

Fort Worth ISD Instructional Support Redesign

March 25, 2025

Superintendent Report
Dr. Karen C. Molinar

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Instructional Support Redesign



Every student in Fort Worth deserves a path to success.

We are committed to closing achievement gaps and ensuring that every child has the tools and support they need to thrive academically.

Urgency

Strategic Plan Implementation
Student Literacy Resolution

Support

Academic Support for Students
Building Teacher Capacity

Values

Academic Return on Investment (A-ROI)
Teacher Effectiveness, Retention & Compensation

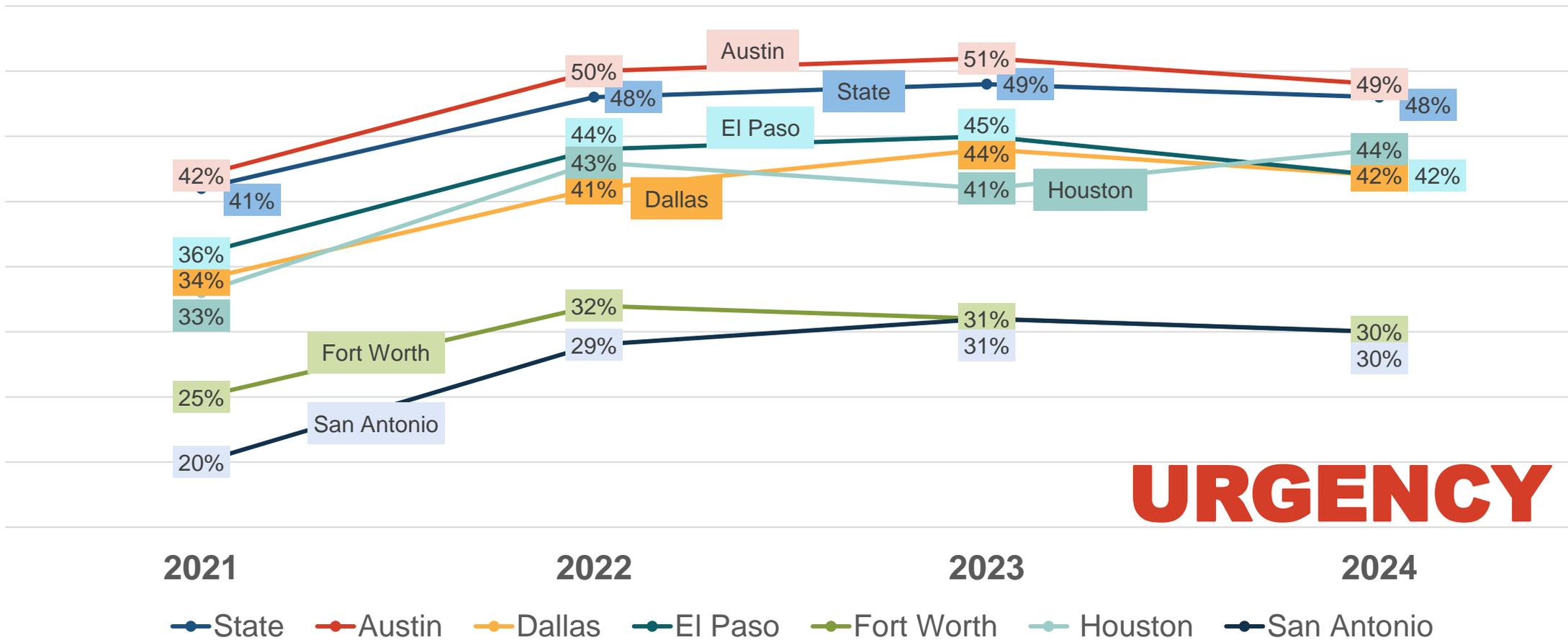
Instructional Support Redesign

- Currently **35%** of FWISD students are meeting grade-level performance standards in reading and **26%** of FWISD students are meeting grade-level standards in math.
- Currently **19%** of FWISD students are meeting grade-level performance standards for Algebra I, which is a key predictor of college readiness.
- The current state of academic achievement for the District has been stagnant, below state average and significantly below urban Texas peer districts.
- District resources must be redirected and aligned to support both instructional delivery and student achievement in order to **accelerate student growth** and make long-term sustainable improvements.

URGENCY

Pace of Gains Over Time in Large Urban Districts

STAAR All Grades, All Subjects At Meets Grade Level or Above



URGENCY

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Instructional Support Redesign

Strategic Plan Implementation Strategies

- 1.1 Design and implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.
- 1.3 Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.
- 1.4 Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.
- 3.4 Leverage Teacher Incentive Allotment (TIA) to increase teacher effectiveness, retention, and compensation.

District Literacy Plan

Fort Worth ISD Student Literacy Resolution:
That the superintendent shall, as a matter of urgency, develop and present to the Board a detailed plan and pathway to achieve universal grade-level literacy.

Five Point Approach

“The best of what Fort Worth ISD, the State of Texas, and the Nation already have in place, strategically implemented to meet the needs of our students.”

1. Comprehensive **Instructional** Framework for Literacy
2. Literacy Instructional **Resource** Alignment and Implementation
3. Educator **Competency** Development to Support Literacy
4. Student Literacy Screening and **Progress Monitoring**
5. Budget **Alignment** to Support Literacy



Instructional Support Redesign

- We must address the inefficiencies and ineffectiveness of our internal systems that support teachers and instruction.
- Historically, we have taken an adult centered approach and this is not working.

