



Fort Worth ISD Learning Recovery Plan

Board of Education Meeting
Tuesday, April 27, 2021

Learning Recovery Plan

- Summer Learning
FWISD Summer Launch
- Academic Priorities
- Social Emotional Learning (SEL)
- Parent Partnerships





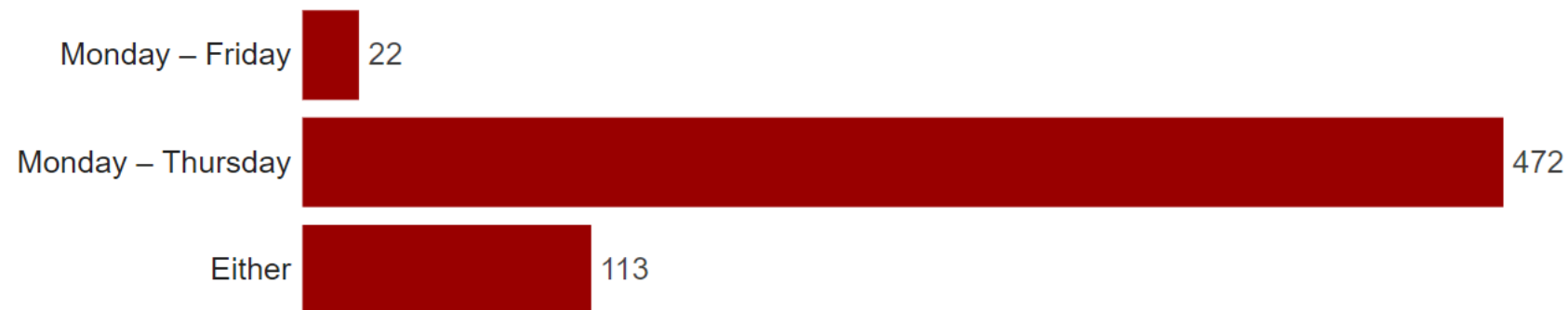
Summer Learning Programs

Teacher Interest

Interest in Teaching Summer School



Summer School Preference

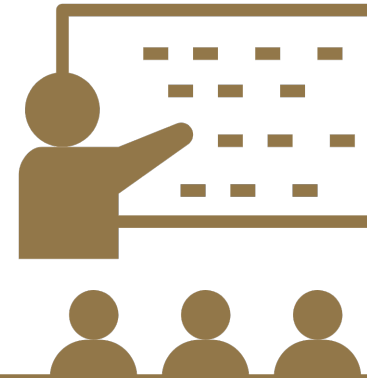


2,915
Total
Reponses



Summer Learning Programs

- Offered June 23 thru July 22
- 80 Potential Sites with both In-Person and Virtual Options
- Elementary, Middle and High School
- Community Effort
 - Fort Worth ISD
 - City of Fort Worth
 - Camp Fire
 - Clayton
 - YMCA



FWISD Literacy training will be provided for community groups and city sites for Summer programs to ensure coherence to best practices.

Summer Learning Programs

- Provide additional days of learning with exposure to high-quality instructional opportunities with the intention of closing learning loss gaps and increasing student achievement.
- Deliver intentional, evidence-based practices in both Literacy and Math while supporting social-emotional learning in all settings.
- Aligned to FWISD curriculum and resources to ensure coherence and alignment to research-based practices.
- Designed to support our highest needs learners and open to all FWISD students.



Summer Learning Programs

Differentiation with Intention

Summer School Programming

- Traditional opportunities
- Open to all FWISD students
- Recovery and acceleration opportunities

Learning Loss & Acceleration

- Highest needs students
- Evidence-based practices
- Focus on Literacy and Math instruction

Social-Emotional Supports and Relationships

- Embedded within all content areas and grade levels
- Allocation of time
- Camp-based approach in Elementary School setting

Elementary Summer Program (K-5)

In-Person Four Hour Program (Monday – Thursday)

- Available to all Elementary students*
- Literacy and Math Instruction
- Embedded Social-Emotional Learning
- **Camp Culture** with hands-on and interactive activities
- Fort Worth ISD curriculum and resources
- Transportation Available
- Breakfast and Lunch Provided

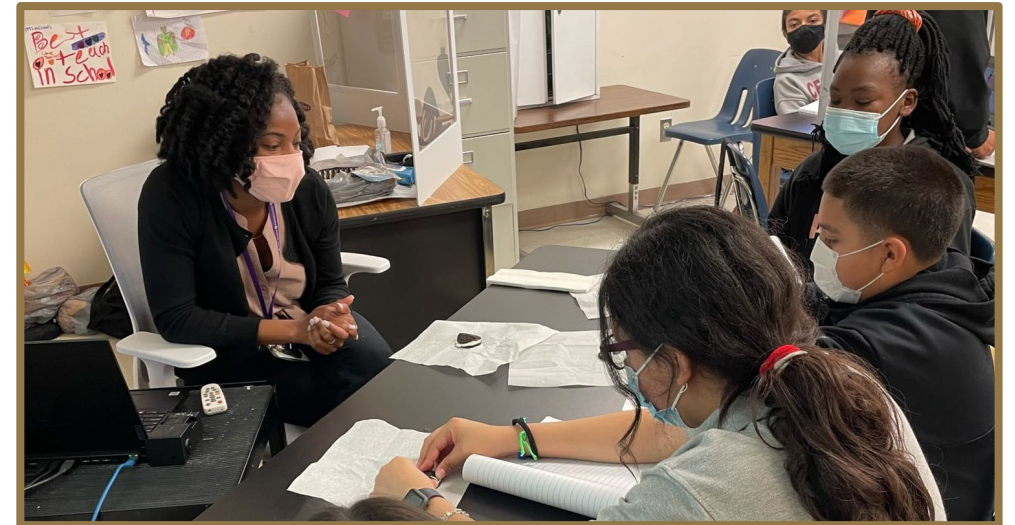


*Consolidations may occur but all Elementary Schools will offer an individual summer school program to serve students in the area.

Middle School Summer Program (6-8)

In-Person Four Hour Program (Monday – Thursday)

- Summer programs offered at Middle School campuses based on need and interest*
- Literacy and Math Instruction
- Embedded Social-Emotional Learning
- Prioritize students who have failed Math and Reading then remaining seats will be open to all students that are interested
- Transportation Available
- Breakfast and Lunch Provided



*Consolidations may occur but all Middle Schools will offer an individual summer school program to serve students in the area.

High School Academic Program (9-12)

In-Person Four Hour Program (Monday – Thursday)

- Summer programs offered at High School campuses based on need*
- Any student who has failed two or more End-of-Course (EOC) tested courses will be enrolled in summer school at their campus
- Students who failed the EOC test and course for the same content will be required to attend in-person learning sessions Monday - Thursday.
- Embedded Social-Emotional Learning
- Transportation Available
- Breakfast and Lunch Provided

*Consolidations may occur but all High Schools will offer an individual summer school program to serve students in the area.

