



FWISD INSTRUCTIONAL MODEL

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FWISD Pillars of Excellence



Pillar 1: Excellent Academic Performance for All Students

Academic achievement is the district's top priority. We will set clear and ambitious performance targets and meet them. Strong core instruction, accelerated learning, consistent use of data, improved student engagement, and differentiated support where needs are greatest will drive measurable gains for all students.

Pillar 2: Excellent Instruction Delivering High-Quality and Focused Curriculum

We will reduce variability across schools and narrow achievement gaps by delivering challenging reading and meaningful math, taught by a teacher who deeply knows the content and lesson. When this is consistent across classrooms, students master grade level standards and achieve measurable gains in literacy and math. Aligned materials, pacing, assessments, and targeted professional development make excellence predictable, reducing variability across schools and narrowing achievement gaps.

Pillar 3: Excellent Talent, Incentivized to Empower Students

We will recruit and develop high performing educators and compensate them for the full value they bring to students, with performance-based pathways that may exceed \$100,000 for highest-performing classroom teachers. Differentiated pay for high need campuses, leadership pipelines, and strategic staffing will position the district as a destination employer. District and school-based staff will operate in strong alignment around a shared mission and values, with collective ownership for results.

Pillar 4: Excellent CCMR Pathways for Graduates

Expanded, high demand career and technical education programs, strong industry partnerships with local businesses, dual credit, apprenticeships, and stackable certifications will ensure every graduate is prepared for college, career, or military service in high wage, high growth fields. Students will leave with meaningful credentials, real world experience, and a clear path to family sustaining wages and choice filled lives.

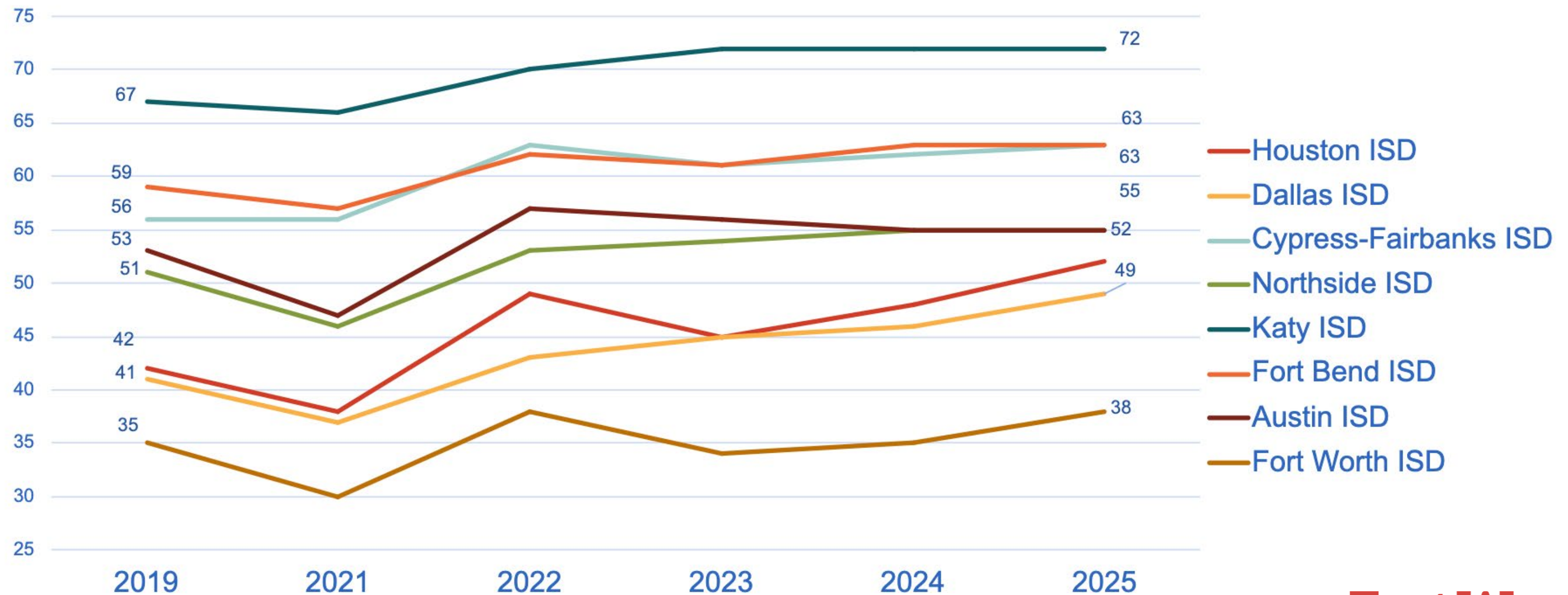
Pillar 5: Excellent Service to Students, Families, and Staff