CURRENT MODEL

Focus on Teacher

REDESIGN

Focus on Students & Teachers



- Supporting Teachers and Students
- Lab Classrooms “Best Practices”
- Coaching & Intervention
- Monitoring Curriculum Implementation

SUPPORT

Data-Driven Redesign: Prioritizing Student and Teacher Needs

Middle of Year Progress



Impact of Tutoring Intervention on Students

2,661 Total Students Supported (as of February 10, 2025)

Percentage of Students Meeting or Exceeding MAP Growth Targets	District Overall	Participating Schools Only		
		Students Without Tutoring	Students With Tutoring	Difference
Reading (English)	42%	40%	47%	+7%
Reading (Spanish)	51%	51%	52%	+1%
Math	44%	43%	48%	+5%
Science	49%	47%	50%	+3%

District Overall: Includes all K-12 MAP testers Districtwide for each subject.

Participating Schools: Includes K-12 testers at Academic Support initiative participating schools.

Students With Tutoring: Includes students that received support in any content area.

We must provide direct support to students in order to accelerate growth.

Instructional Support Redesign

- Realign Staffing to Support Strategic Plan and Student Literacy Resolution
- Repurpose Campus Instructional Coach, District Content Coach, and Dean of Instruction Positions:

New Role: Demonstration (Demo) Teacher | Coach and Teach

Elementary: Teach one STAAR tested standard class period or block as the teacher of record.

Secondary: Teach no more than two STAAR tested core content periods or sections as the teacher of record.

Demo teacher classrooms serve as a lab setting for on-the-job professional development.

1 Demo ELA position at each Elementary school

1 ELA and 1 Math Demo position at each comprehensive Secondary school

This position is eligible for Teacher Incentive Allotment (TIA).



Shifting the Model to Support
Both Students and Teachers

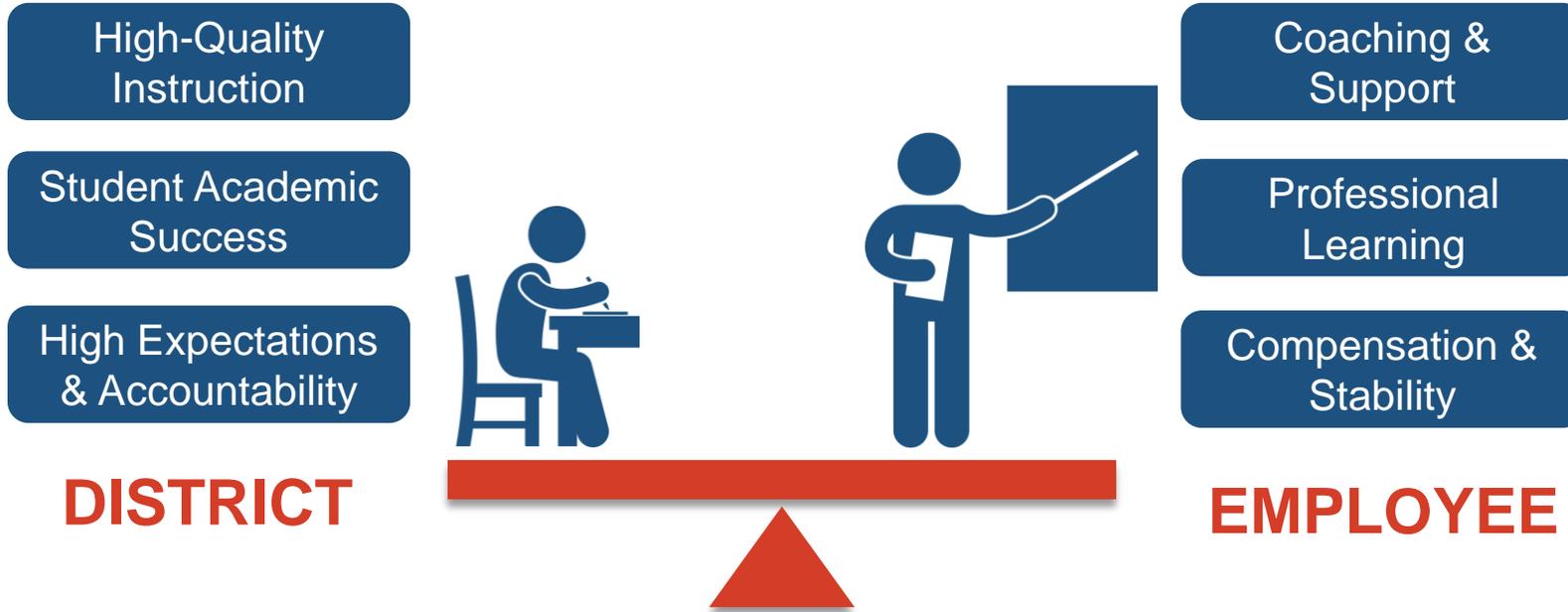


COACHING



Instructional Support Redesign

No Reapply Required: Balancing District and Employee Values



VALUES

FWISD Strategic Priority 3.4

Leverage Teacher Incentive Allotment (TIA) to increase teacher effectiveness, retention, and compensation.

Instructional Support Redesign Advantages

- ✓ **Reallocate support to the schools and most importantly to students directly.**
- ✓ **Provide targeted support to address elementary and secondary literacy performance and math performance at the secondary level.**
- ✓ Demonstration Teachers will be on a teacher contract (versus certified professional) to allow for TIA eligibility and any potential teacher compensation increases mandated by legislative updates.
- ✓ Demonstration Teachers will be designated by content (**Literacy or Math**) to leverage subject area strengths for each employee.
- ✓ Demonstration Teachers are campus based positions that can be monitored for academic return on investment (A-ROI) allowing the District to measure program effectiveness.
- ✓ Proposed legislation for significant teacher pay increase and TIA expansion.

Instructional Support Redesign for A-ROI

Fostering a culture of high expectations, support and accountability that impacts students directly.

Campus Instructional Coach

District Content Coach

Dean of Instruction

- **No Performance Tracking at the Student Level**
- **No Academic Return on Investment (A-ROI) for \$18.4 million in Spending**
- **No Additional Compensation for High Performance**

Demonstration Teacher

Campus based positions that can be monitored for academic return on investment (A-ROI).

