

# **Superintendent's Report Strategic Priorities Update**

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Dr. Karen C. Molinar, Superintendent  
Fort Worth ISD Board Meeting  
Tuesday, May 20, 2025

**Priority 1  
Student  
Academic  
Excellence**

# FWISD Instructional Framework (All Grades and Content)

## First Teach (Tier 1 Instruction)

- Lesson Objective (LO) Aligned to the Rigor of the Texas Essential Knowledge & Skills (TEKS)
- 3 Essential Components of the First Teach (Core Lesson Delivery)
  1. **Acceleration:** closing the gap in prerequisite skills
  2. **Scaffolded Support:** differentiation strategies
  3. **Multiple Response Strategies:** classroom engagement techniques that allow students to actively participate and share their thinking numerous times during a lesson

## Demonstration of Learning (DOL)

- Aligned to the Rigor of the State of Texas Assessments of Academic Readiness (STAAR)
- Up to 5 Questions (presented in increasing difficulty)

## Reteach & Challenge Block

- Teacher-guided groups within the Tier 1 instructional block that occurs after the delivery of the core lesson and completion of the Demonstration of Learning (DOL)
- Students are grouped based on their DOL performance to receive targeted instruction
- Targeted reteaching using scaffolds and modeling for students below **"Meets"**
- Enrichment tasks for students at **"Meets"** to push toward **"Masters"**
- Challenge tasks for students already at **"Masters"** to stretch thinking and deepen learning
- Designed to close two gaps: below **"Meets"** and **"Meets to Masters"**

# First Teach

## Priority 1 Student Academic Excellence

### Learning Objective Aligned to the Rigor of the TEKS:

Instruction must match not just what the TEKS says, but also how deeply and under what circumstances students are expected to engage with the content.

### 3 Essential Components



**Acceleration**  
An instructional approach that identifies gaps in prerequisite skills and uses targeted strategies to address those gaps while continuing to provide grade-level instruction.



### Scaffolded Support

Involves adjusting the content (what students learn), the process (how they learn it), or the product (how they demonstrate learning) to meet the diverse needs of students.



### Multiple Response Strategies

Engagement techniques that allow students to actively participate and share their thinking numerous times during a lesson instead of one student at a time.

**Why It Matters:** Students who experience acceleration learn more and struggle less than peers receiving remediation.

### Multiple Response Strategies

Think-Pair-Share	Table Talk	Response Card	Whip-Around
Modified Whip-Around	Quick Response	Oral/Choral Response	White Boards

# What's New in the 2025-2026 IPC Redesign?

**Priority 1**  
**Student**  
**Academic**  
**Excellence**

## New 2025-2026 Instructional Planning Calendar (IPC)

### Teacher Benefits

- ✓ Reduce planning time searching for materials as all instructional resources will be directly linked
- ✓ Clear alignment to TEKS and assessments (DOLs, district, and STAAR)
- ✓ Tools for lesson internalization, not just lesson delivery
- ✓ Promotes consistency without removing teacher autonomy

### Embedded Lessons:

First Teach and Reteach/Challenge Block lessons with learning objectives aligned to the rigor of the TEKS – now accompanied by complete, [district-created lesson slide decks](#) that include Multiple Response Strategies (MRS) and instructional guidance to support delivery

### Demonstrations of Learning (DOLs):

Aligned to the rigor of STAAR and embedded directly in the IPC.

Daily, hand-curated DOLs provided in Grades 3–8

Consistent DOLs are also uploaded for K–2 and high school courses, even if not administered daily, ensuring alignment across all grade bands

### New Planning Tools:

Unit and [lesson internalization exemplars](#), [Know and Show charts](#), and curriculum overviews – all supporting deep planning and lesson rehearsal opportunities

### Integrated Platform Access:

Via a Learning Management System (e.g., Canvas) to increase accessibility and flexibility for teachers

### Centralized Planning Hub:

The IPC At-a-Glance now serves as the central landing page for instructional resources, daily IPCs, lesson slides, DOLs, and planning supports – eliminating the need for multiple disconnected documents

# Current IPC

**August 13-September 20**

**Grade 3 | 1st 6 Weeks**

**Differentiation and Strategies** are available in the Sidebar of each Amplify lesson. The assignments' proficiency levels can be customized for Emergent Bilingual by noting the ELPS listed within the Sidebar. Additionally, teachers have access to a differentiation [one-pager](#) that serves as a checklist for planning effective differentiation strategies within lessons.

**Acceleration/Intervention/Small-Group Resources** can be accessed in the Lexia (Staff), Renaissance (Staff), and Amplify Intervention Toolkit via [Padlet](#). Within Lexia, educators can access various resources, including Lexia Lessons tailored to address specific skill gaps, Skill Builders for reinforcing and extending learning, Fluency Packets designed to enhance reading fluency, and Close-Reading materials. Renaissance MyOn offers a 24/7 platform with thousands of enhanced digital books and age-appropriate news articles, designed to promote frequent, high-quality reading practices for students. Teachers can also assign "MyOn Projects" to accelerate learning across various topics. The Amplify Intervention Toolkit serves as a comprehensive resource site that supports teachers in delivering tiered instruction with materials that align directly with TX ELAR core instruction. These resources can be flexibly utilized across different tiers for students needing additional time and instruction to master specific skills.

## **Unit 1: Classic Tales: The Wind in the Willows**

Instructional Days: 15 days

Dates: August 13 – September 4

## **Unit 2: Scales, Feathers, and Fur: Animal Classification**

Instructional Days: 16 days

Dates: September 5 – September 26

**LO:** Learning Objective

**DOL:** Demonstration of Learning

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>August 12</b> <b>TEACHER PREP</b> <b>NO SCHOOL</b>	<b>13</b> <u><b>Unit 1</b></u> <b>Lesson 1: The River Bank, Part I</b>  <b>LO:</b> SW analyze literary elements by explaining the relationships between major and minor characters. (3.7C, 3.8B)  <b>DOL:</b> SW compare and contrast two characters from the text using a Venn Diagram.	<b>14</b> <u><b>Unit 1</b></u> <b>Lesson 2: The River Bank, Part II</b>  <b>LO:</b> SW use genre characteristics and craft by composing a text after evaluating details. (3.12A, 3.6G)  <b>DOL:</b> SW rewrite a scene from the read-aloud from the Rat's perspective using descriptions, actions, and thoughts.	<b>15</b> <u><b>Unit 1</b></u> <b>Lesson 3: The Open Road</b>  <b>LO:</b> SW analyze literary elements by inferring theme and elements of plot development. (3.7C, 3.8C, 3.8A)  <b>DOL:</b> SW write their answers to inferential questions focusing on theme using Think-Pair-Share and citing evidence.	<b>16</b> <u><b>Unit 1</b></u> <b>Lesson 4: The Wild Wood</b>  <b>LO:</b> SW use metacognitive skills to develop/deepen comprehension by predicting and discussing specific ideas from the text that are important to the meaning. (3.6C, 3.7G)  <b>DOL:</b> SW answer comprehension questions and collaboratively write an alternate ending to a chapter from the read-aloud.