High School Academic Program (9-12)

Virtual Asynchronous (Monday – Thursday)

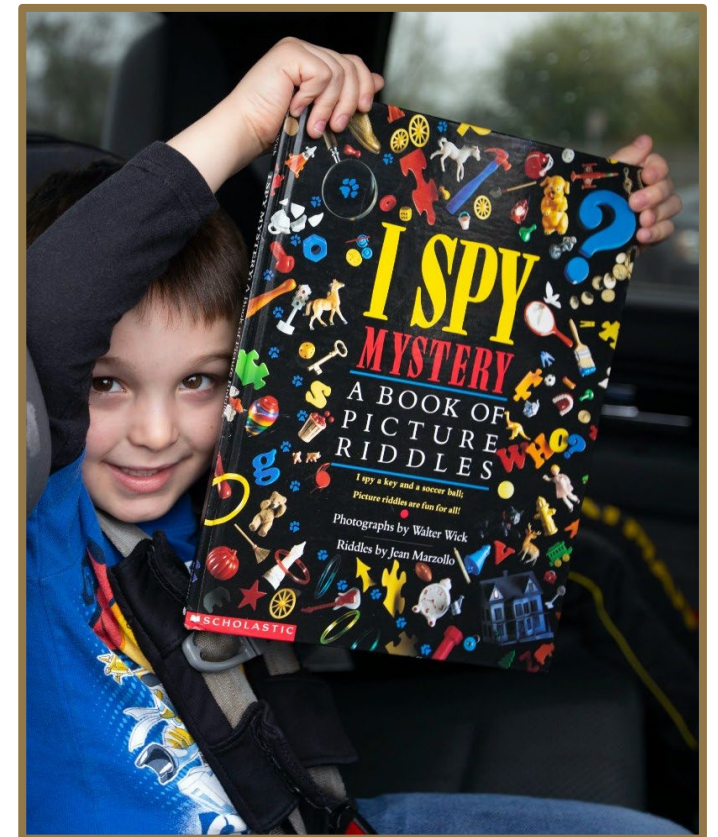
- All assignments will be completed asynchronously via Edgenuity
- All non-EOC courses, electives, and advanced courses will be offered virtually via Edgenuity.
- Summer Curbside Meals-to-Go



Bilingual/ESL Summer Services

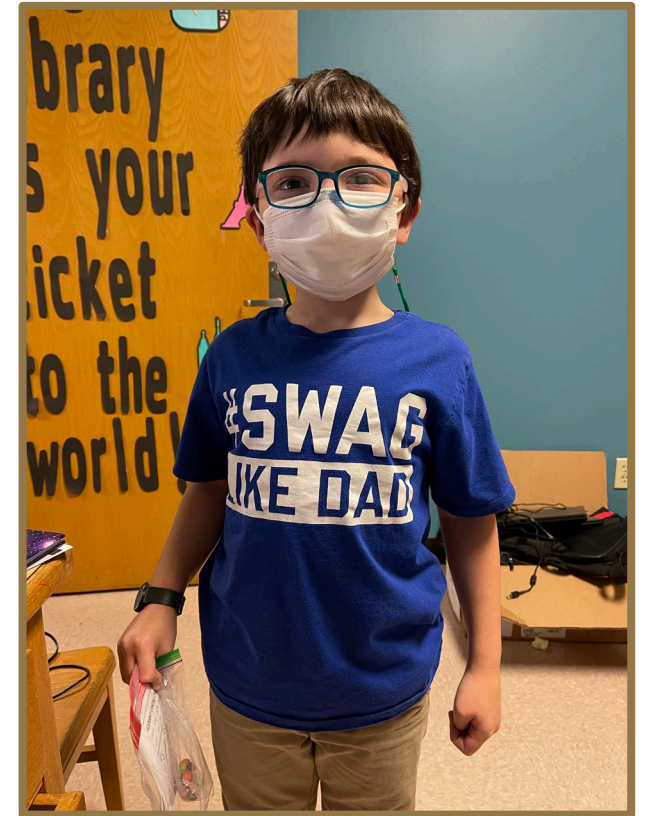
The following services will be offered at general summer school sites.

- K-1 ESL/Bilingual
- 2-5 Dual Language Immersion Camp
- 2-5 ESL Enrichment
- 6-8 ESL Enrichment for Long Term English Learners
- Newcomer Program
(Grades 9-11 with 1 to 3 years in school)



Special Education Summer Services

- Dyslexia, Inclusion and Resource (General Summer School Programs)
- Social Skills Camp (Autism/1 Week)
- Extended School Year (ESY) self-contained classes
 - Early Childhood Special Education (ECSE) at Elementary General Program Sites
 - Reaching Independence through Structured Education (RISE) at High School General Program Sites
 - Boulevard Heights and Jo Kelly ESY
- Regional Day School Program for the Deaf (RDSPD) at ESY Sites



Community Support for Summer Programs

- Provide training to over 100 community and City of Fort Worth partners in literacy best practices to ensure alignment and coherence
- Embed FWISD Literacy Framework and Resources into community summer programming
- Open campuses to Fort Worth Community Agencies and Partners for summer programming and enrichment



Other Summer Learning Opportunities



- **21st Century Learning Centers**
Bonnie Brae, Clifford Davis,
AM Pate, West Handley, Bill Elliott,
Morningside ES, Harlean Beal,
Westcreek, Western Hills ES
- Monday thru Thursday
- 8:00 a.m. – 12:00 p.m.

Other Summer Learning Opportunities

- Summer Individual Graduation Committee (IGC) for All High Schools
- My Brother's Keeper (MBK) STEM Camp
Como Community Center, Dock Book Shop, and Third Site TBD.
- OD Wyatt CTE Summer Camp at OD Wyatt High School
- Collegiate Test Prep - SAT, ACT, PSAT, TSI (In-person and Virtual Options)
- Summer Link for All High Schools (Virtual)
- ECHS/PTECH Summer Bridge at All ECHS/PTECH Campuses
- Texas College Bridge (Virtual)
- A²I Summer Acceleration Mathematics Program (Virtual)
- Secondary Transition Camps



Online Summer Learning
Resources Available to
All Students and Families
www.fwisd.org/summerlaunch

Registration

- **Elementary School (May 17 – June 4)**

All students selected or interested in summer school will have a designed time period to enroll in summer school for enrichment opportunities.

- **Middle School (May 17 – June 4)**

All students who are failing Math and Reading will be enrolled for summer school beginning May 17.

- **High School (May 17 – June 4)**

All students who are failing two or more End-of-Course tested subjects will be enrolled for summer school beginning May 17.