+ Teacher Incentive Allotment (TIA) Eligibility



Additional Compensation Tied to Student Growth

+ Proposed Teacher Pay Increase Legislation

Multiple Options for Impacted Employees

The Instructional Support Redesign provides a retention and recruitment opportunity for employees to earn additional compensation that is tied to student growth.

- Choose** to remain in the new Demonstration Teacher position (Right of First Refusal) **Must choose by Friday, April 25, 2025**
- Apply** for other positions within the Fort Worth ISD
- Placement** in a classroom vacancy position

Applies to Campus Instructional Coach, District Content Coach, and Dean of Instruction positions.



Demonstration Teacher Option

Position Details

Location: Campus based position that reports to the school Principal

Calendar: 202 Workdays (187 Teacher Days + 15 Extra Duty Days*)

Start/End Dates: July 28, 2025 to June 8, 2026

Compensation: Teacher Salary Schedule + Extra Duty Days @ Daily Rate

Evaluation: T-TESS Appraisal by Principal with Executive Director Sign-off

* Extra duty day schedules and activities will be determined by the Learning and Leading Department in collaboration with school Principals.

Demonstration Teacher Timeline

March 6	Employee & Principal Meetings
March 14	Board Agenda Posted for March 25 Meeting (Program Change)
March 14	Voluntary Transfer Window Close
March 17-21	Spring Break
March 25	Board Meeting Program Change Resolution
March 26	Formal Notification to Impacted Employees
March 26	New Positions Posted
March 26	Campus Title I Allocations Released
March 29	District Job Fair
April 11	Provide Non-Renewal List of Grant Funded Positions
April 25	Employee Deadline to Accept Demonstration Teacher Position
Ongoing	District Teacher Vacancy Placements

Campus Instructional Support Redesign

- Realign Staffing to Support Strategic Plan and Intensive Literacy Focus
- Redesign to Support Intervention (Direct Support to Students)

New Role: Acceleration Teacher (Intervention)

Focused on doing small groups and tutoring in focused time blocks of no more than 30 minutes per small group. (Tier II and Tier III Interventions)

The position is eligible for a performance stipend.

15 assigned to each comprehensive MS

14 assigned to ES based on performance and student demographics

5 centrally based for deployment to HS (EOC re-testers support)

4 centrally based for Science interventions

4 centrally based for Social Studies interventions

New Role: Assessment Data Analyst and Interventionist
(ES/MS Only Title I Menu Option)

New Role: Dean of Instruction and Interventionist
(Title I Menu Option)

Provide Tier II and
Tier III Interventions
for Students

INTERVENTION



Acceleration and Intervention Options

Acceleration Teacher Position Details

Location: Campus based position that reports to the school Principal

Calendar: 187 Workdays

Start/End Dates: August 4, 2025 to May 22, 2026

Compensation: Teacher Salary Schedule + Performance Stipend (up to \$10,000)

Evaluation: T-TESS Appraisal by Principal with Executive Director Sign-off

The Acceleration Teacher plays a pivotal role in driving student success by delivering robust, strategic, and data-driven **small group instruction and school day tutoring** in Math and/or Reading/Language Arts. Collaborating closely with campus administrators and teachers of record, they implement a comprehensive acceleration plan aligned with the Fort Worth ISD Strategic Plan, providing targeted Tier II and III interventions through coordinated push-in and pull-out strategies.

Acceleration and Intervention Options

Assessment Data Analyst and Interventionist Position Details

Location: Campus based position that reports to the school Principal

Calendar: 187 Workdays

Start/End Dates: August 4, 2025 to May 22, 2026

Compensation: Pay Grade 205 (**ES/MS Title I Grant-Funded Position**)

Evaluation: FWISD Employee Evaluation by Principal

Essential Job Functions: Test Administration and Monitoring; Training, Facilitating and Presenting; Professional Learning Community; **Small Group Instruction**; Assessment Program Management

Title I Menu Option
ONLY

INTERNAL
CANDIDATES
ONLY

Acceleration and Intervention Options

Dean of Instruction and Interventionist Position Details

Location: Campus based position that reports to the school Principal

Calendar: 214 Workdays

Start/End Dates: July 21, 2025 to June 17, 2026

Compensation: Pay Grade 305 (**Title I Grant-Funded Position**)