**No Resource Links**

# New IPC

“All in One Place”

## Grade 3 RLA 1st 6 Weeks-At-a-Glance IPC

### Resource Links

**Internalization Exemplars**  
support clarity on TEKS rigor,  
annotations, and planning decisions

<a href="#">Instructional Framework Implementation Guidance</a> <a href="#">Key IPC Terms</a>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 - 8/12/25</b>  <a href="#">Grade 3 Unit 1 Internalization</a> 18 days  Curriculum Review Video	<b>Teacher Prep</b>	<a href="#">Unit 1, Lesson 1</a> The River Bank, Part 1  <a href="#">DOL</a> (WR, MC) 3.7C, 3.8B  Lesson 1 Internalization	Unit 1, Lesson 2 The River Bank, Part 2  DOL (MC, HT, MS) 3.7C, 3.7G, 3.6C  Lesson 2 Internalization	Unit 1, Lesson 3 The Open Road  DOL (MC, SCR, IC) 3.7D, 3.8C, 3.8D  Lesson 3 Internalization	Unit 1, Lesson 4 The Wild Wood
	<a href="#">Grade 3 Amplify Knowledge Teacher Guide</a> Grade 3 Amplify Foundational Skills Teacher Guide <a href="#">Grade 3 Course Level Materials</a> <a href="#">TEA TEKS Guide</a> <a href="#">Grade 3 Lead4Ward Field Guide</a> <a href="#">Grade 3-Eng II ECR</a> <a href="#">Year-At-a-Glance Unit Calendar</a> <a href="#">FWISD 25-26 Calendar</a>			<a href="#">DOL Question Types</a> WR-Written Response MC-Multiple Choice HT-Hot Text MS-Multiple Selection SCR-Short Constructed Response IC-Inline Choice	



# Tools for lesson internalization, not just lesson delivery

Unit Level Essential Questions: How can literature teach us about ourselves and others?

## CLASSIC TALES: THE WIND IN THE WILLOWS

This introduction includes the necessary background information to teach the *Classic Tales: The Wind in the Willows* unit. This unit contains 15 lessons. Each lesson will require a total of 120 minutes. Lessons 1–5 are Back-to-School lessons where you will review key Foundational Skills and reread a few stories from Grade 2. Lessons 6–10 contain the Beginning-of-Year Benchmark assessments, along with specific scoring information for appropriate placement. *will not administered*

*provide background knowledge, use visual support* This unit introduces students to several classic tales. During the Read-Aloud portion of the lessons, students will be listening to and discussing *The Wind in the Willows*, a classic tale written by Kenneth Grahame. Although this is a modified version of the story, it contains many instances of British language that you will be discussing with your students. The Reader for this unit contains several other classic tales, as outlined in the section below. *What does it mean for a tale to be a classic?*

*author's purpose: How does the use of language/dialect provide more depth to the story?*  
*How can impedo student understanding?*

## SKILLS

### Reading

Each unit in Grade 3 includes decodable reading passages to support reading instruction. Decodable passages are short literary or informational texts that incorporate the decoding skills students learn in the Texas Elementary Literacy Program; the texts build upon the reading instruction and the decoding skills taught throughout the unit. Each decodable passage corresponds to specific lessons in each unit and connects to the instructional reading material for each of those lessons. In addition to decodable words in each passage, five skill words are highlighted for students to practice the skill before reading the passage. Decodable passages can also be used to reinforce automaticity, accuracy, and fluency for students who would benefit from additional instruction or practice. These materials may be used during small-group instruction, partner work, or independent reading practice after the lesson is taught or during Pausing Points. *five skill words*

The Reader for this unit, *Classic Tales*, contains selections from two different classic tales: "Aladdin and the Wonderful Lamp" and "Alice's Adventures in Wonderland." Additional enrichment chapters retelling parts of *The Wind in the Willows* are also included at the end of the Reader for use at the teacher's discretion. Students will be given opportunities throughout the unit to practice reading with partners and independently, as well as to demonstrate Read-Aloud fluency.

# Unit Internalization

## CREATE ANCHOR CHARTS

- Elements of Fictional Narratives  
dialogue, narration, character, plot, settings
- Literary Tools  
personification, perspective, POV
- Themes  
friendship, loyalty, hospitality, responsibility, irresponsibility

### Spelling

Explicit spelling lessons do not begin until Unit 2.

### Grammar

Explicit grammar lessons do not begin until Unit 2.

### Morphology

Explicit morphology lessons do not begin until Unit 2.

## KNOWLEDGE: WHY CLASSIC TALES ARE IMPORTANT

This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

The classic tales that students will be reading and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Culture and Geography from the social studies discipline.

### Note to Teacher

\* Portions of this domain refer to "gypsies," a word that is historically charged and considered a slur by Romani people. You may choose to discuss this point with students and omit the term from students' reading, replacing it with "Roma" or "Romani people."

# New Daily IPC

**Key Features:**

- ✓ Guidance on how to implement
- ✓ Direct links to instructional materials and resources
- ✓ Customizable lesson slides

Teachers will continue to unpack the TEKS and internalize lessons to ensure ownership in understanding of instructional components.

**Unit 1: Classic Tales: The Wind in the Willows**  
Instructional Days: 18 days (3 PP)  
Dates: August 12 – September 5

[1st 6 Weeks-at-a-Glance IPC](#)  
[Instructional Framework Implementation Guidance](#)  
[Key Terms Defined for Clarity](#)

Tuesday, August 12, 2025

<b>Lesson and TEKS</b>	
<b>1 Teacher Guide Link Embedded Instructional Materials</b>	
<b>Unit 1, Lesson 1</b> <a href="#">The River Bank, Part 1</a> <b>Genre Focus:</b> Fictional Narratives (Classic Tales)	
<b>Foundational Skills:</b> 3.2Aii (6W, HL), 3.2D	
<b>Knowledge:</b> 3.1A, 3.7G (HL), 3.8B (6W, HT), 3.7C (6W, HL, HT)	
<b>ELPS:</b> 2.B (Listening): The student is expected to recognize elements of the English sound system in newly acquired vocabulary, such as long and short vowels, consonant digraphs, and consonant blends.	
4.G (Reading): The student is expected to demonstrate comprehension of increasingly complex English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	
<a href="#">Know/Show</a> (3.8B, 3.7C) <b>2</b> <a href="#">Lesson Slides</a>	
<b>Skills Learning Objective (LO)</b>	Students will decode multisyllabic words with short vowel sounds. (3.2Aii)
<b>Knowledge Learning Objective (LO)</b>	Students will explain the relationships among major and minor characters by making and supporting inferences with text evidence. (3.7C, 3.8B)
<b>Language Objective</b>	I will read a selected text and write 4 to 5 questions about the relationships among major and minor characters. Then I will make and support inferences using specific text evidence to explain these relationships. (2.B, 4.G)

**3 DOL Link**

KNOW & SHOW CHART	
<b>TEKS</b> 3.8B: explain the relationships among the major and minor characters 3.7C: use text evidence to support an appropriate response <b>ELPS:</b> 2B: The student is expected to recognize elements of the English sound system in newly acquired vocabulary, such as long and short vowels, consonant digraphs, and consonant blends. 4G: The student is expected to demonstrate comprehension of increasingly complex English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with the content and grade-level needs	
KNOW (what students need to know)	SHOW (what students need to do to demonstrate mastery)
<ul style="list-style-type: none"><li>A character is a person, animal, or object that plays a role in a story.</li><li>A major character is critical to the plot; a minor character plays a smaller, supporting role.</li><li>Relationships can occur between major characters, minor characters, or a major and minor character.</li><li>External traits include appearance, actions, and visible behaviors. (Linked to 2.8B)</li><li>Internal traits include thoughts, feelings, and personality. (Linked to 2.8B)</li></ul>	<ul style="list-style-type: none"><li>Identify major and minor characters and their relationships <i>(by responding to questions and requests and/or taking notes)</i></li><li>Describe whether relationships are positive or negative <i>(by summarizing spoken messages)</i></li><li>Give examples of relationships such as parent/child, friends, neighbors, enemies, bully/victim, siblings, etc <i>(by responding questions and requests)</i></li><li>Compare and contrast characters' external traits</li></ul>

## Know & Show

Grade 3 | Unit 1: Classic Tales: The Wind in the Willows

**Lesson 1: The River Bank, Part I**

**Lesson Slides**  
*Customizable*

**Learning Objectives**

- I can read longer words with short vowel sounds by breaking them into smaller parts.
- I can explain how characters in a story are connected and use clues from the text to support my thinking.