- **Registration details for other opportunities are available at www.fwisd.org/summerlaunch**

Information for Teachers and Staff

- Teacher Application Process
- Application Deadline
- For Updates Please Visit:
www.fwisd.org/summerlaunch



Summer Meals

- Breakfast and Lunch Provided at all In-Person General Program Sites
- Meals to Go Program will be offered at all General Program Sites

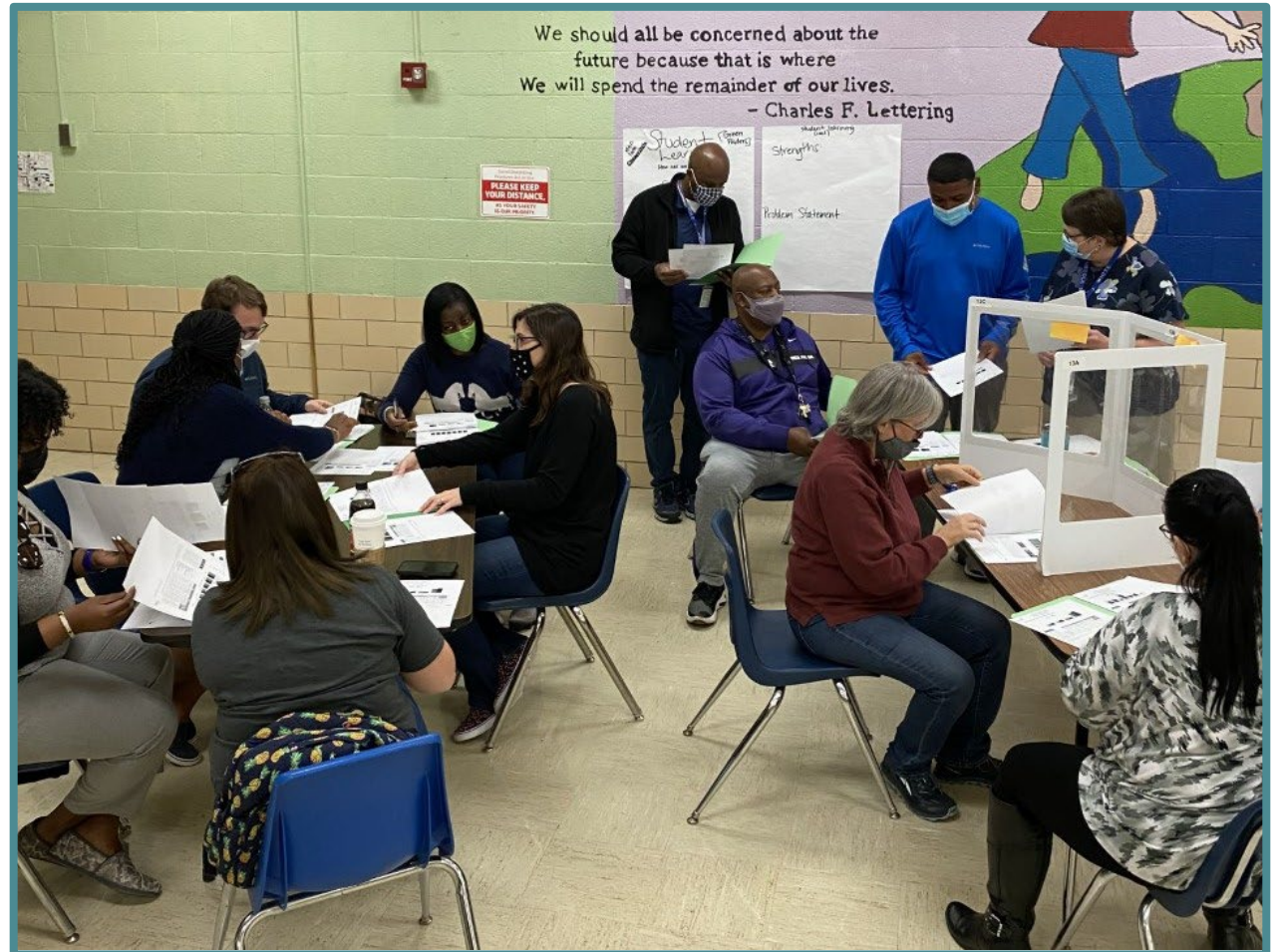




Instructional Priorities

Instructional Priorities

- Quality Tier 1 Instruction
- Professional Learning
- Differentiated Support
- Student Engagement
- District Assessment Plan
- Increased Instructional Time



Teaching and Learning Survey Results

Teacher Perspective on Curriculum

3,004 Teacher Responses

I understand where to find information in the curriculum when I need it.

80%
Agree to Strongly Agree

20% Neutral to
Strongly Disagree

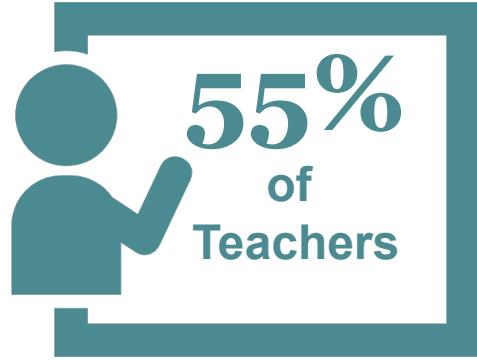
How supportive are the district curriculum frameworks to your planning and design of daily instruction?

61%
Somewhat Supportive to Very Supportive

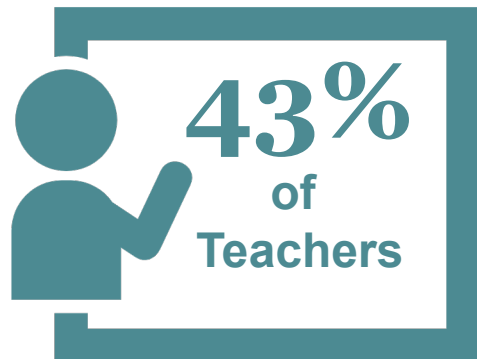
27%
Neutral

12%
Not
Supportive

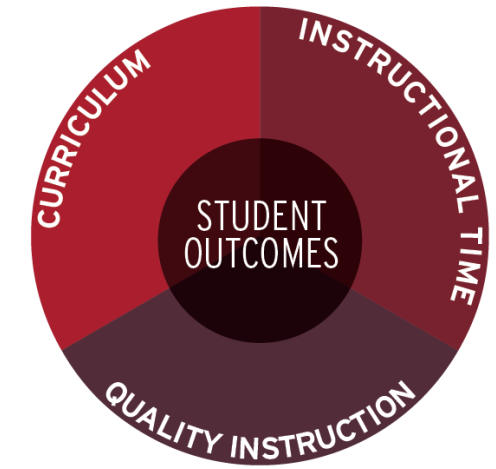
Developing Teacher Capacity



Learning how to apply the Fort Worth ISD Instructional Framework as part instructional planning and support activities on campus.