Evaluation: FWISD Employee Evaluation by Principal

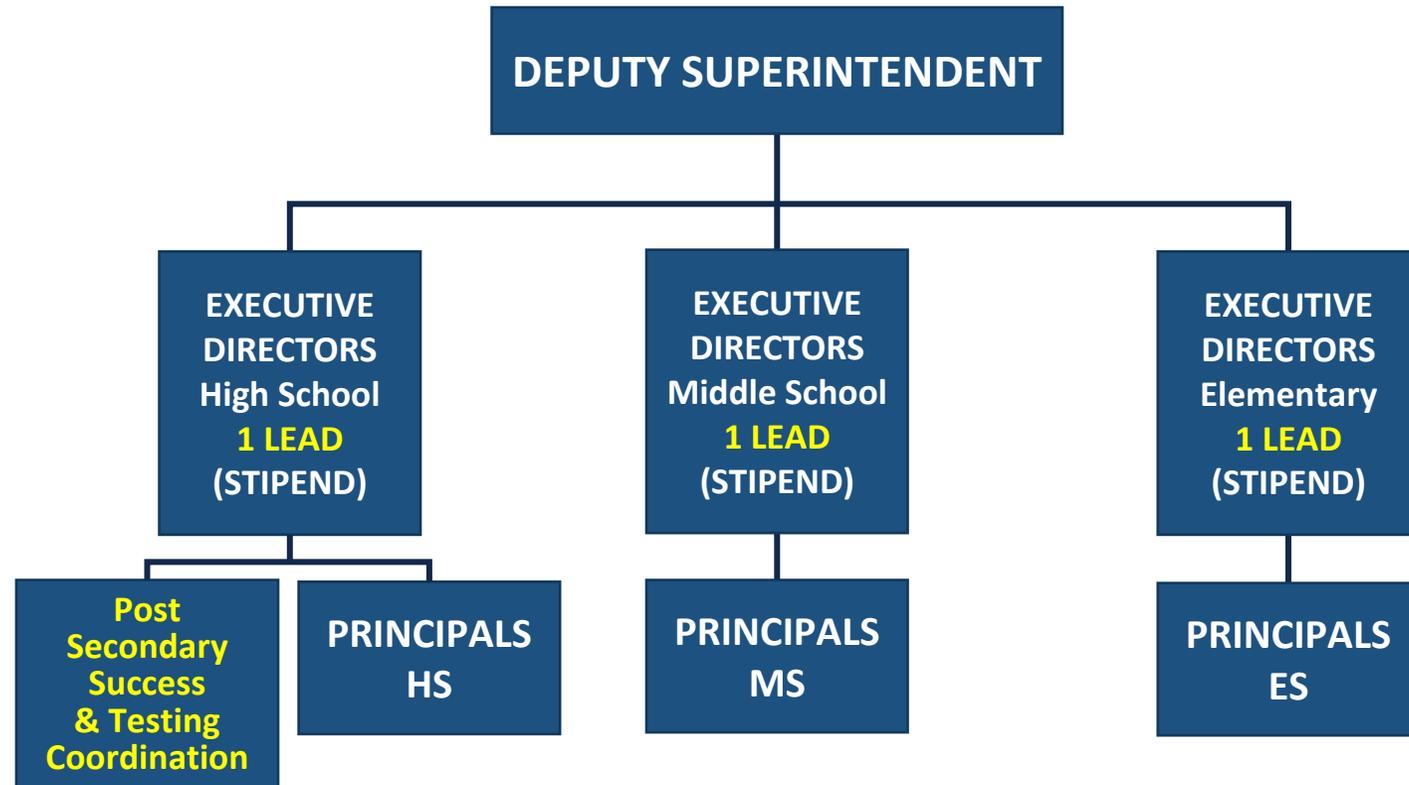
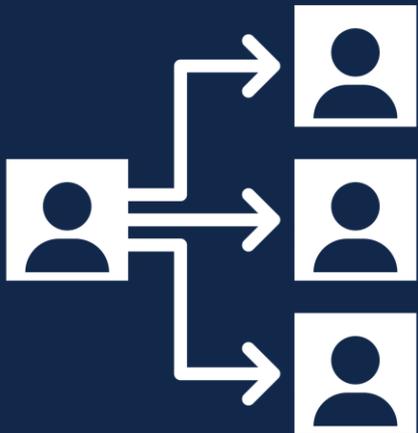
Provides instructional leadership support to Campus Principals to improve instructional practices and increase student achievement. Plays a pivotal role in driving student success by delivering robust, strategic, and data-driven **small group instruction and school day tutoring** in Math and/or Reading/Language Arts. Provides targeted Tier II and III interventions through coordinated push-in and pull-out strategies.

Title I Menu Option
ONLY

Learning and Leading School Leadership

- Lead Executive Director (HS/MS/ES) to Improve Efficiency and Communication
- Post Secondary Success Restructure to Provide Test Coordination for High Schools

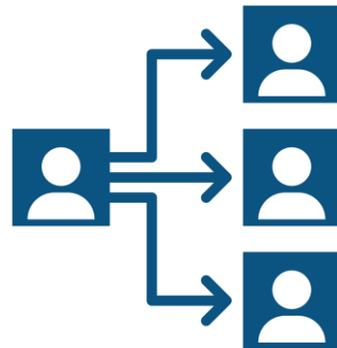
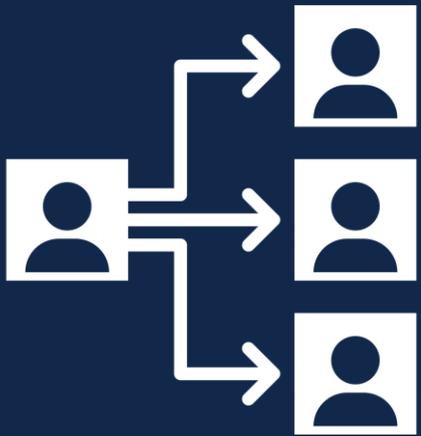
LEADERSHIP



School Leadership Restructure

- We must address the inefficiencies and ineffectiveness of our internal systems that support teachers and instruction.
- Reduction of leadership levels improves efficiency, communication, and decision making based on real-time conditions in the field.
- Executive Director Leads (School Leadership ES, MS, HS) will report to the Deputy Superintendent and provide direct support to School Leadership Executive Director teams (ES, MS, HS).

