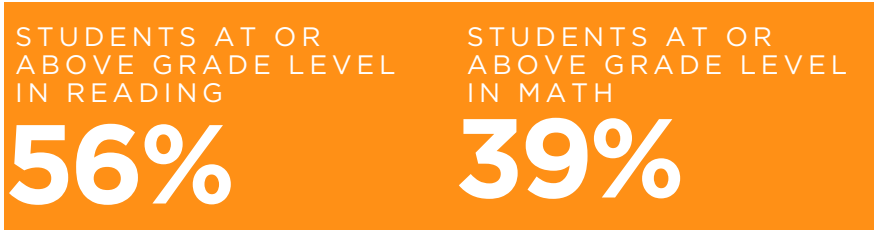


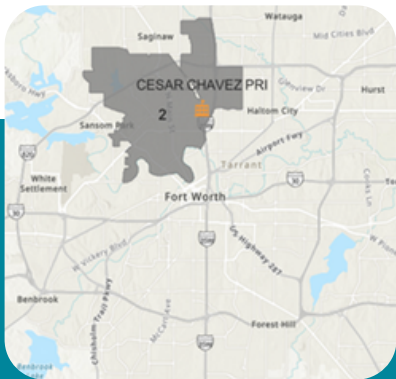
César Chávez Primary School



The **most growth** in student **academic proficiency** in the City of Fort Worth in 2025.

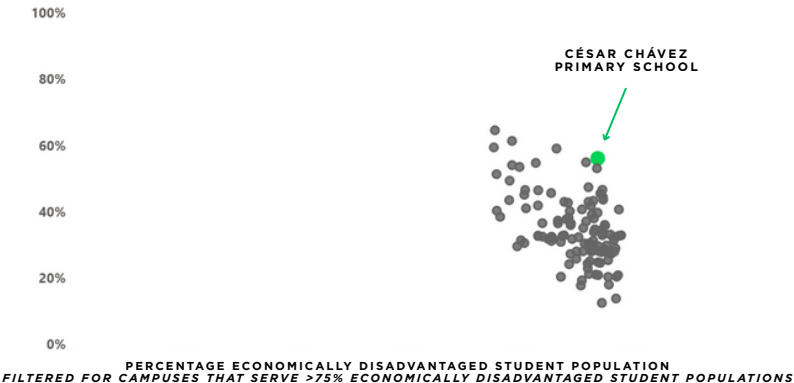


César Chávez Primary School had an increase of +25 percentage point growth in students meeting grade level in Reading and +9 percentage point growth in students meeting grade level in Math in 2025 compared to 2024. This incredible proficiency growth, bringing the percentage of students meeting grade level to 56% in Reading and 39% in Math, propelled the campus to among the highest performing campuses serving high economically disadvantaged student populations in the City of Fort Worth.

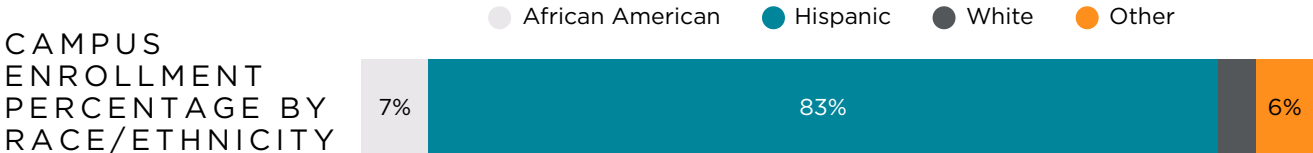
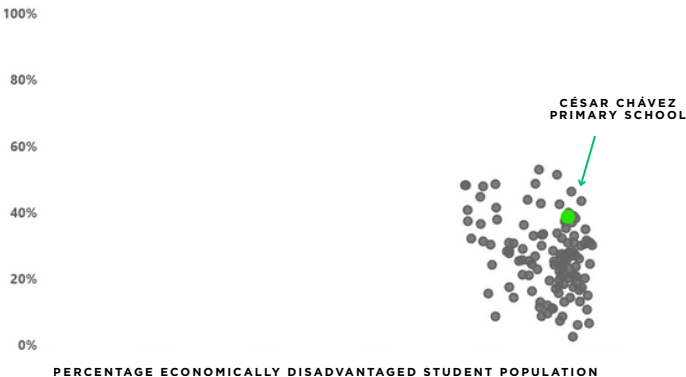