**backwater**  
  
still, stagnant water

**meandered**  
  
moved slowly without purpose

**bolted**  
  
ran away suddenly

**contemplated**  
  
thought about carefully

**hesitating**  
  
pausing before acting

**interferes**  
  
prevents something from working or happening



# New Daily IPC

Reduce planning time searching for materials as all instructional resources are directly linked.

Time	Lesson Component		Description
10 min	<b>Foundational Skills</b> –embedded in Reading Language Arts (Knowledge) lesson <a href="#">pg. 37-39 TG</a>		short vowel review and encoding  <b>Advance Preparation (pg. 21-22 TG)</b> <b>Foundational Skills</b> <ul style="list-style-type: none"> <li>• <a href="#">Spelling Cards</a>: short vowels a, e, i, o, u</li> <li>• Individual Code Chart- copied for each student (pg. 401 TG)</li> <li>• Decodable Passage: <i>Summary of The River Bank, Part 1</i> (pg. 412 TG), additional resource for fluency practice</li> <li>• Create a Syllable Division interactive anchor chart for “batman” and “children” using the VC CV <a href="#">Syllable Division Steps</a> chart</li> </ul> NOTE: The <b>Basic and Advanced Code and Using Chunking to Decode Multisyllable Words</b> provides information on coding and using chunking to decode multisyllabic words, <a href="#">pg. 396-399 TG</a>  <b>Additional Support Resources:</b> <a href="#">6 Syllable Types</a> chart <a href="#">Rules for Syllable Division</a>  <i>Students will record their work and notes in a Unit Reading Journal with a Word Study/ Vocabulary section. This is a critical Scaffolded Support for students identified as EB, SpEd, and struggling learners.</i>
20 min	<b>Writing Skills</b>		<b>Literacy Launch</b> (Empowering Writers) <ul style="list-style-type: none"> <li>• Introducing Graphic Organizers</li> <li>• Recognizing Genre and Introducing Opinion Writing</li> </ul>
45 min	<b>Tier 1 Lesson Components</b> <ul style="list-style-type: none"> <li>• Vocabulary <a href="#">pg. 26 TG</a></li> <li>• Read Aloud <a href="#">pg. 27-35 TG</a></li> <li>• Word Work <a href="#">pg. 36 TG</a></li> </ul>	<b>Acceleration</b> (closing the gap in prerequisite skills) <ul style="list-style-type: none"> <li>• Pause and discuss uncommon <a href="#">vocabulary words</a> and phrases to provide students with context</li> </ul> <b>Vertical Alignment for 3.8B</b> <a href="#">Grade 3 Lead4Ward Field Guide</a> 2.8B describe the main character's (characters') internal and external traits	<ul style="list-style-type: none"> <li>• Vocabulary (10 min)</li> <li>• Introduce the Read Aloud (10 min)</li> <li>• Present the Read Aloud (15 min)</li> <li>• Discuss the Read Aloud (5 min)</li> <li>• Word Work: <i>meandered</i> (5 min)</li> </ul> <b>Advance Preparation (pg. 21-22 TG)</b> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>• <a href="#">Image Cards</a> for Read Aloud: C.U1.L1.1-10</li> <li>• <a href="#">Digital Flip Book</a> for Read-Aloud: U1.L2.1-5</li> <li>• A can or bottle of soda</li> <li>• <a href="#">Map of the United Kingdom</a></li> <li>• Prepare <a href="#">vocabulary cards</a> with visual support to be posted for discussion</li> <li>• 5X8 Index Card for MRS: Response Card</li> <li>• Student Unit Reading Journal to access the Word</li> </ul>

		<p>1.8B describe the main character(s) and the reason(s) for their actions</p> <p><b><u>Scaffolded Support</u></b></p> <ul style="list-style-type: none"><li>• Utilize Unit 1 Image Cards and Digital Flip Book—provide students with visual support and vocabulary cards posted</li><li>• Preteach <a href="#">vocabulary</a> (Tier 2 and Tier 3 vocabulary words) using visual support to provide context</li><li>• Create a student unit reading journal with a vocabulary and word study section.</li></ul>	<p>Study/Vocabulary section</p> <ul style="list-style-type: none"><li>• Create anchor charts of the following:<ul style="list-style-type: none"><li>• <b><u>Elements of Fictional Narratives</u></b>: dialogue, narration, character, plot, and setting</li><li>• <b><u>Literary Tools</u></b>: personification, perspective, point-of-view</li><li>• <b><u>Themes</u></b>: friendship, loyalty, hospitality, responsibility, irresponsibility</li><li>• In writing, create an anchor chart that identifies the <b><u>Elements of an Effective Paragraph</u></b></li></ul></li></ul>
		<p><b><u>Multiple Response Strategies (MRS)</u></b></p> <p><a href="#">MRS Chart</a></p> <p><b>NOTE: Response Card (on 5X8 card)</b> <u>Required daily</u> in core classes; each response should be quick (1–3 sentences, 1–3 minutes); best paired with T-P-S or Table Talk.</p>	<ul style="list-style-type: none"><li>• <b>Think-Pair-Share</b>: Mole Cleaning His Home, <a href="#">pg. 29</a>, after this section: <i>How does Mole feel about cleaning his home? Students will need to justify their thinking.</i></li><li>• <b>Response Card</b>: Mole in the Meadow, <a href="#">pg. 30</a>, after the second paragraph in this section: <i>Based on what students have heard so far, what have they learned about Mole?</i></li><li>• <b>Response Card</b>: Mole and Rat Boating in the River, <a href="#">pg. 33</a>, at the end of this section: <i>What more have you learned about Mole? How is Mole different from Rat?</i></li><li>• <b>Think-Pair-Share</b>: Check for Understanding, <a href="#">pg. 35</a> <i>What examples of personification did you hear in today's Read-Aloud? What are some characteristics of Mole and Water Rat that are not examples of personification?</i></li></ul>
10 min	<b>Demonstration of Learning (DOL)</b>		Unit 1, Lesson 1 <a href="#">DOL</a> (WR, MC) 3.7C, 3.8B
5 min	<b>Transition Time to Reteach and Challenge Block</b>		

# New Daily IPC

## Reteach Block:

Targeted reteaching using scaffolds and modeling for students below "Meets"



## Challenge A:

Enrichment tasks for students at "Meets" to push toward "Masters"



## Challenge B:

Challenge tasks for students already at "Masters" to stretch thinking and deepen learning



# Reteach & Challenge Block

30 min		<b>Reteach</b> (at least 50% of the students should be participating in a Tier 1 reteach)	<b>DOL Score of 0-3</b> <b>Character Analysis</b> (3.7C, 3.8B) <a href="#">pg. 36-37 TG</a>  Venn Diagram -compare and contrast Water Rat and Mole -teacher-guided discourse instead of students working in pairs
		<b>Linked materials and samples</b>	
	<b>Reteach and Challenge Block</b>		<b>DOL Score of 4 (Challenge A)</b> <b>Activity Book:</b> <a href="#">1.1 The Beginning, pg. 1-2</a> (3.7C, 3.8B)  <b>Objective:</b> Describe character interactions and motivations using text evidence.  <b>Task:</b> Students create a visual character map ( <a href="#">sample</a> ) that shows the relationship between King Alfred and Sir Gus, using text evidence to label character traits, motivations, and interactions.
		<b>Challenge</b>	<b>DOL Score of 5 (Challenge B)</b> <b>Activity Book:</b> <a href="#">1.1 The Beginning, pg. 1-2</a> (3.7C, 3.8B)  <b>Objective:</b> Describe character interactions and motivations using text evidence.  <b>Task:</b> Students create a visual character map ( <a href="#">sample</a> ) that shows the relationship between King Alfred and Sir Gus, using text evidence to label character traits, motivations, and interactions. How would the story change if King Alfred did notice Sir Gus's flaws?