Learning how to apply the Fort Worth ISD Literacy Framework as part instructional planning and support activities on campus.



Curriculum Resources and Support

Principal/Coach Perspective

323 Principal/Coach Responses

I have the information and resources I need to support and lead teachers at my school in implementing the curriculum.

69%
Agree to Strongly Agree

31% Neutral to
Strongly Disagree

Teachers on my campus have the information, resources, and supports they need to provide daily Tier 1 Instruction that is culturally responsive, linguistically accommodating, and engages students in productive struggle.

68%
Agree to Strongly Agree

32% Neutral to
Strongly Disagree

Framework Implementation

Principal/Coach Perspective

323 Principal/Coach Responses

I have the information and resources I need to support teachers with implementing the Literacy Frameworks.

69%
Agree to Strongly Agree

31% Neutral to
Strongly Disagree

I have the information and resources I need to support teachers with implementing the Instructional Frameworks.

83%
Agree to Strongly Agree

17% Neutral to
Strongly
Disagree

Professional Learning and Developing Capacity

- Job embedded professional learning from Campus Instructional Coaches and District Content Instructional Coaches
- Professional Learning Communities in all Schools (Focus on Learning)
- **MAP Reading Fluency and MAP Growth**
Principals, Instructional Coaches and Data Analysts Provide Ongoing Training and Support for Teachers
- Campus-Based Professional Learning Plans aligned to Campus and Targeted Improvement Plans
- Investment in Middle and High School Department Chairs (Teacher Leadership Academy)



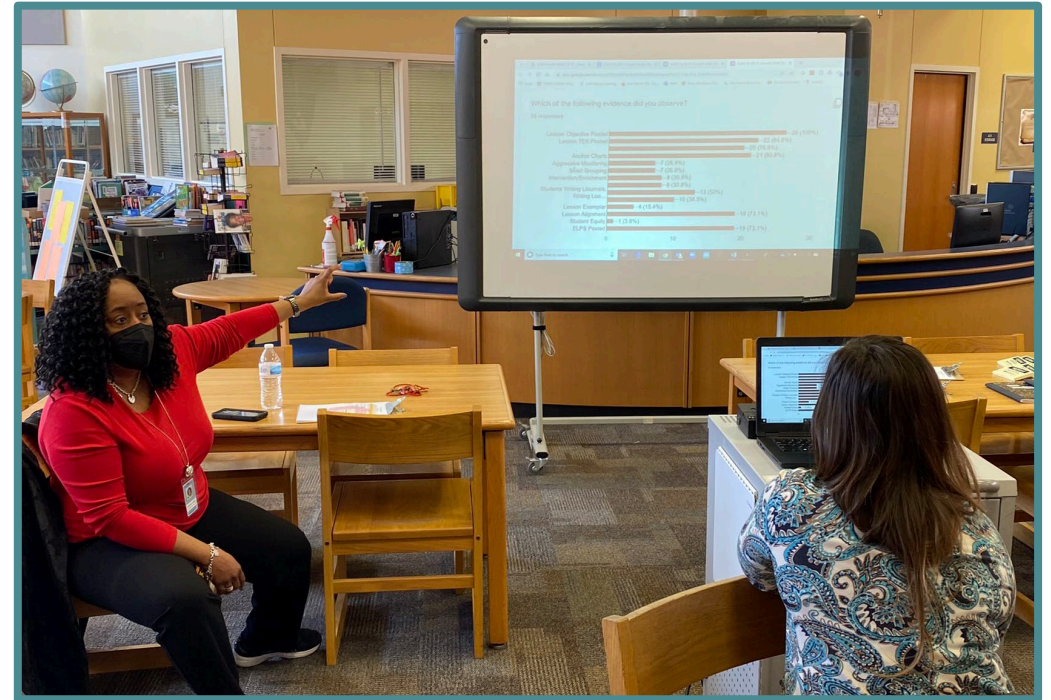
Reading Academies



- 52 campuses participated this year (Tier 3, 4, and 5)
- 940 participants are currently enrolled
 - 671 participants in the English Pathway
 - 269 participants in the Bilingual Pathway
- 27 Tier 1 and 2 campuses will participate in 2021-2022

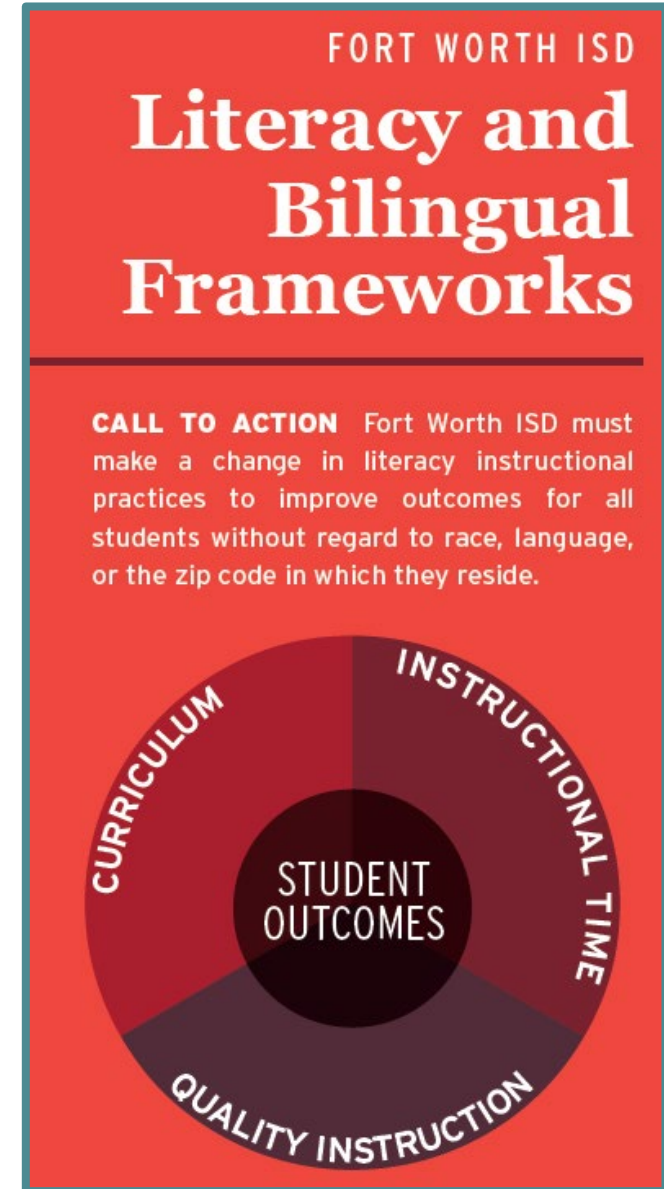
Reading Academies

- 47 of 52 Principals are participating this year
 - 3 of 52 Principals resigned/retired from District
 - 5 of 52 Principals did not register or participate
- Assistant Principals were not required to participate, but 37 are participating this year
- 64 of 73 Campus Instructional Coaches are participating (local requirement)