Maintain an efficient, focused Central Office team aligned on the overall goal of ensuring a high-quality experience for students, families, and staff every day. Ensure a high-functioning central office through clarity of roles, transparency, alignment of Finance and Operations to performance goals, and prioritization of campus-level funding.

FWISD ELA / Reading Proficiency Trends

While student proficiency in ELA has increased, it remains consistently behind that of peer districts. That means nearly 24,914 students aren't reading on grade level.

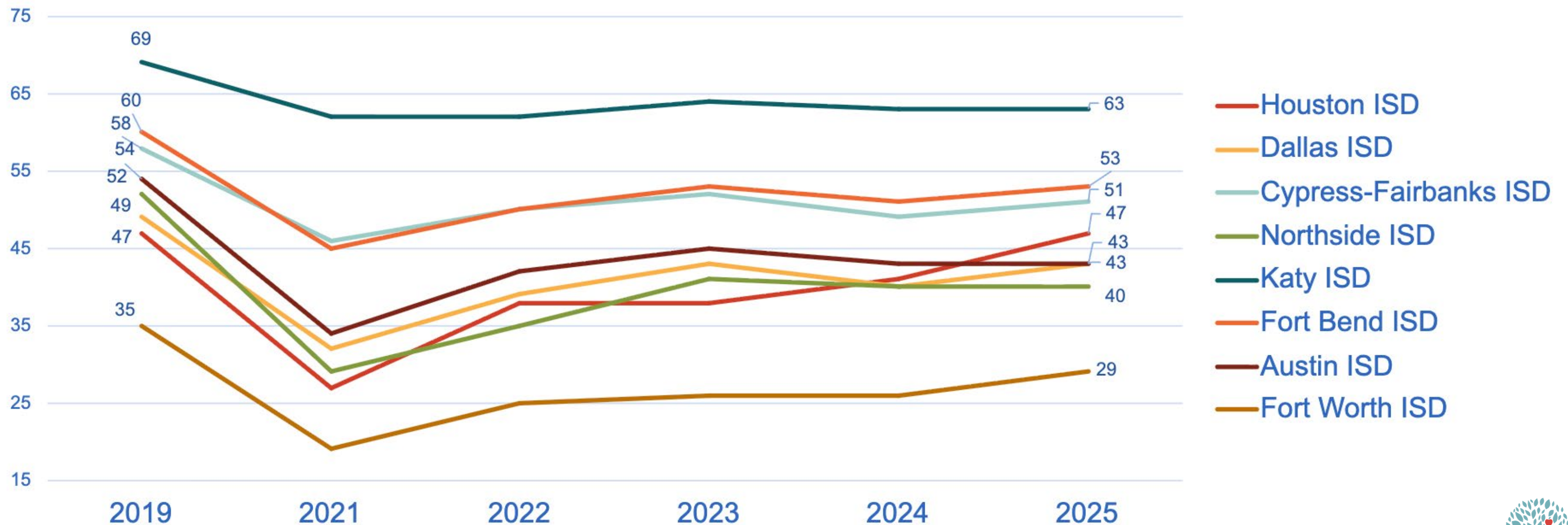
Historical % of Students Meeting or Above Grade Level for ELA



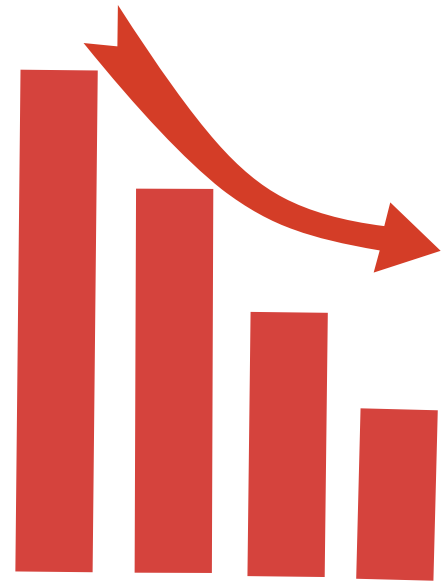
FWISD Math Proficiency Trends

While student proficiency in Math is increasing, it remains consistently behind that of peer districts. This means over 23,109 students per year can't do math on grade level.