Teacher-guided groups within the first teach instructional block that occurs after the core lesson and completion of the Demonstration of Learning (DOL)

Students are grouped based on their DOL performance to receive targeted instruction

**Designed to close two gaps:**  
below "Meets" and "Meets to Masters"

# Instructional Framework Training

**Priority 3**  
**Employee**  
**Effectiveness**  
**and Retention**

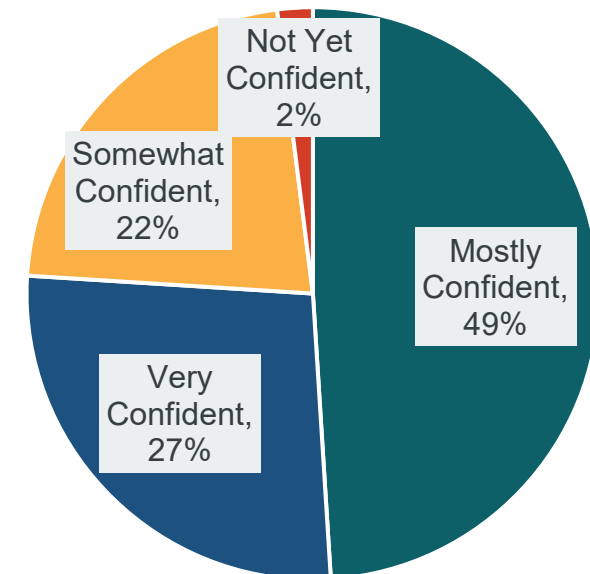
## Principal Training

We have already started training campus Principals. Training on May 15<sup>th</sup> included:

- ✓ Deepen understanding of FWISD's Instructional Framework:  
First Teach, Demonstration of Learning (DOL), and Reteach / Challenge Block
- ✓ Explore the components and intent of the Instructional Planning Calendars (IPCs):  
At-a-Glance and Daily IPC
- ✓ Identify campus-level supports needed for successful implementation
- ✓ Gather input to refine future tools and district-level support

### Training Feedback Survey Results

Based on today's introduction to the district's new Instructional Framework and Instructional Planning Calendars (IPCs), how confident do you feel in your ability to begin leading this work on your campus?



# Dyslexia Screening Process

**Priority 1**  
**Student**  
**Academic**  
**Excellence**

## What to Do and When

During the BOY MAP testing window, middle school campuses will complete the screening for the identified student group of 7th graders (an additional 20-30 minutes for completion by students)

By the end of the first 6 weeks of the school year (September 19, 2025):

- ✓ Analyze the data
- ✓ Inform families
- ✓ Plan for the provision of targeted literacy support based on the results of the screening



## Cut Points that Signal the Need for Intervention or Further Review

- **6th Grade STAAR Data** – Did not meet grade level expectations
- **NWEA MAP Growth** – Student scored below the 20th percentile
- **NWEA MAP Fluency** - Student scored “below” in accuracy or fluency (oral reading rate)



# What Happens When a Disability is Suspected?

## When the Data Leads to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

### Data Review

If the team determines that the DATA does give the members reason to suspect that the student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team must refer the student for a **Full Individual and Initial Evaluation** (FIIE).

### IDEA FIIE

In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district receives parental consent.

### Tier 1 Core Reading

The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

**Priority 1**  
**Student**  
**Academic**  
**Excellence**

# Reading and Math High Quality Instructional Materials (HQIM) Funding Analysis

HB 1605 88R established two new Foundation School Program (FSP) entitlements for SBOE-approved instructional materials, in addition to the Allotment.

These new FSP funds will be managed in each district's Instructional Materials and Technology Account (IMTA).



\* based on 2024 & 2025 Biennium,  
actual amount not yet provided by TEA

**Projected Total Funding: \$19,723,772.10**  
**Available for 2025-2026: \$13,405,486.05**

# Bluebonnet Learning Math HQIM

Priority 1  
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Excellence

## Why is Bluebonnet Learning a better choice for Fort Worth ISD?

1. Bluebonnet Learning is fully aligned with the TEKS.
2. The Bluebonnet assessment items are improved and STAAR 2.0 aligned allowing students multiple “at bat” opportunities throughout the courses.
3. Bluebonnet includes improved teacher support that allows teachers to focus on rehearsing the lesson delivery as the primary method of preparing for instruction.
4. Bluebonnet Learning has included more robust embedded support for emerging bilingual students and students who have struggled with math historically.
5. Bluebonnet Learning has the same course and lesson structure that the current versions of Eureka Math TEKS Edition and Carnegie Learning have with many improvements.

## Why Now?

Aligns with implementation of the Instructional Framework Redesign to minimize the impact of change that is felt by the teachers.

If we have a better resource, we have an obligation to put it in the hands of teachers and students as soon as possible to improve student outcomes.

# 2025 – 2026 Assessment Calendar Highlights

- ✓ Quarterly Assessments have been removed.  
Six-weeks assessments are now embedded in the curriculum and align with the grading cycles.
- ✓ The NWEA MAP will be administered across the district on the same days to support new IPCs.
- ✓ NWEA MAP Reading Fluency is now for all K-2 students, and Tier 2 and 3 students in grades 3-8.
- ✓ Benchmarks have replaced the 3rd six-weeks and the 5th six-weeks assessments to avoid duplication of testing.  
December Mini-Benchmark is only tested items from 1st semester.
- ✓ NWEA MAP and Benchmark testing will run on modified schedules that have been written into the IPC to allow for continued instruction and less disruption.

Fort Worth INDEPENDENT SCHOOL DISTRICT		SEPTEMBER 2025					DRAFT
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
CLI Engage Wave 1 Gr. PK (Aug. 25 - Sep. 19)	1 Labor Day	2	3	4	5	6	
TX-KEA BOY Gr. K (Aug. 25 - Sep. 19)		MAP Growth & MAP Reading Fluency Make-ups BOY MAP Growth Math/Reading & Reading Fluency					
7	8	9	10 	11	12	13	ACT SAT
14	15	16 TIA Benchmark - U.S. History & Gr. 8 Science - Gr. 3 - 8; Biology; Soc. Studies - Gr. 3 - 7; RLA - Gr. 3 - 8; Eng. I & II	17	18	19 End 1st Six Weeks	20	
		#01 - Six Week Interim Assessments				Make-ups	
21	22 Begin 2nd Six Weeks	23 	24 TSIA Algebra II	25 TSIA English III	26	27	
28	29	30					