Academic Supports for 2021-2022

- Literacy and Biliteracy Framework
- Campus-Based Instructional Coaching Support Tiered Approach Aligned to School Performance Framework (SPF)
- New Instructional Resources at Pre-K and Secondary ELAR
- K-1 Curriculum Redesigned (Board Action Item)

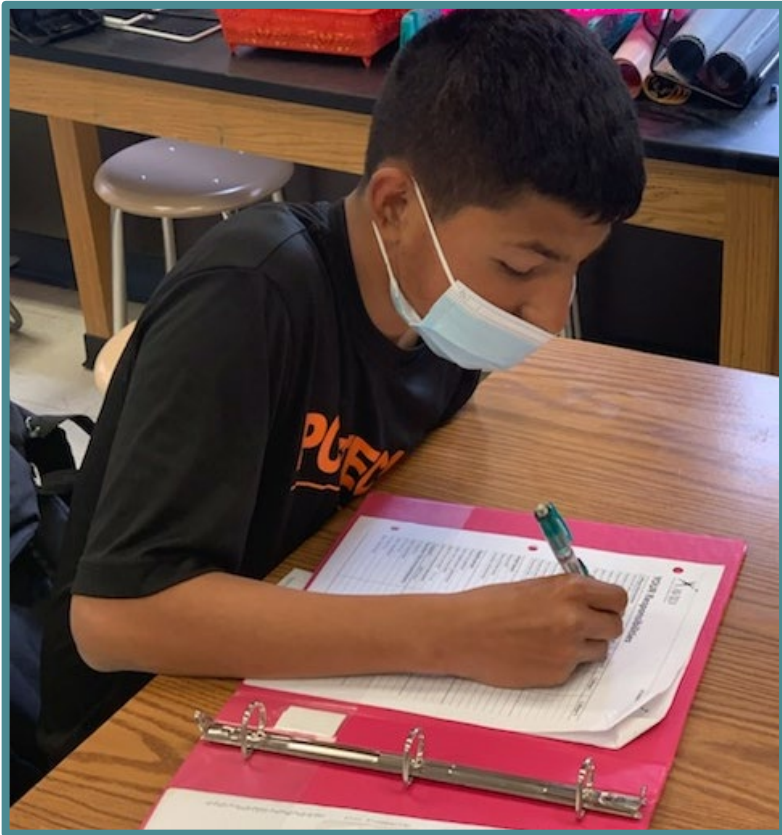


K-8 Literacy Supports

Grade Levels	PK	K	1	2	3	4	5	6-8
Assessment	CLI Dominant Language	TX-KEA MAP Growth MAP Fluency Dominant Language	MAP Growth MAP Fluency Dominant Language	MAP Growth MAP Fluency DL - Both Languages		MAP Growth DL - Both Languages		
Intervention	CLI GOLD	Lexia Core 5 (English) Spanish Resource(RFP)						Lexia Power Up
Districtwide Supplemental Resources	Spanish Resource (RFP)	Neuhaus (English) Spanish Resource (RFP)		Spanish Resource (RFP)	Neuhaus (English)			

May 25th Board Agenda Item

Middle/High School Literacy Supports



- Redesign of Reading I and Reading II curriculum
- Adoption of new curricular resources in Reading I and Reading II along with foundational literacy supports for adolescent learners
- Structured Literacy in 6th and 7th Grade
- New adoption of HS curricular materials for English I – IV (including language supports) and AP Courses

High School Freshman Academic Supports

- Freshman Success Teams at all High Schools
- Partnership with Network for College Success and National Post Secondary Institute
- National Freshman Success Institute
- Freshman Success Coaches

STUDENT ENGAGEMENT

NOT ON TRACK



41.9%

Freshman Who Failed at Least
1 Core Course
by the end of 1st Semester

**Lone Star Governance
Goal Progress Measure 3.2
Grade 9 On-Track
Core Course Failure
Component ONLY**

Equity-Centered Campus Improvement Plans



Redesign of Campus Improvement Plans to include:

- Performance Objectives that name race and program supports
- Campus Needs Assessment focused on data informed practices and addressing priority groups (race, EL, program supports)
- Priorities and strategies that require evidence-based resources and practices
- Funding streams to support quality programming and focus on students with highest needs

STUDENT ENGAGEMENT

Streamlined District Assessment Plan

Reduced Number of Assessments (Focus on Informing Instructional Plans)

Assessment Plan Aligned to Nationally Normed Standards (NWEA) versus District Created Common Assessments

- TXKEA (Kinder)
- NWEA MAP Reading Fluency (K-3)
- NWEA MAP Reading & Math Growth
- STAAR Benchmark Assessments
- Collegiate Testing



Best Practices for Learning Loss Recovery

Hanover Research Key Findings:

- A district- or school-wide high-dosage, one-on-one tutoring program is one of the most cost efficient ways to improve academic performance and learning recovery.
- Additional in-school strategies to remediate student learning loss include **adding time to learning**, looping, creating individualized learning plans, and cross-grade collaboration.
- Integrating school-day classroom instruction into after-school curricula helps tailor such programs to better assist in learning loss recovery.
- Creating and expanding community partnerships helps districts create and implement cost efficient programs such as one-one-one tutoring, after-school programs, and summer learning.

<https://wvde.us/wp-content/uploads/2021/02/Learning-Loss-Recovery-Best-Practices.pdf>

Increased Instructional Time

How does Fort Worth ISD compare to area Districts?

District	Minutes (Elementary)
Fort Worth ISD	435 Minutes Daily
Arlington ISD	445 Minutes Daily
Castleberry ISD	450 Minutes Daily
Crowley ISD	465 Minutes Daily
Everman ISD	450 Minutes Daily
Hurst-Euless-Bedford ISD	435 Minutes Daily
Mansfield ISD	450 Minutes Daily
White Settlement ISD	450 Minutes Daily

30 Minutes Per Day
x 174 Days
= 5,220 Minutes

Up To
12 Additional Days

Increased Instructional Time

Additional Minutes Daily (30 minutes)



Budget
Impact



BOARD ACTION
REQUIRED

Extended School Year



New
Calendars

Parent Pulse Survey

As of 4/26/2021 9:00 am

Would you be interested in your child participating in an extended school year calendar?

Yes
2,590

No
6,892

Teacher Survey

Would you be interested in teaching in an extended school year calendar?