LEADERSHIP



Over \$625,000 reallocated to support a literacy-focused organizational model



Post Secondary Success Restructure

Postsecondary Success and Testing Specialist Position Details

Location: Campus based position that reports to Executive Director, High School Leadership, and Principal

Calendar: 219 Workdays

Start/End Dates: July 21, 2025 to June 25, 2026

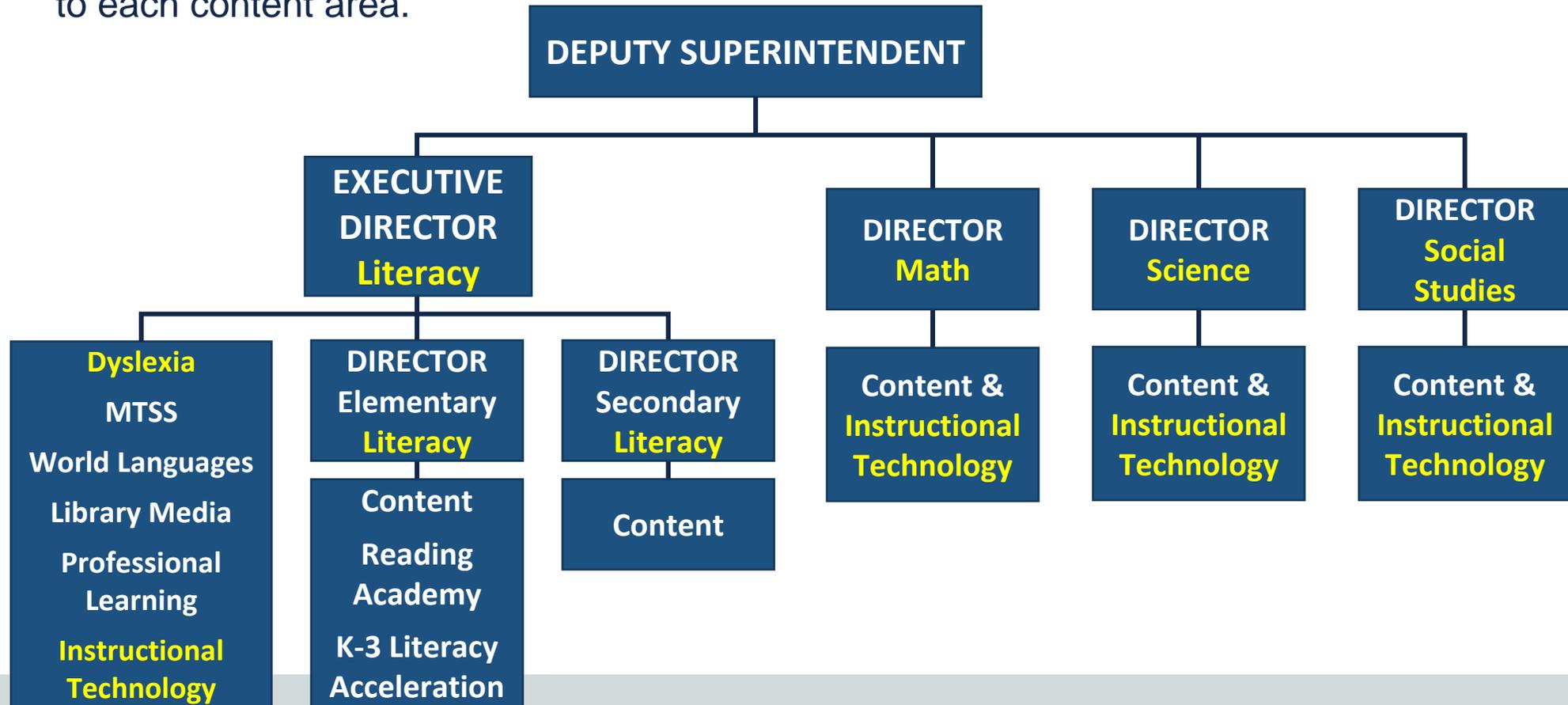
Compensation: Pay Grade 204

Evaluation: FWISD Employee Evaluation by Principal with Executive Director Sign-off

Works with school faculty, students, parents, and community to plan, implement, and evaluate a comprehensive college readiness program at assigned campus. Assists campus leadership with implementation of the campus Postsecondary Plan. Ensures high standards of instruction and student achievement in Collegiate Programming, Career & Technology Education, JROTC, and Academic Advisement. **Organizes and supervises state-mandated testing, national norm-referenced testing, CMMR testing, and local interim and benchmark testing. Serves as the campus testing coordinator and provides training for state testing.**

Learning and Leading Academics

- Reallocation to Provide More Support for Literacy
- Strengthen Content Support for Curriculum and HQIM Implementation
- Restructure to improve instructional technology integration by providing support to each content area.

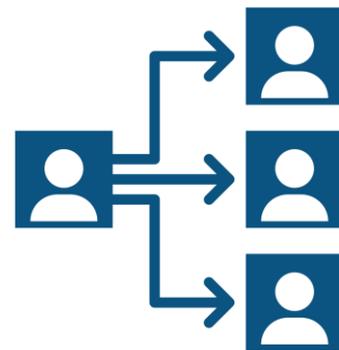


LITERACY FOCUS



Learning and Leading Academics

- Reallocation to Provide More Support for Literacy
- Strengthen Core Content Support for Curriculum and HQIM Implementation
- Provide additional Literacy Leads and designated Leads for Math, Science and Social Studies.
- Provide additional Core Content Coordinators, who will directly build and deliver high-quality professional learning focused on Instructional Planning Calendar and Framework development, refinement, and implementation.
- Core Content Coordinators will ensure that adopted high-quality instructional materials (HQIM) are effectively internalized across the district, strengthening instructional coherence and consistency.
- Provide Technology Integration Coordinators for each core content area to support technology integration, curriculum and HQIM implementation.



Over \$3.7 million reallocated to support a literacy-focused organizational model



LITERACY FOCUS



Instructional Technology Integration

Instructional Technology Coordinator Position Details

Location: Central based position that reports to the Content Leader

Calendar: 219 Workdays

Start/End Dates: July 21, 2025 to June 25, 2026

Compensation: Pay Grade 305

Evaluation: FWISD Employee Evaluation by Supervisor

Under the direction of the Content Lead assists the department in the planning, assessment, implementation, curriculum and the coordination of core content instructional technology integration.

INTERNAL
CANDIDATES
ONLY

Multiple Options for Impacted Employees

The Instructional Support Redesign model provides a retention and recruitment opportunity for employees to **earn additional compensation** that is tied to student growth.