Historical % of Students Meeting or Above Grade Level for Math



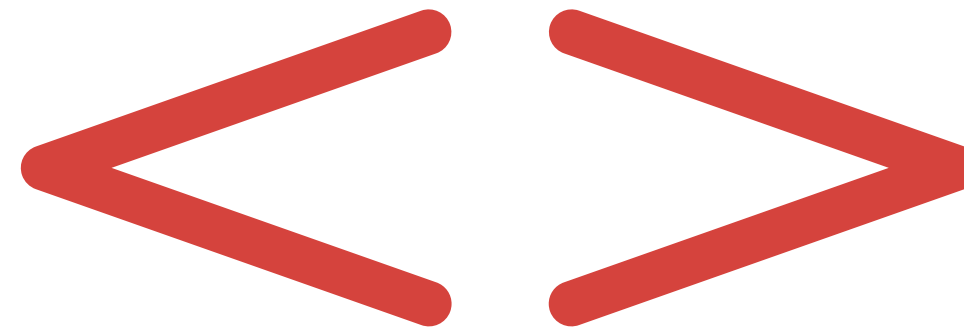
Our Reality



Enrollment is Declining



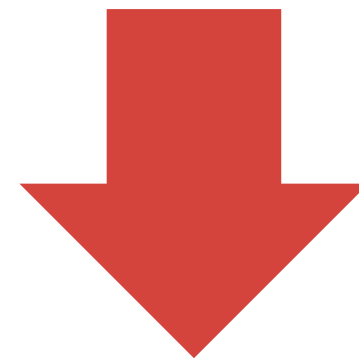
Too many students are not proficient



Achievement gaps persist across student groups



College readiness indicators are especially low



If we don't act now, too many students will leave without the skills they need, limiting their future options for college, careers and lifelong success.

The Core Challenge

Outcomes reflect how systems operate	Student results are influenced by district systems, policies, adult practices, staffing models, and data visibility, alongside campus effort.
Consistency across the system is still developing	Variation in processes and expectations across teams or campuses can lead to uneven implementation, particularly in schools serving the highest-need students.
Capacity must keep pace with the work	As priorities expand, clear operating routines and support structures help leaders manage the work and sustain progress across campuses.
Alignment must translate into daily practice	Shared instructional and talent systems, including managed instruction, coaching, and aligned evaluation, help ensure classrooms receive consistent support.
Clear decision roles help teams move faster	Defined decision rights and escalation pathways reduce confusion and help issues <u>impacting</u> schools get resolved more quickly.