**Priority 1**  
**Student**  
**Academic**  
**Excellence**

**Priority 4**  
**Operational**  
**Alignment and**  
**Efficiency**



# 2025-2026 Progress Monitoring Schedule

August 2025	Priority 1	2024-2025 Assessment Results and Preliminary Accountability Results
September	Priority 1, 2	MAP Beginning of Year (BOY); Family Literacy Report
October	Priority 2, 3, 4	Fall 2025 Baselines for Strategic Plan Goals
November	Priority 1	1st – 2nd Six-Weeks Interim Assessments
December	Priority 2, 3, 4	Strategic Priority Progress Monitoring Report
January 2026	Priority 1, 4	Annual Report (Texas Academic Performance Report - TAPR) Instructional Support Redesign Progress Report; Facility Master Plan Update
February	Priority 1, 2	MAP Middle of Year (MOY); Student and Family Engagement Report
March	Priority 3	Employee Effectiveness and Retention Report
April	Priority 1, 4	Benchmark Assessments Report; 2026-2027 Budget Planning
May	Priority 1, 3, 4	MAP End of Year (EOY); 2026-2027 Budget and Compensation
June	Priority 3, 4	2026-2027 Budget and Compensation; Facility Master Plan Update
July	Priority 3	2026-2027 Recruitment and Staffing Report

**Priority 4**  
**Operational**  
**Alignment and**  
**Efficiency**

# Progress Monitoring Dashboards

**Priority 4**  
Operational  
Alignment and  
Efficiency

**On Track:** Initial Data Integration and Out of the Box Dashboards [June/July]

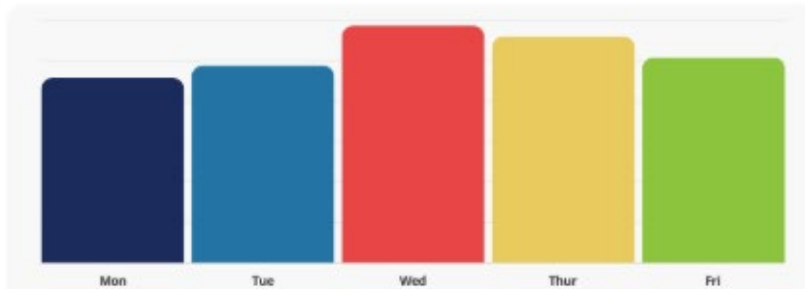
## Attendance Overview

Filter

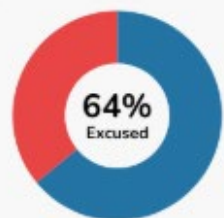
### Total Absence Records

25,584

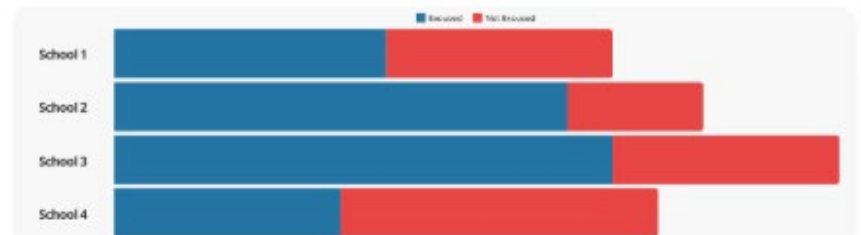
### Absences by Day of Week



### Type of Record



### Absences by School



## NWEA MAP Growth

Filter

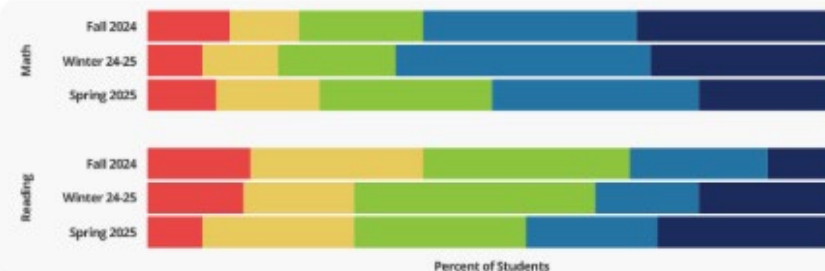
### Performance Levels



Low  
Low Avg.  
Avg.  
High Avg.  
High

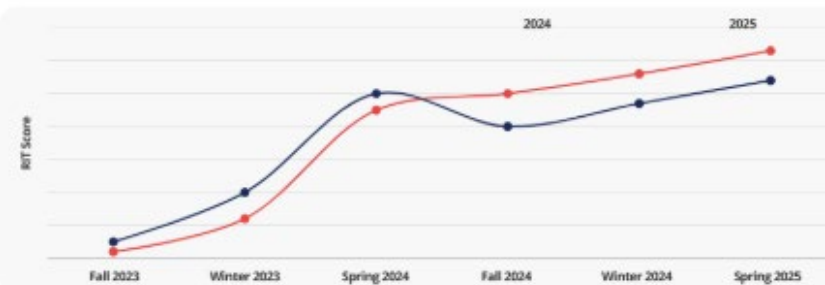
### Overall Achievement

Low Low Avg. Avg. High Avg. High



### Average RIT Score

Mathematics Reading



# Moving to Wellness Pre-Athletics Course

The Health and Physical Education and Athletics Departments have been collaborating to design a high-quality Moving to Wellness Pre-Athletics course opportunity for students in Fort Worth ISD.

**We are excited to pilot this course beginning Fall 2025.**

The schools listed below have been selected to pilot the course based on:

**Criteria 1:** Area Representation of the District

**Criteria 2:** Campus Facility Capacity

**Criteria 3:** Staff Structure

## **Schools**

Benbrook, Leonard, McClung, McLean, Meacham, and William James



**Priority 2**  
**Student and  
Family  
Engagement**

6<sup>th</sup> grade Moving to Wellness Pre-Athletics (MTWPA) provides the student and parent an opportunity to engage in health education and an introduction to the middle school athletic programs.

This course provides students with a preview of upcoming UIL sports in which they will be eligible to participate as 7<sup>th</sup> graders.

# 2025-2026 Budget Planning Public Input

Results as of May 16, 2025

Priority 2  
Student and  
Family  
Engagement

TOP 3

What should the District consider when creating the budget for next year?