Yes
543

No
2,293



Social Emotional Learning

SEL for Adults and Students

Wallace Research

The Importance of Adult Skills in Social and Emotional Learning (SEL)

- Attending to the well-being of adults can help ensure they can then model positive social and emotional skills and competencies for students
- Staff benefit from professional development that is ongoing, customized, and provided by coaches with expertise in the relevant setting (either in-school or in out-of-school time)

[Evidence-based Considerations for COVID-19 Reopening and Recovery Planning: The Importance of Adult Skills in Social and Emotional Learning \(SEL\)](https://www.wallacefoundation.org/evidence-based-considerations-for-covid-19-reopening-and-recovery-planning-the-importance-of-adult-skills-in-social-and-emotional-learning-sel) www.wallacefoundation.org

SEL Survey for Students and Teachers

Survey Participation:

- 66% Student Response Rate
- 81% Teacher Response Rate

Survey Focus:

- Student: SEL experiences, peer-adult relationships, engagement as well as diversity, equity and inclusion, and cultural awareness in school
- Teacher: work environment, professional relationships, quality of feedback, and readiness to support diversity, equity, and inclusion



SEL Survey for Students and Teachers

Summary of Fall 2020 FWISD Student Survey Results (MOY)

Percent Favorable Topic Scores

Topic	Students (Grades 3-5)	Students (Grades 6-12)
Supportive Relationships	87%	82%
Teacher-Student Relationships	70%	58%
Sense of Belonging	67%	43%
Social Awareness	65%	59%
Engagement	63%	30%
Emotion Regulation	46%	45%
Diversity and Inclusion	N/A	70%

SEL Survey for Students and Teachers

Summary of Fall 2020 FWISD Teacher Survey Results (MOY)

Percent Favorable Topic Scores

Topic	Teacher Survey Results
Inviting Work Environment	87%
Educating All Students	77%
Staff-Leadership Relationships	73%
Cultural Awareness and Action (Student Focus)	62%
Faculty Growth Mindset	58%
Feedback and Coaching	56%

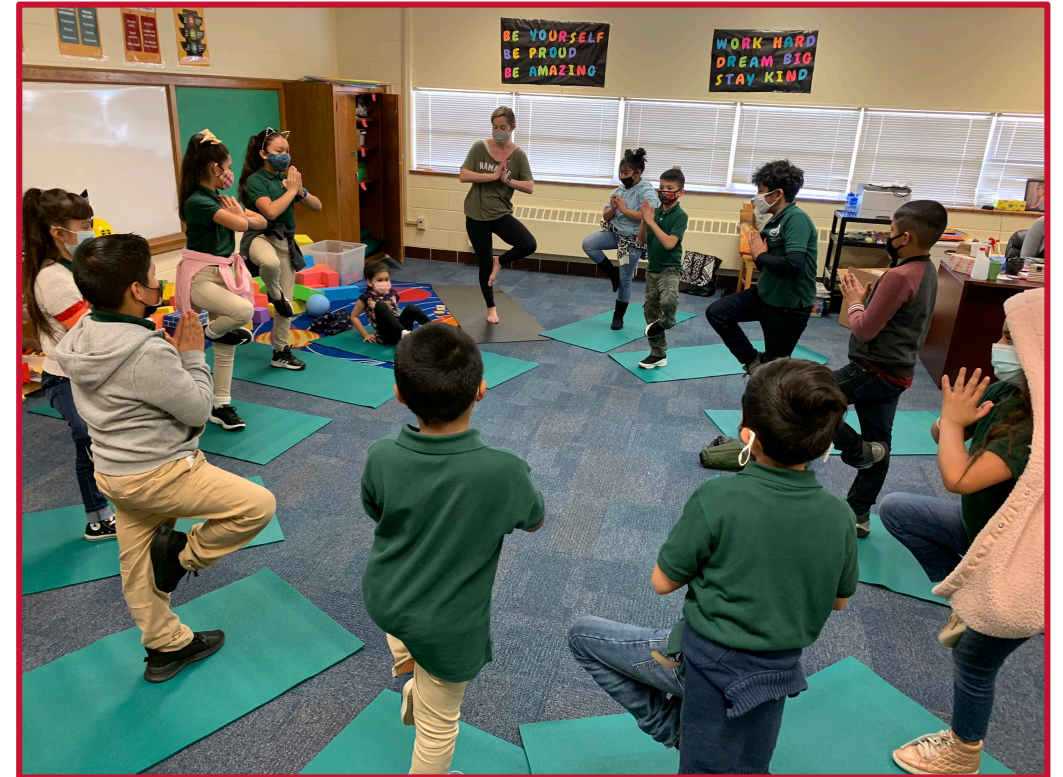
SEL Survey for Students and Teachers

Survey Analysis and Response Training:

- Academic and School Leadership – February 1st
- Equity Support Teams – February 10th
- Intervention Specialist – April 7th
- Counselors, Special Education, and Family Liaisons – April 21st

Campus Response Planning:

- Campus Needs Assessment
- Campus Improvement Plan



Responding to Social Emotional Needs

We are responding now!

Student Support Service began reaching out to families last week to address concerns and provide support.

1,686 Total Families Reached
School Counselor and/or Nurse

85 Referrals for Support Services

As of 4/26/2021

Fort Worth ISD Parent Pulse Survey 2021

Because of the concerns surrounding COVID-19 and other health issues, would you like to be contacted by a school nurse to discuss health care services provided by the District?

10266 Responses



Fort Worth ISD is committed to supporting the well being of all of our students. We offer a comprehensive network of coordinated programs and interventions. Would you like to be contacted by the school counselor for additional information on student support services?