- FAST FACTS**
- City Council District:** 2
 - District:** Fort Worth ISD
 - Principal:** Monica Ordaz
 - Grades Served:** Pre-K–5th
 - Enrollment:** 446
 - Economically Disadvantaged Student Population:** 94%
 - Special Education Student Population:** 22%
 - Emergent Bilingual Student Population:** 69%
 - Type of School:** Traditional Public

Percentage of Students Meeting Grade Level in **Reading**, Spring 2025, by Campus in Fort Worth



Percentage of Students Meeting Grade Level in **Math**, Spring 2025, by Campus in Fort Worth



César Chávez Primary School

At César Chávez Primary, Principal Monica Ordaz leads with deep dedication to student success and an extraordinary sense of responsibility for advancing that vision. Under her steady leadership, now in her thirteenth year at the helm of the campus, the school is a place where students and teachers feel **supported**, **valued**, and **committed to shared accountability for outcomes**. Guided by their 'COLT Pride' values, including 'O - Own It' and 'T - Take Responsibility,' the campus has built a culture of ownership that extends across classrooms and grade-level teams. Every adult takes responsibility for advancing student learning, reflects deeply on their instructional goals, works to align them across the campus, and is supported as a valued member of a close-knit team. As Principal Ordaz says, *"The stakes, for our kids, are too high not to."* The result is a school that serves a high population of economically disadvantaged and dual-language learners with some of the highest rates of students being on grade level across Fort Worth.

Key Levers Driving Success

Culture as the Foundation

Chávez lives out the belief that "culture comes first." The leadership team first defined what they wanted their school to feel like, then built systems backwards from that vision. That approach is present in systems all across the school, from how Mrs. Ordaz describes greeting students in the morning from the hallway, to how they monitor student attendance and engage families around it. The campus code of conduct—"COLT Pride"—provides a shared language and set of expectations, while consistent teacher appreciation reinforces a shared sense of support. Teachers and students are a part of a community where camaraderie and accountability go hand in hand.

Instructional Alignment and Structured Systems

At Chávez, detailed vertical alignment planning is central to how they ensure that students are prepared for rigorous content. Teachers work backwards from what is expected in upper grades, ensuring that every grade level is advancing and has an aligned understanding of the goals each grade level is building towards. On campus, the practices of fifth-grade writing are unpacked and shared across the campus to encourage and build the foundational building blocks of strong writing in earlier grades. Instructional systems are tightly organized, with walkthroughs and professional learning communities (PLCs) routinely scheduled on a weekly basis, ensuring that the vision for student outcomes is closely tied to daily practice.

Teacher Development and Collaboration

Chávez makes teacher development and growth a central and collective effort. Teachers regularly observe one another, and excellent practices are highlighted to build the skills of the entire team. PLCs are spaces for tackling shared challenges, reviewing student data and work, and aligning instruction to meet student needs. Celebrating progress helps maintain high morale and fosters a shared sense of ownership over student outcomes.

Student Learning Objective Development

Principal Ordaz takes a deep approach to supporting her teachers in developing their Student Learning Objectives (SLOs). SLOs are a part of every teacher's annual evaluation (T-TESS) as required by the state, but Chavez treats the development of SLOs as more than a compliance exercise. Teachers set their SLO after a collaborative and detailed process across multiple weeks, with campus leaders monitoring progress throughout the year and including feedback throughout frequent classroom observations. The Chávez leadership team utilizes an existing process to create meaningful opportunities for teachers to reflect on and improve their practice. Through this process, SLOs have become a powerful tool for instructional capacity-building and sharpening focus on what students need to achieve their goals in a growth-oriented way.



The Chavez Difference

César Chávez Primary's success is the product of strong culture, clear instructional goals and alignment, and intentional teacher development, all guided by a leader who listens and learns alongside her staff and holds herself and all of the adults in the building to a commitment to continue raising the bar for student achievement. Chávez demonstrates what is possible when systems are designed to balance both humanity and high expectations for student learning.