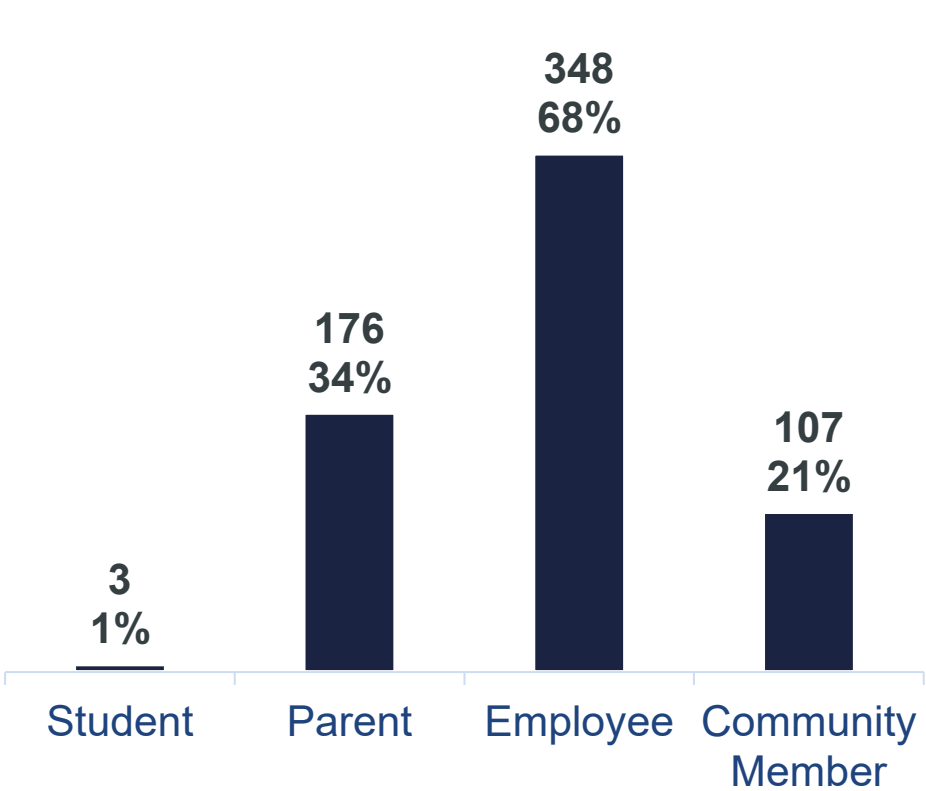
 537  
Participants













 392  
Thoughts

 9886  
Ratings

 25  
Ratio

ALL



<b>Staffing &amp; Retention- Allocate funds for competitive salaries, and teacher support systems to retain high-quality staff.</b>  -Teacher shortages are real—and growing. - Consistency helps students thrive. - Hiring is expensive. - Students notice when teachers leave.	 Neutral  32	 4.6 Ranked #1 of 394 
<b>Teacher raises more than 3%</b>  Many teachers don't feel it's worth it anymore to stick with the field. Yes they love teaching and the students, but having to deal with concerns	 Neutral  34	 4.5 Ranked #2 of 394 
<b>Recruitment and Retention of quality employees</b>  Without being both competitive in pay and in hiring timelines, we lose access to good talent.	 Neutral  33	 4.5 Ranked #3 of 394 



# 2025-2026 Budget Planning Public Input

Results as of May 16, 2025

Priority 2  
Student and  
Family  
Engagement

TOP 3

What should the District consider when creating the budget for next year?

Teacher retention

Teachers are the most important part of the district

Neutral

16

4.4

Ranked #1 of 360

5

4

3

2

1

Teachers

The students and teachers are why the district exists.

Neutral

18

4.3

Ranked #2 of 360

5

4

3

2

1

Address staffing challenges proactively.

Competitive teacher pay, classroom support, and manageable workloads should be funded to recruit and retain high-quality educators.

Neutral

16

4.3

Ranked #3 of 360

5

4

3

2

1

537

Participants

392

Thoughts

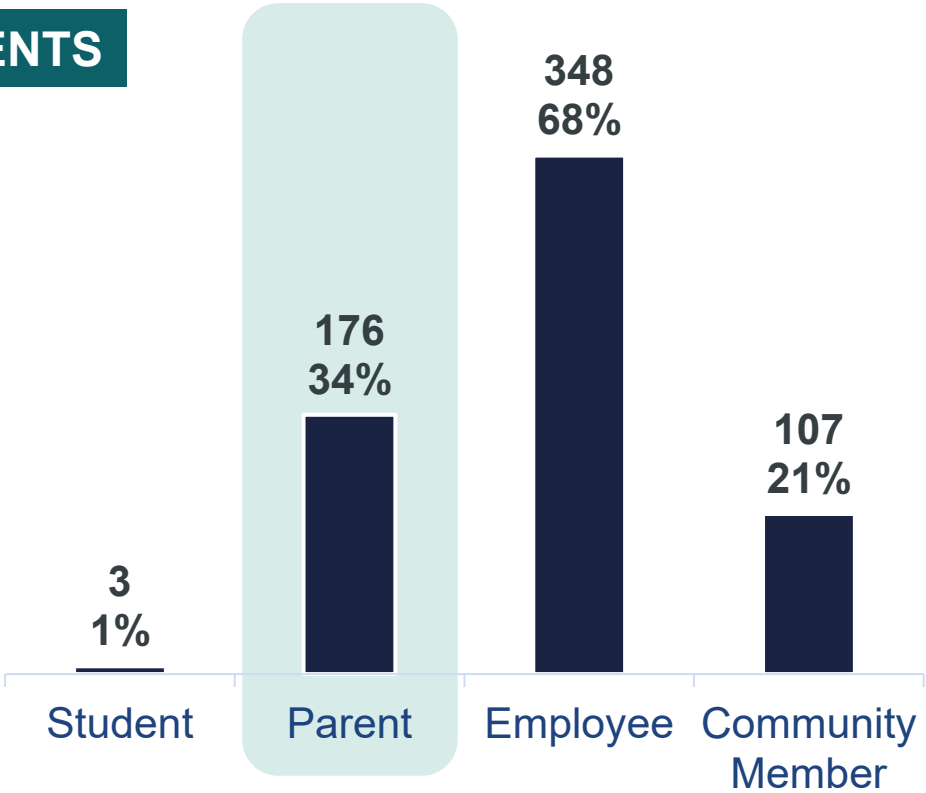
9886

Ratings

25

Ratio

PARENTS



# 2025-2026 Budget Planning Public Input

Results as of May 16, 2025

Priority 2  
Student and  
Family  
Engagement

TOP 3




What should the District consider when creating the budget for next year?

 537  
Participants

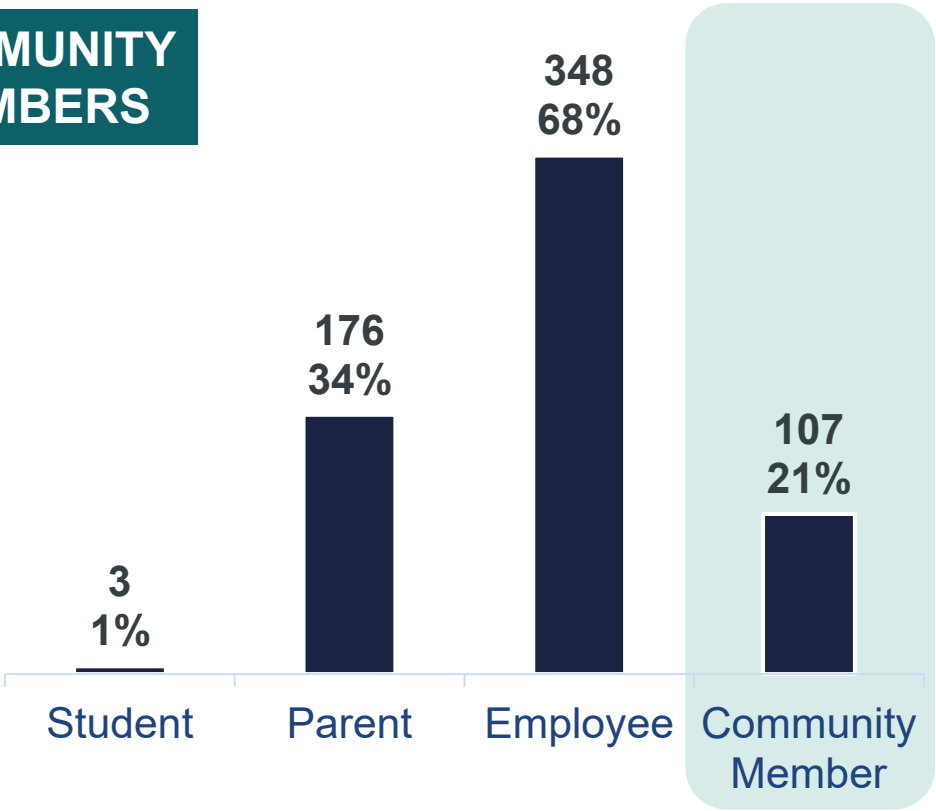
 392  
Thoughts

 9886  
Ratings

 25  
Ratio

<b>High dosage interventions for struggling readers</b> To close learning gaps we must have individualized instruction with trained interventionists (dyslexia specialists, academic language therapists)	 Neutral 16	<div><div><div>★★★★☆</div><div>4.3</div></div><div>Ranked #1 of 372</div><div><div>5★</div><div>4★</div><div>3★</div><div>2★</div><div>1★</div></div></div>
<b>Teacher and maintenance pay increases</b> When we feel valued, we work better	 Neutral 11	<div><div><div>★★★★☆</div><div>4.3</div></div><div>Ranked #2 of 372</div><div><div>5★</div><div>4★</div><div>3★</div><div>2★</div><div>1★</div></div></div>
<b>Transportation</b> Transportation has struggled to meet the needs. Provide more support, oversight, and training.	 Neutral 9	<div><div><div>★★★★☆</div><div>4.3</div></div><div>Ranked #3 of 372</div><div><div>5★</div><div>4★</div><div>3★</div><div>2★</div><div>1★</div></div></div>