10253 Responses

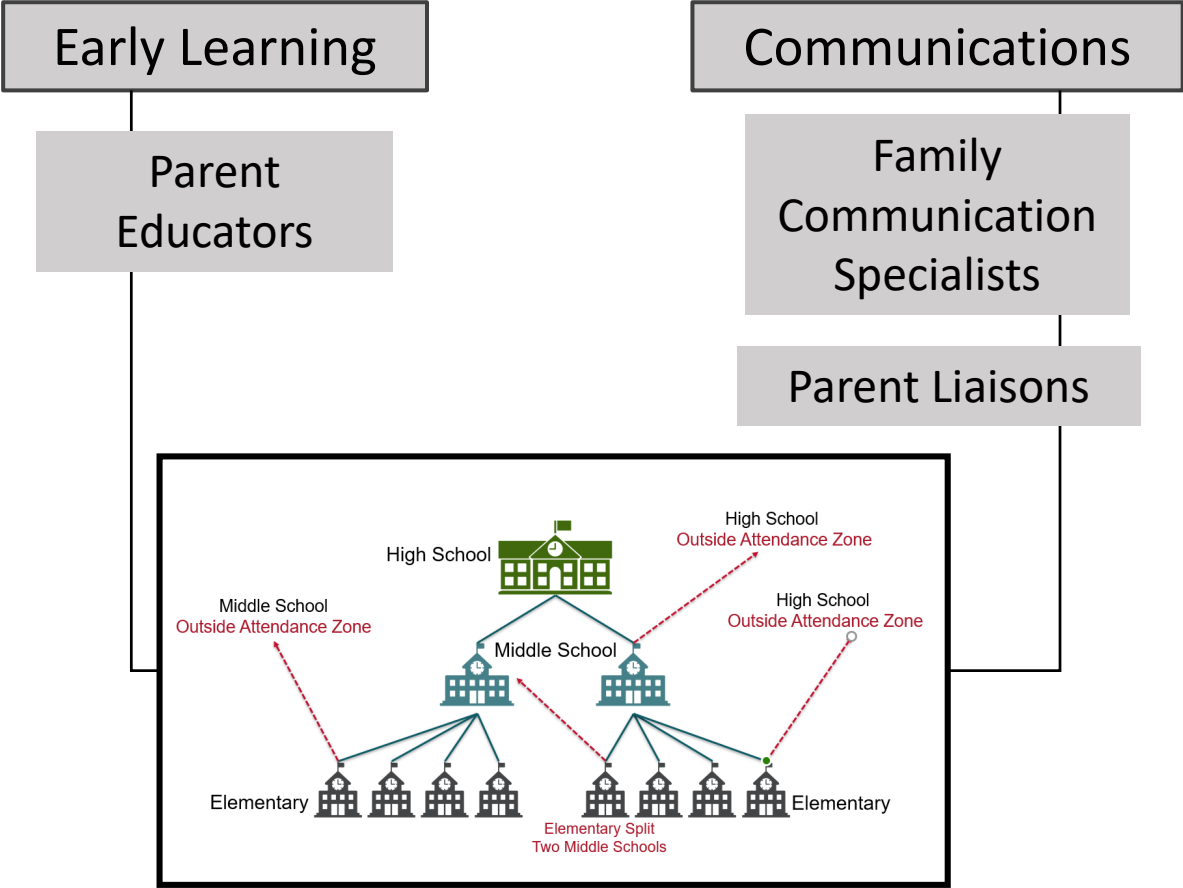




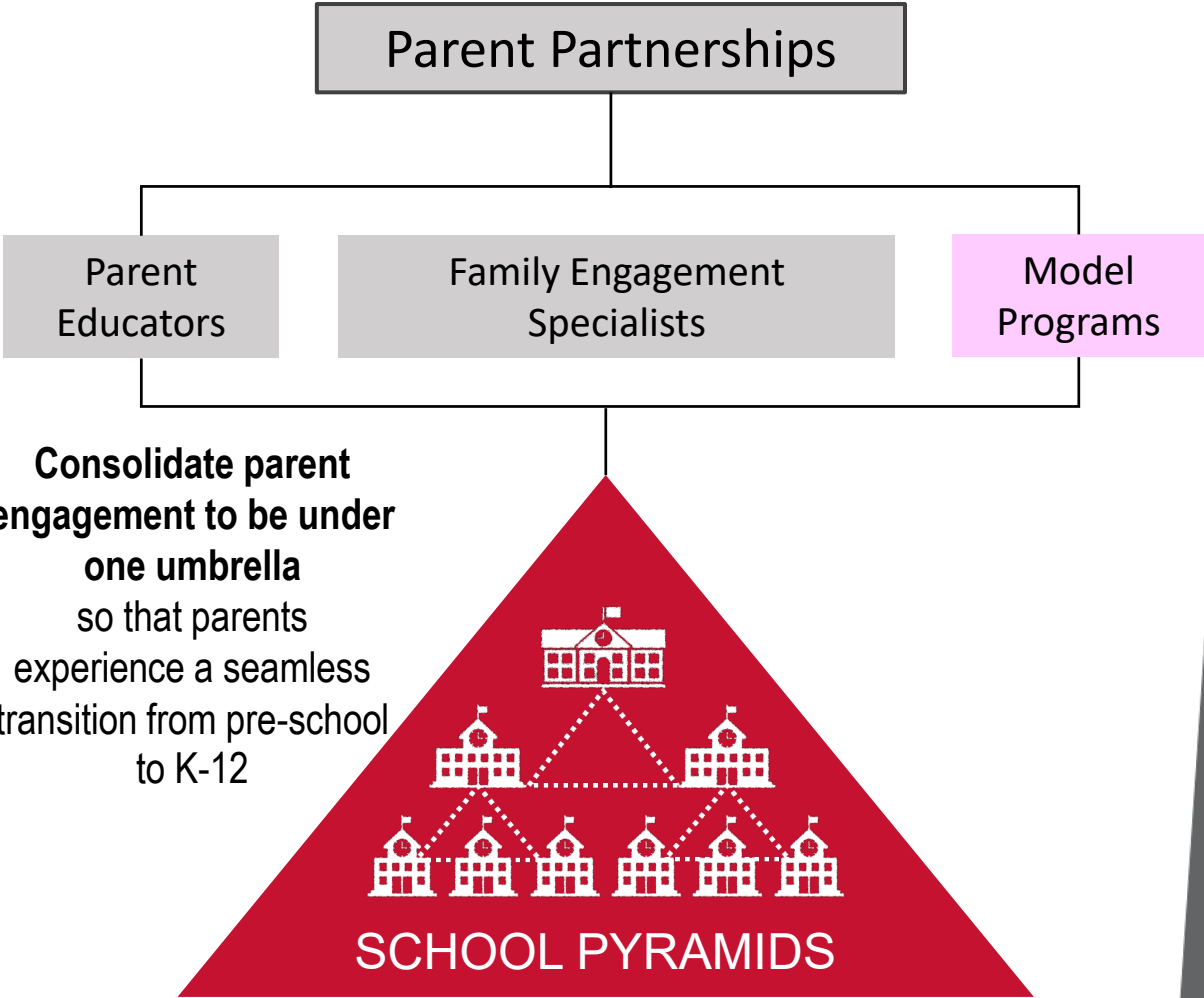
Parent Partnerships: A Strategic Redesign

Family and Parent Engagement Restructure

BEFORE



AFTER



Responding to Our Charge

- What is our Return on Investment? (ROI)
- Re-envisioning time and effort
- Prioritization of high leverage actions



High-Quality Engagement

Families, schools, and communities are mutually responsible for building relationships to support:

- ✓ student learning and achievement
- ✓ family well-being
- ✓ and the continuous learning and development of children, families and educators



Purpose

Engage, Empower and Equip Parents

- Birth to Age 3

Provide Focused Family Support

- Pre-K through Grade 5

Maintain High-Quality Family Engagement

- Grades 6-8

Facilitate College and Career Readiness

- Grades 9-12



Strategic Redesign

BEFORE	AFTER
Parents as Teachers serving only 0-3 program students in their homes	Parents as Teachers serving traditional program students in addition to Parent Educators offering campus-based programs for PK-12
Part-time Family Communication Liaisons at all Title I campuses with no targeted deployment of resources at areas of highest need	Use School Performance Framework (SPF) and pyramid structure to streamline parent engagement resources and support
Part-time positions led to many vacancies and Family Communication Liaisons were unavailable for parents at critical times	Pilot a full time Family Engagement Specialist at every Tier 4 and 5 elementary and middle school, plus the priority pyramids