Multiple options for staff to apply for positions or fill a classroom vacancy.

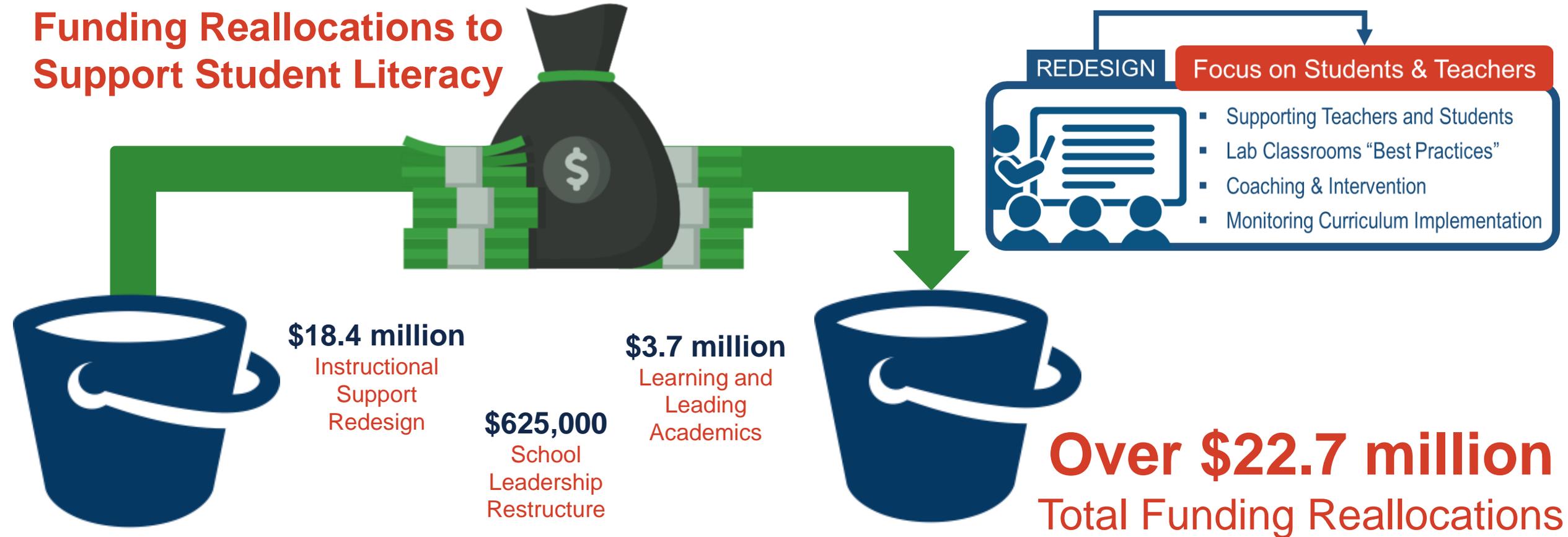
- Demonstration Teacher Elementary – Literacy (District or Title I) **TIA Eligible**
- Demonstration Teacher Secondary – Literacy (District or Title I) **TIA Eligible**
- Demonstration Teacher Secondary – Math (District or Title I) **TIA Eligible**
- Classroom Teacher Vacancy
- Acceleration Teacher All Levels (District or Title I) Performance Stipend
- Assessment Data Analyst and Interventionist (Title I)
- Dean of Instruction and Interventionist (Title I)
- Post Secondary Success and Testing Specialist
- Instructional Technology Coordinator

FWISD Strategic Priority 3.4

Leverage Teacher Incentive Allotment (TIA) to increase teacher effectiveness, retention, and compensation.

Learning and Leading Program Change

Funding Reallocations to Support Student Literacy



Fostering a culture of high expectations, support and accountability that impacts students directly.

Learning and Leading Program Change Rationale

- ✓ Instructional Support Model that Supports Both Teachers and Students
- ✓ Funding Reallocation to Provide More Support for Literacy
- ✓ Provide Direct Support to Students for Acceleration and Intervention
- ✓ Strengthen Content Support for Curriculum and HQIM Implementation
- ✓ Improve Instructional Technology Content Integration
- ✓ Reduction of Management Levels to Improve Efficiency and Communication
- ✓ Reallocation of Central Staff to Schools
- ✓ Academic Return on Investment (A-ROI) – Direct Impact to Students
- ✓ Additional Compensation Tied to Student Growth
- ✓ Designated Support for Testing Coordination

Employee Categories by Funding Source

1

District General Fund

March 26
Formal Notification
to Impacted Employees

March 26
New Positions Posted

March 29
District Job Fair

2

District Grant Funded

March 26
Formal Notification
to Impacted Employees

March 26
New Positions Posted

March 29
District Job Fair

April 25
Deadline for Right of First Refusal

3

Campus Grant Funded

March 26
New Positions Posted

March 26
Campus Title I Allocations Released

March 29
District Job Fair

April 4
Renew, Close, or Add **Title I Positions**

April 11
Provide Non-Renewal List
of Grant Funded Positions

Strategic Plan Implementation

District Literacy Plan

Student literacy is the District's foremost priority.

- Enhancing Phonics Instruction
- Dyslexia Screening

Enhancing Phonics Instruction

Building on Our High-Quality Literacy Materials

- Foundational literacy, especially phonics, is key to helping all students become confident, proficient readers by third grade.
- While our current high-quality instructional materials provide a strong base, students will benefit from more explicit, targeted phonics instruction.
- We are investing in an additional, research-based phonics program grounded in the science of reading.
- This program is designed to be teacher-friendly and developmentally appropriate, offering daily routines and systematic instruction that integrate with our existing high quality instructional materials (HQIM).



Enhancing Phonics Instruction

How It Builds on What's Working

- Reinforces and deepens key phonics skills aligned to our current HQIM.
- Supports differentiated instruction to meet diverse student needs.
- Strengthens the foundational skills necessary for decoding, fluency, and reading success.