## COMMUNITY MEMBERS

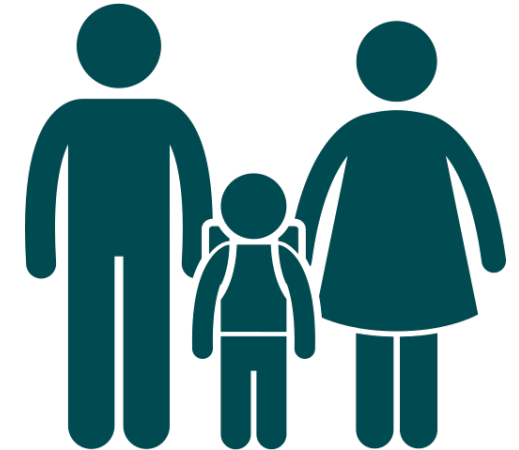


# 2025-2026 Budget Planning Public Input

## Priority 2 Student and Family Engagement

**Share a strategy that will help promote parent engagement in their child's education.**

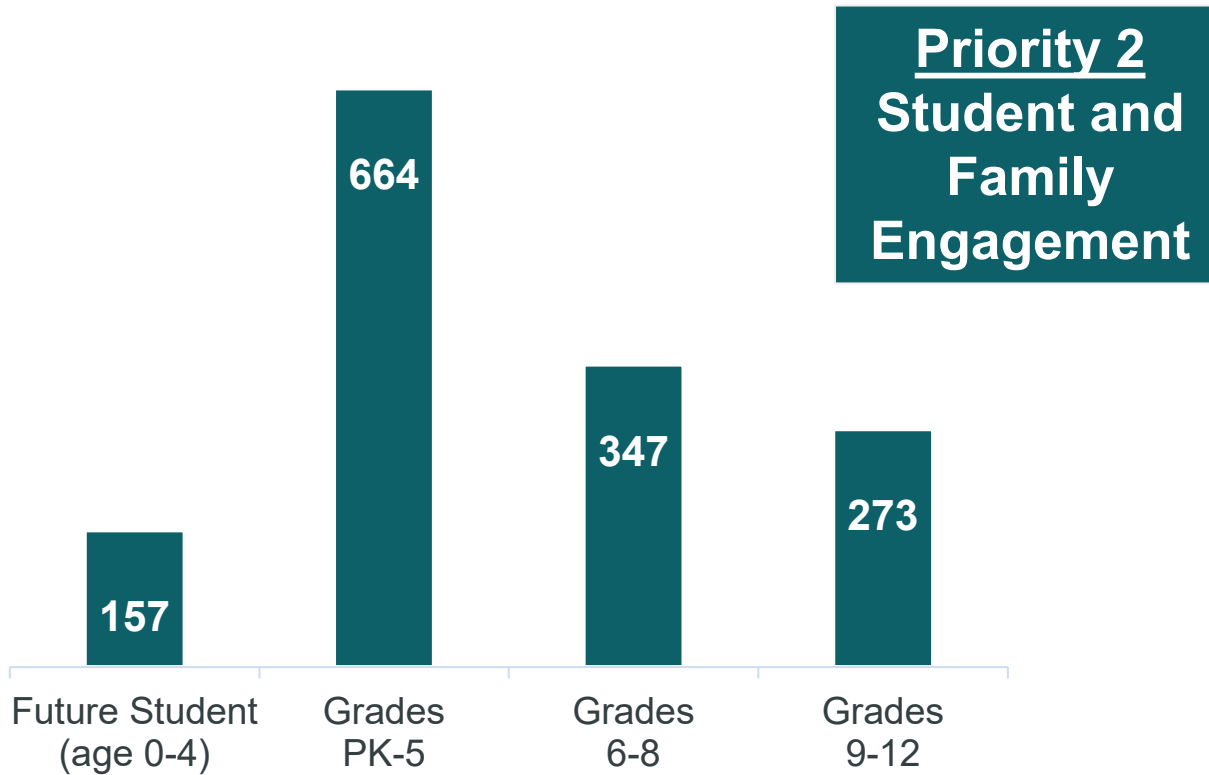
- Schools should organize parent events focused on foundational skills parents can teach their kids (e.g., names, phone numbers, counting, reading, etc.).
- Utilize apps like Talking Points for better communication with parents.
- Establish a PTA at the campus for better parent-school connection.
- Campus administrators should be more welcoming to all parents.
- Create YouTube videos for parents on how to use school dashboards; not everyone can attend in-person training.
- Use Smore newsletters to share PTA meeting details and other school events.
- Organize family-friendly events at all school levels (not just elementary) at least twice per semester.
- Parent-teacher conferences should highlight three positives about the child and one area for improvement, with admin welcoming parents in the hallways.



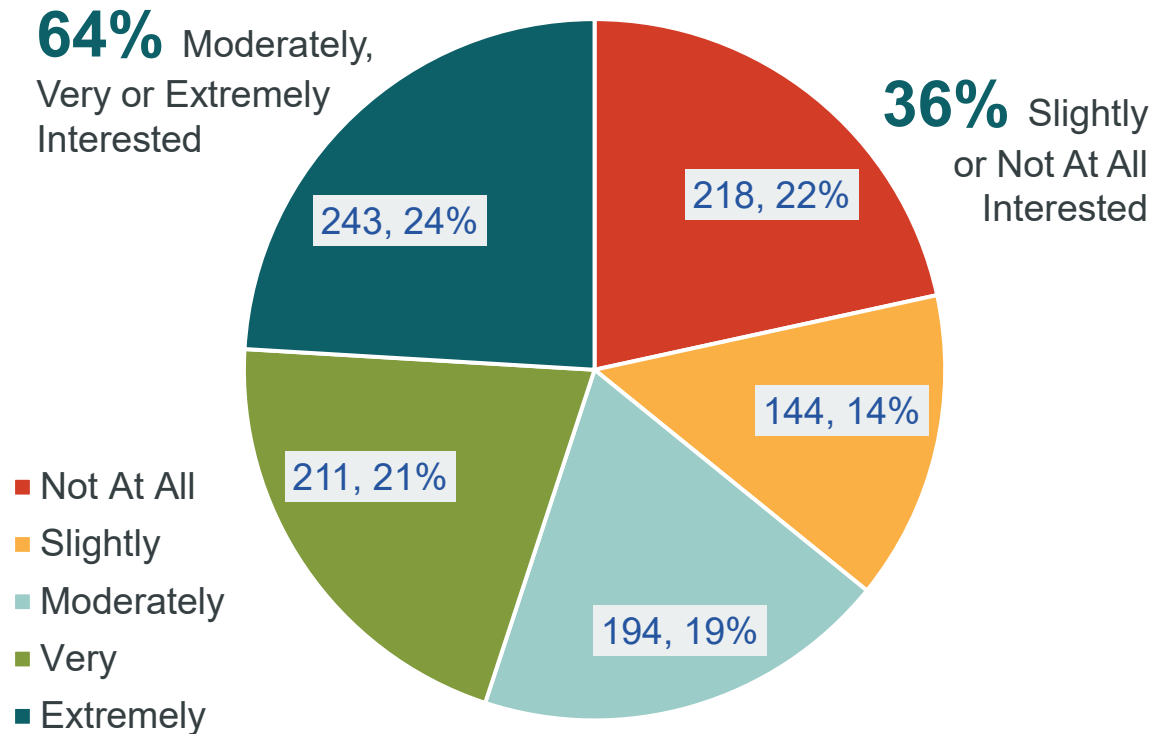
# Young Men's / Women's Leadership Academy Elementary Interest Survey

What age range best represents your student?  
(If you have multiple students, select all that apply.)