Priority Pyramids (35 Schools)

Dunbar (4)	Eastern Hills (10)	OD Wyatt (7)	Polytechnic (9)	Western Hills (5)
CC Moss ES	Meadowbrook MS	Carter Park ES	William James MS	Leonard MS
AM Pate ES	Jean McClung MS	Harlean Beal ES	Morningside MS	Luella Merrett ES
Maudrie Walton ES	West Handley ES	Glen Park ES	Carroll Peak ES	Waverly Park ES
Sunrise-McMillan ES	Eastern Hills ES	WM Green ES	SS Dillow ES	Western Hills ES
	East Handley	Oaklawn ES	Van Zandt-Guinn ES	Western Hills Primary
	Meadowbrook ES	DK Sellars ES	D. McRae ES	
	Sagamore Hill ES	Clifford Davis ES	Morningside ES	
	Atwood McDonald ES		TA Sims ES	
	Bill Elliott ES		EJ Briscoe ES	
	Lowery Road ES			

Additional Priority Campuses (9)

SPF Tier 4/5 Elementary and Middle Schools:

- Riverside MS
- Wedgwood 6 Grade Center
- Hazel Harvey Peace ES
- Rufino Mendoza ES
- Hubbard Heights ES
- Westcreek ES
- JT Stevens ES
- Alice Contreras ES
- Seminary Hills Park ES



Birth to Age 3

Parents As Teachers (Texas Home Visiting Grant)

- Engage, empower and equip parents to teach their young children
- Realignment of 12 licensed social workers to:
 - ✓ Conduct home visits for 240 families in priority pyramids:
Dunbar, Eastern Hills, OD Wyatt, Polytechnic, and Western Hills
 - ✓ Screen for behavior, developmental and early learning concerns
 - ✓ Teach weekly parenting classes for additional 240 non-program families
 - ✓ Support pre-k teachers with the ASQ assessments
 - ✓ Support campus with pre-LAS initial LPAC testing

Pre-K through Grade 2

- Parent Educators will teach weekly parent classes for parents who are not in the Parents as Teachers program but live in the target pyramids.
- Classes will focus on Literacy and Math home activities for parents to do with their Pre-K to Grade 2 children.
- Parent classes will support children as they transition from kindergarten readiness to grade level readiness.



Pre-K through Grade 5

Full-time Family Engagement Specialists at priority pyramids and T4/T5 schools, part-time in all other Title I schools

- Empower families to drive decision-making
- Facilitate enrollment, recruitment, and attendance
- Maintain school website, social media, and newsletter
- Implement steps to achieve Campus Improvement Plan family engagement goals
- Provide monthly classes for families
- Assist with vision screening program
- Coordinate volunteers



Grades 6-12

Full-time Family Engagement Specialists at every T4/T5 middle school, part-time liaisons in all other Title I schools

- Empower families to drive decision-making
- Facilitate enrollment, recruitment, and attendance
- Maintain school website, social media, and newsletter
- Implement steps to achieve Campus Improvement Plan family engagement goals
- Inform and provide family classes that reinforce steps to college and career
- Support families through transitions from school to school



Proposed Staff for 2021-2022

DISTRICT

Executive Director

Administrative Assistant

Coordinator

Data Analyst

4 Specialist IV (1 per Region)

3 Parent Educator Specialist II

CAMPUS

12 Full-Time

Parents as Teachers Social Workers
in Priority Pyramids

44 Full-Time

Family Engagement Specialists
in all Tier 4 and Tier 5 Schools

81 Part-Time

Family Engagement Specialists
in all other Title I Schools

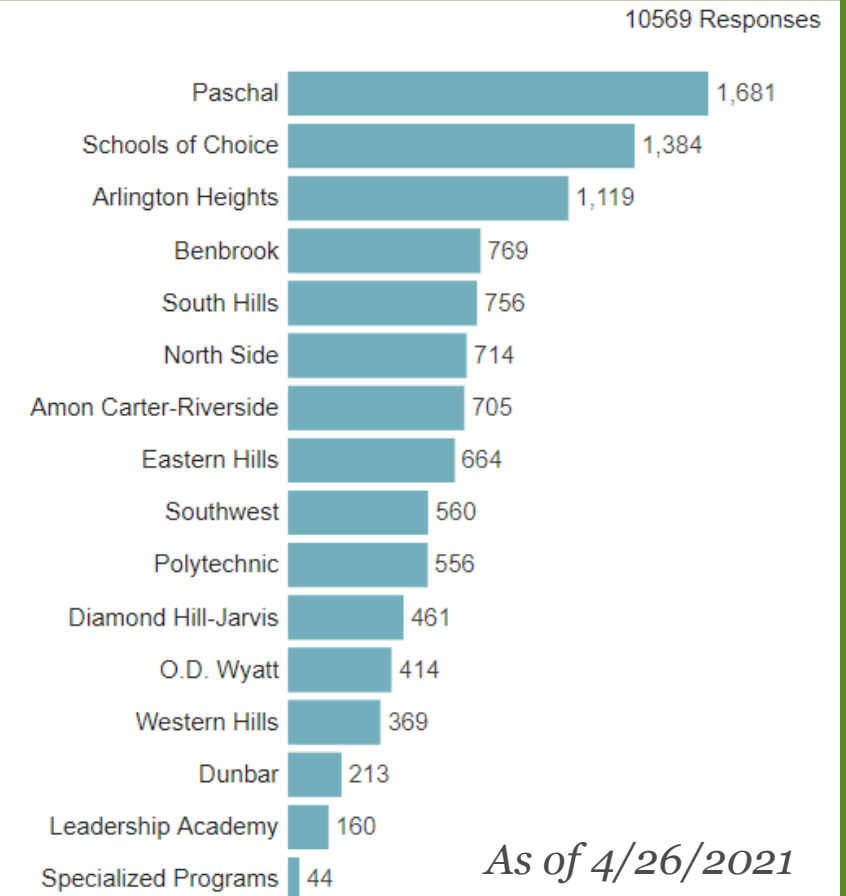
Parent Pulse Survey 2021

Call To Action: We need your feedback!

The survey will help us collect your thoughts on a variety of topics, including summer learning opportunities, returning to in-person instruction next school year, and increasing learning opportunities for **ALL** Fort Worth ISD students.

Complete the Survey
[www.fwisd.org/Family Survey](http://www.fwisd.org/FamilySurvey)

Survey Responses by Pyramid





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