Why This Program

- Highly structured and easy to follow, with lessons designed for daily use in K–2 classrooms.
- Promotes active student engagement through consistent routines and interactive components.
- Complements our existing materials without replacing them – serving as a targeted boost in foundational skills where needed most.



Enhancing Phonics Instruction

Implementation Plan

- Implementation will begin in school year 2025–2026 in targeted K–2 classrooms.
- Professional development and coaching will ensure effective rollout and long-term sustainability.
- Ongoing progress monitoring will guide future expansion.



Dyslexia Screening for 7th Grade Reading

Why Screening Matters

- Early identification prevents long-term academic struggles by ensuring targeted support before high school.
- Screening provides a complete picture of students' literacy skills, guiding effective interventions.
- Informs Multi-Tiered System of Supports (MTSS) decisions and allows for proactive, data driven instruction to readers needing targeted support.

How We Will Support Students

- Leverage MAP Growth Reading and MAP Reading Fluency because they meet all state required and recommended screening requirements.
- Train middle school campus staff to give and understand the MAP Fluency test.
- By the first 6 weeks of the school year, analyze the data, inform families and provide targeted literacy support based on the results of the screening.

Strengthening Middle School Success: A Strategic Schedule Shift for 2025-2026 and Beyond

Fort Worth ISD Strategic Plan Implementation

Priority 1: Student Academic Excellence

Strategy 1.3

Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.

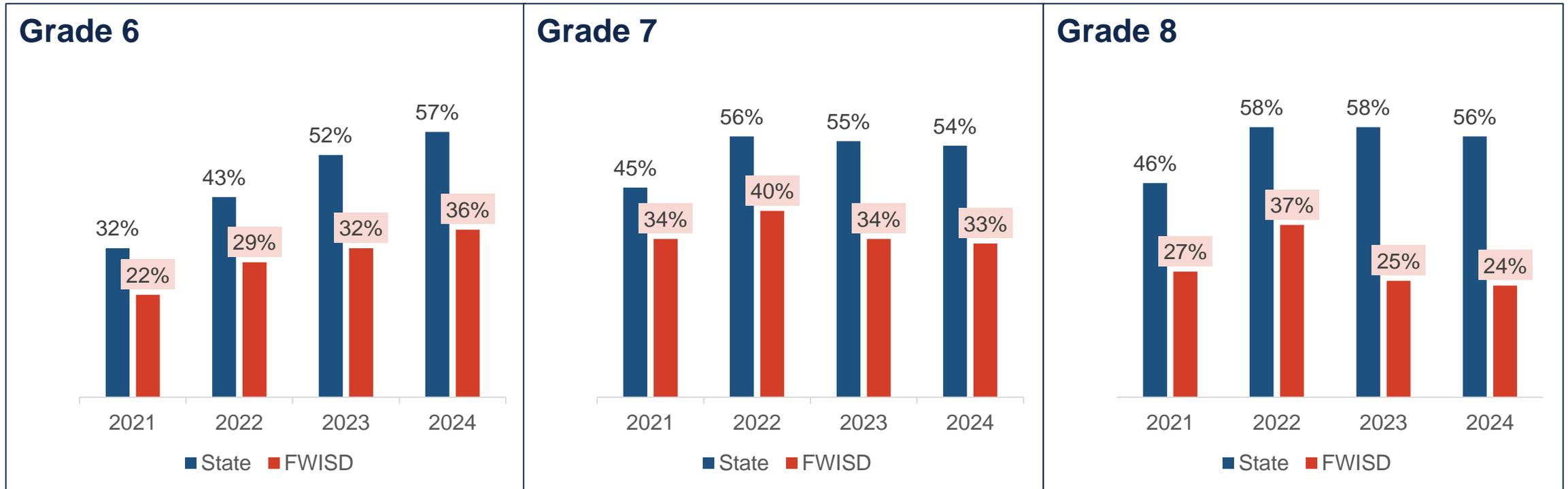
Middle school performance is a significant area of concern, with students struggling immensely in key academic areas.

It is critical that we invest in structural shifts that enable best practices in instruction and learning to converge effectively in the middle grades.