1,010 Responses



What is your interest level for a Young Men's/Women's Leadership Academy option serving elementary students?

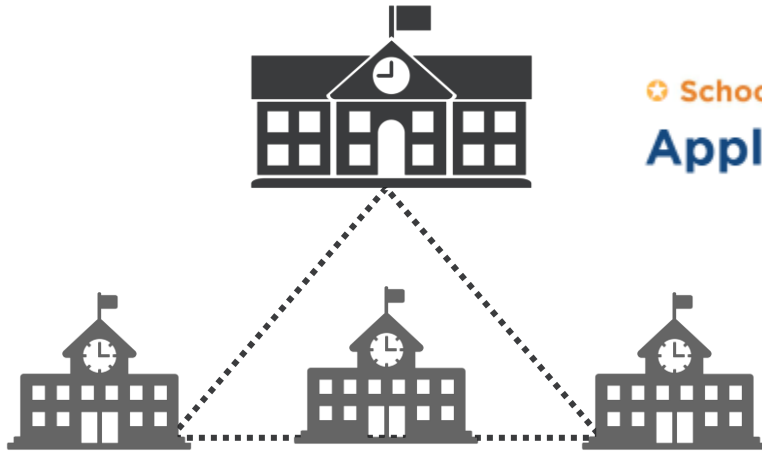




# Facility Master Plan

## Commitment to Schools and Programs of Choice

**Priority 4**  
Operational  
Alignment and  
Efficiency



✧ School of Choice

**Applied Learning Academy**



**Wedgwood 6th Grade Center**

✧ School of Choice

**Alice Carlson  
Applied Learning Center**



**Strengthening  
Applied Learning  
Program & Feeder  
Alignment**

✧ School of Choice

**Riverside  
Applied Learning Center**



**Bonnie Brae ES  
June 2026**

**Applied Learning Center at  
J.T. Stevens Elementary**

(Program of Choice at a neighborhood school)



**Bruce Shulkey ES  
June 2027**

### Fort Worth ISD Facility Master Plan

- ✓ Improve the condition of facilities
- ✓ Align enrollment to building capacity
- ✓ Create spaces that align with academic programming
- ✓ Ensure that resources are equitably distributed across the district

# 2025-2026 Budget Adoption

**June 2, 2025**

Legislative Session Ends

**June 10, 2025 – Special Board Meeting**

- ✓ Adopt Budgets for General Fund, Debt Service and Child Nutrition Services Funds
- ✓ Approve Compensation Model for 2025-2026



# Threads of Success

## Threads of Success Reboot

- For All District Employees
- Coming Soon (Fall 2025)
- Input and Feedback Process for the Development of New Standards for Dress

**Priority 3  
Employee  
Effectiveness  
and Retention**



The poster features a large, stylized red thread forming a loop at the top, with the word "Threads" in a cursive font and "of SUCCESS" in a bold, sans-serif font. Below this, it says "STANDARDS OF DRESS FOR FORT WORTH ISD EMPLOYEES". There are four photographs of employees in various settings: a group of three people in business attire, a group of three people in uniforms, a group of three people in business attire, and a group of three people in business attire. The poster is divided into sections for "UNIFORMED EMPLOYEES:", "SCHOOL-BASED AND CENTRAL ADMINISTRATION EMPLOYEES:", "CLOTHING ITEMS THAT ARE INAPPROPRIATE", "EXCEPTIONS", and "BLUE JEANS AND ATHLETIC SHOES".

**Threads of SUCCESS**  
STANDARDS OF DRESS FOR FORT WORTH ISD EMPLOYEES

**UNIFORMED EMPLOYEES:**  
Bus Drivers/Attendants and Nutrition Services Workers/Managers will continue to wear the approved uniform for their positions.

**SCHOOL-BASED AND CENTRAL ADMINISTRATION EMPLOYEES:**  
Maintenance, Custodial, Central Services/Warehouse employees will be permitted to dress in casual attire as appropriate to job duties. All other School-based, Central Administration and satellite employees will adhere to a minimum standard of professional dress that includes the following examples:

- Business-style dress shirts, dress-style polos and blouses with or without collars (can be button-down or plain front)
- Business-style dresses
- Dress slacks, khakis or skirts; dress pantsuits
- Jackets desired
- Ties optional but desired
- Dress sweaters or turtlenecks
- Dress capris or cropped pants that are at least mid-calf in length
- Belts for belted pants or skirts
- Dress shoes or sandals that do not resemble flip-flops

**EXCEPTIONS**

- Cleaning or moving
- Designated casual day
- Designated "special occasion day" such as Stock Show Day
- Spirit Day at schools
- Medical necessity

**CLOTHING ITEMS THAT ARE INAPPROPRIATE**

- Flip-flops, beach wear
- Torn or worn-out clothing
- Pants with frayed hems or that drag the ground
- Tight fitting or revealing clothing
- Tops with spaghetti straps without a jacket
- Clothing that show bare midriffs
- Lingerie-style clothing
- Short skirts
- Workout clothing, jogging suits, sweatpants, sweatshirts or spandex
- Sheer or see-through clothing
- Shorts or skorts (as appropriate to job duties - i.e. PE teachers/coaches)
- Pajamas, sleepwear or house slippers

**BLUE JEANS AND ATHLETIC SHOES**  
Blue jeans and athletic shoes are appropriate to job duties. They may also be worn on specially designated days, as approved by the supervisor.

**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT



# What Parents Need to Know

Fort Worth ISD is excited to offer a wide range of learning opportunities for students this summer! From engaging enrichment programs to hands-on academic support, there's something for every learner.

<https://www.fwisd.org/departments/summer-learning>

**Priority 2**  
**Student and  
Family  
Engagement**

## **2025-2026 Registration Now Open!**

Registration for the 2025-2026 school year is open for all new and currently enrolled students.

Registration is required every year.

[www.fwisd.org/families/register](http://www.fwisd.org/families/register)

## **Learn More About Pre-K**

[www.fwisd.org/prek](http://www.fwisd.org/prek)







# What Parents Need to Know

**Priority 2**  
**Student and**  
**Family**  
**Engagement**

## Free Summer Food Program

Fort Worth ISD will provide free breakfast and lunch to all children from Tuesday, June 3, through Thursday, July 3.

Meals will be served Monday through Thursday, with no meal service on Thursday, June 19th.

This program is open to all children 18 years old or younger, regardless of enrollment in a summer program.

No registration or proof of income is required; just show up and enjoy a nutritious meal.

## Participating School Sites

Carter-Riverside HS

Arlington Heights HS

Polytechnic HS

O.D. Wyatt HS

J.P. Elder MS

William James MS

W.P. McLean MS

Benbrook MS/HS

Carter Park ES

Manuel Jara ES

Meadowbrook ES

M.H. Moore ES

Luella Merrett ES

Versia Williams ES

Bruce Shulkey ES

Richard J. Wilson ES

South Hi Mount ES

Sunrise-McMillan ES

T.A. Sims ES

Alice D Contreras ES

# Fort Worth

## INDEPENDENT SCHOOL DISTRICT

### MISSION

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