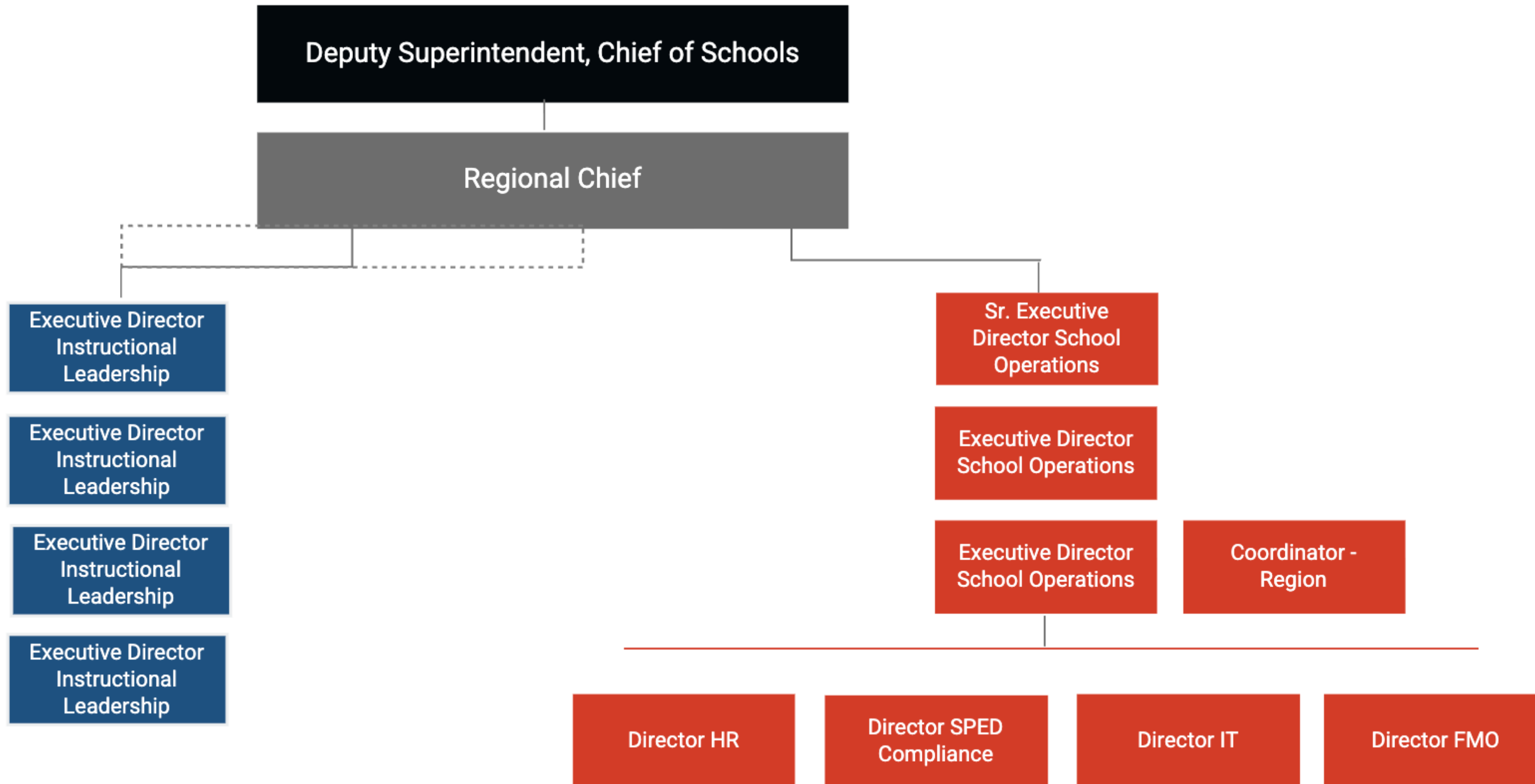
Until we align structures, routines, and decision rights, improvement will be uneven and unsustainable.



Accountability cannot exist without support.

*The future of the FWISD schools organizational structure will foster intentional support for improving instructional quality while **decreasing operational, bureaucratic tasks.***

Regional Office: Support Closer to Schools



REGIONAL CHIEFS



SHON JOSEPH

REGIONAL CHIEF/EVATE



DR. KYNDRA TYLER

REGIONAL CHIEF/CENTRAL



PABLO RESENDIZ

REGIONAL CHIEF/NORTH



ISAAC WILLIAMS

REGIONAL CHIEF/SOUTH

FORT WORTH

We are

Fort Worth 
INDEPENDENT SCHOOL DISTRICT

*One District. One Standard. Every
Classroom.*

THE FORT WORTH ISD MODEL



FORT WORTH ISD INSTRUCTIONAL EXPECTATIONS

- Engaging, grade-level bell-to-bell instruction
- Frequent multiple response strategies
- Lights on in classrooms
- Targeted video clips, rather than full-length films
- Tasks aligned to independent mastery of the learning objective
- Structured, purposeful writing
- Students seated in proximity of instruction
- Lesson objectives posted in all classrooms
- Exemplars and scaffolds are accessible to support students
- Efficient transitions that protect instructional time