Fort Worth ISD Middle School Literacy Performance

STAAR Performance Trends At Meets Grade Level or Above

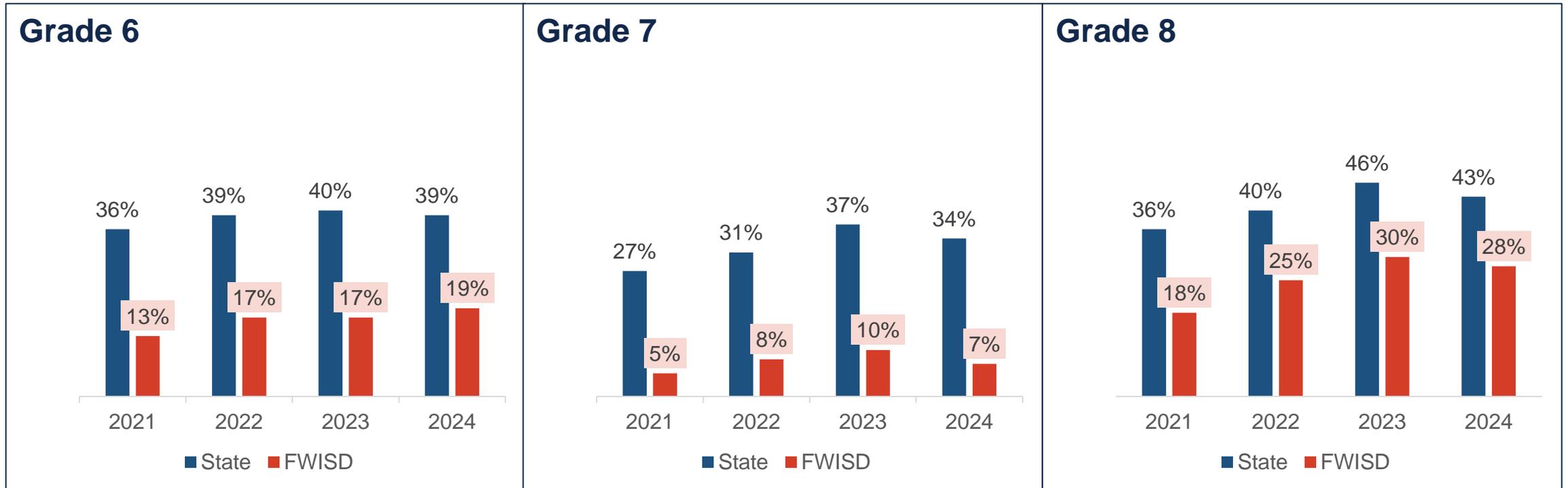


Texas Academic Performance Reporting System
https://rptsrv1.tea.texas.gov/perfreport/tprs/tprs_srch.html

URGENCY

Fort Worth ISD Middle School Math Performance

STAAR Performance Trends At Meets Grade Level or Above



Texas Academic Performance Reporting System
https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html

URGENCY

Strategic Schedule Shift

A significant structural change is necessary to implement a 90-minute block to execute the revamped instructional framework without disruptions.

First 40-45 minutes (First Teach)

Direct grade-level, high-quality instruction using multiple response strategies.

Next 10 minutes (DOL)

Demonstration of Learning (DOL), or mini quiz, to assess student understanding and determine groupings.

Final 35 minutes (Re-Teach)

Students who demonstrate mastery engage in independent or collaborative higher-level work, while those needing additional support receive targeted re-teaching and small-group instruction.



Instruction should be led by the primary Reading and Math teachers, while Demonstration and/or Acceleration Teachers can support by either co-teaching in the classroom or pulling students for targeted re-teaching sessions.

Rationale for Block Schedule

- We must eliminate the ineffective "Structured English" and "Enhanced Math" periods, performance data provides evidence that they are ineffective.
- The block schedule will allow time to implement the re-teach as a systemic, daily practice.
- Our elementary and high school schools already structure their schedules around extended core content blocks, and aligning middle schools with this model ensures a more seamless academic progression.
- Opportunity to refresh Advisory periods. When implemented effectively, they play a critical role in supporting the developmental needs of middle school students, providing structure, mentorship, and a sense of belonging.



Middle School Block Schedule Option A

Time	Minutes	Period	Sample Schedule A Days	Sample Schedule B Days
9 - 10:30	90	Period 1/5	English	English
10:35 - 12:05	90	Period 2/6	Math	Math
12:10 - 12:40	30	Lunch	Lunch	Lunch
12:45 - 2:15	90	Period 3/7	Science	Social Studies
2:20 - 3:50	90	Period 4/8	PE/Athletics	Band
3:55 - 4:30	35	Advisory	Advisory	Advisory

Middle School Block Schedule Option B

Time	Minutes	Period	Sample Schedule A Days	Sample Schedule B Days
9 - 10:30	90	Period 1/5	English	Spanish
10:35 - 12:05	90	Period 2/6	Math	CTE
12:10 - 12:40	30	Lunch	Lunch	Lunch
12:45 - 2:15	90	Period 3/7	Science	Social Studies
2:20 - 3:50	90	Period 4/8	PE/Athletics	Band
3:55 - 4:30	35	Advisory	Advisory	Advisory

Next Steps

- Meet with Executive Directors and Principals to share current data and challenges with middle school schedules to meet the needs of our students. Meetings will focus on moving to a block schedule to specifically address Literacy and Math data.
- Review staffing projections and block schedule options with Principals.
- Determine funding impact for 2025-2026 budget adoption.
- Board Update (April Workshop)
- Board Action (2025-2026 Budget Adoption)
- Develop a structured scope and sequence for an Advisory refresh.



Community Partnerships Update

Read2Win Partnership to Support Student Literacy

- Partnership launch for the Spring semester will support **15 elementary campuses** beginning **April 28**.
- **Adult Reading Coaches** will provide weekly 30-minute literacy support sessions to identified 1st grade students.
- The goal of the program is to assist students in becoming proficient readers, **on grade level by 2nd grade**.
- The partnership launch will include a summer reading intervention program and preparation for supporting campuses in the Fall of 2025.



You're Invited!

Learn more about the opportunity to volunteer as an Adult Reading Coach.

Monday, April 7 @ 6:00 p.m.

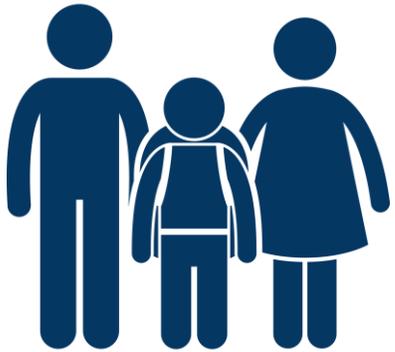
Fort Worth ISD Board Room

What Parents Need to Know

Learning and Leading Program Change Impact

The program change will create an instructional support model that is **student centered**, resulting in more adults working directly with students to improve achievement.

Parent Actions to Support Student Performance



- ✓ Sign-up for a Parent Portal Account
<https://www.fwisd.org/families/parent-portal>
- ✓ Know the Fort Worth ISD Assessment Dates
<https://www.fwisd.org/departments/accountability-data-quality>
- ✓ Texas Assessment Resources: <https://www.texasassessment.gov/staar-prepare>

Fort Worth

INDEPENDENT SCHOOL DISTRICT

MISSION

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