ELEVATE: THE PATH FORWARD



ELEVATE Criteria

**Overall D or F
Rating**

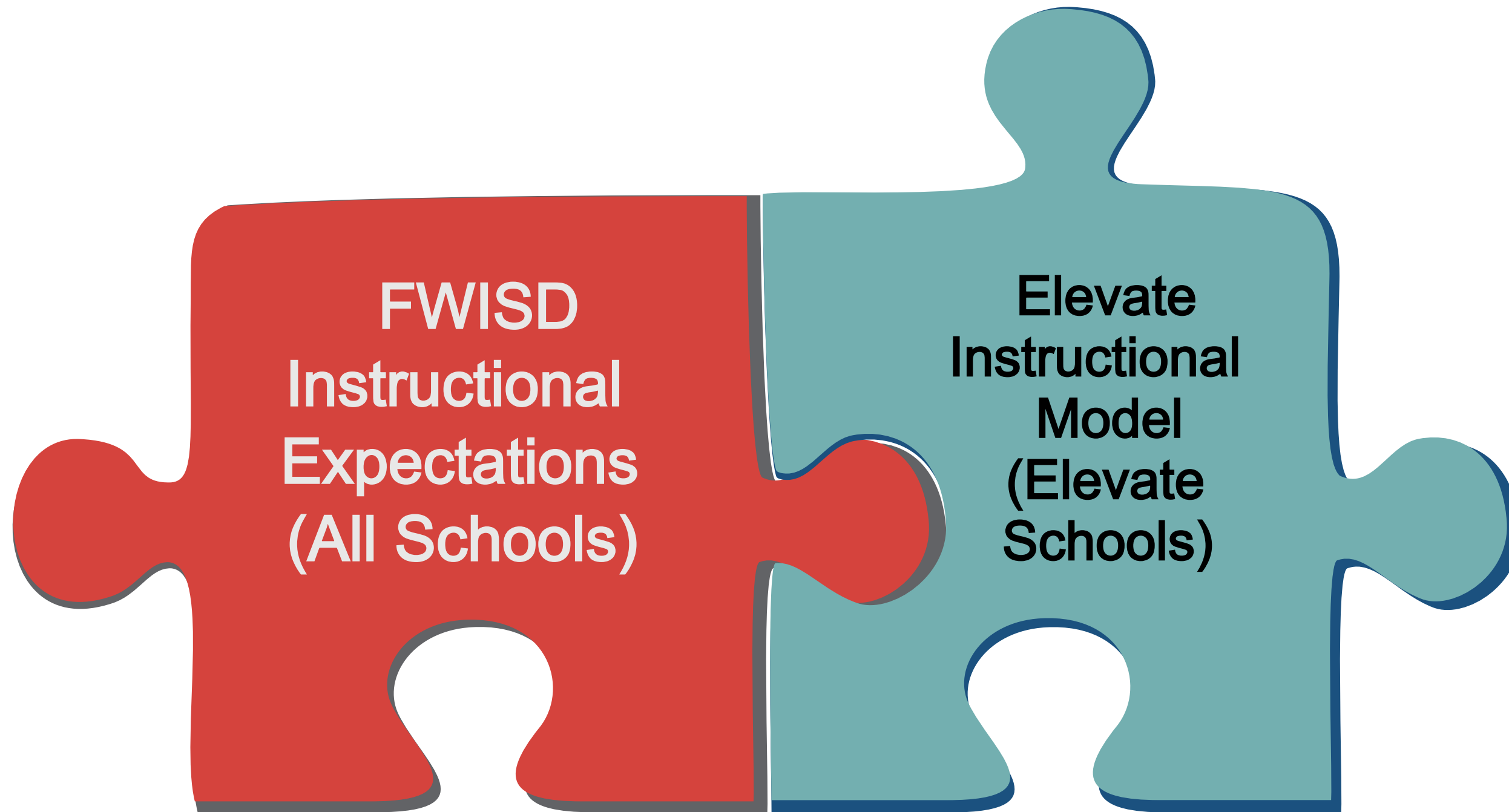
AND

F Rating in Domain 1
Achievement

AND

70 or Below in Domain 3
Closing the Gaps

ELEVATE: THE PATH FORWARD



Accelerated Improvements in Student Achievement

ELEVATE: THE PATH FORWARD



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RAISE OR LIFT TO A MORE
IMPORTANT OR IMPRESSIVE LEVEL

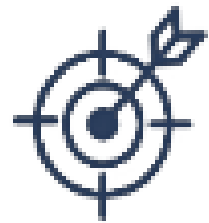
FWISD will establish an Elevate Network of schools, who will receive additional support, structure, and attention. The goal is to ensure strong, consistent instruction for every student, every day.

ELEVATE: THE PATH FORWARD

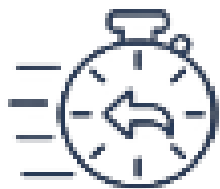
What is “ELEVATE” in FWISD?



More frequent coaching and school support



Clearer, more consistent instructional expectations



Faster response when students need more support

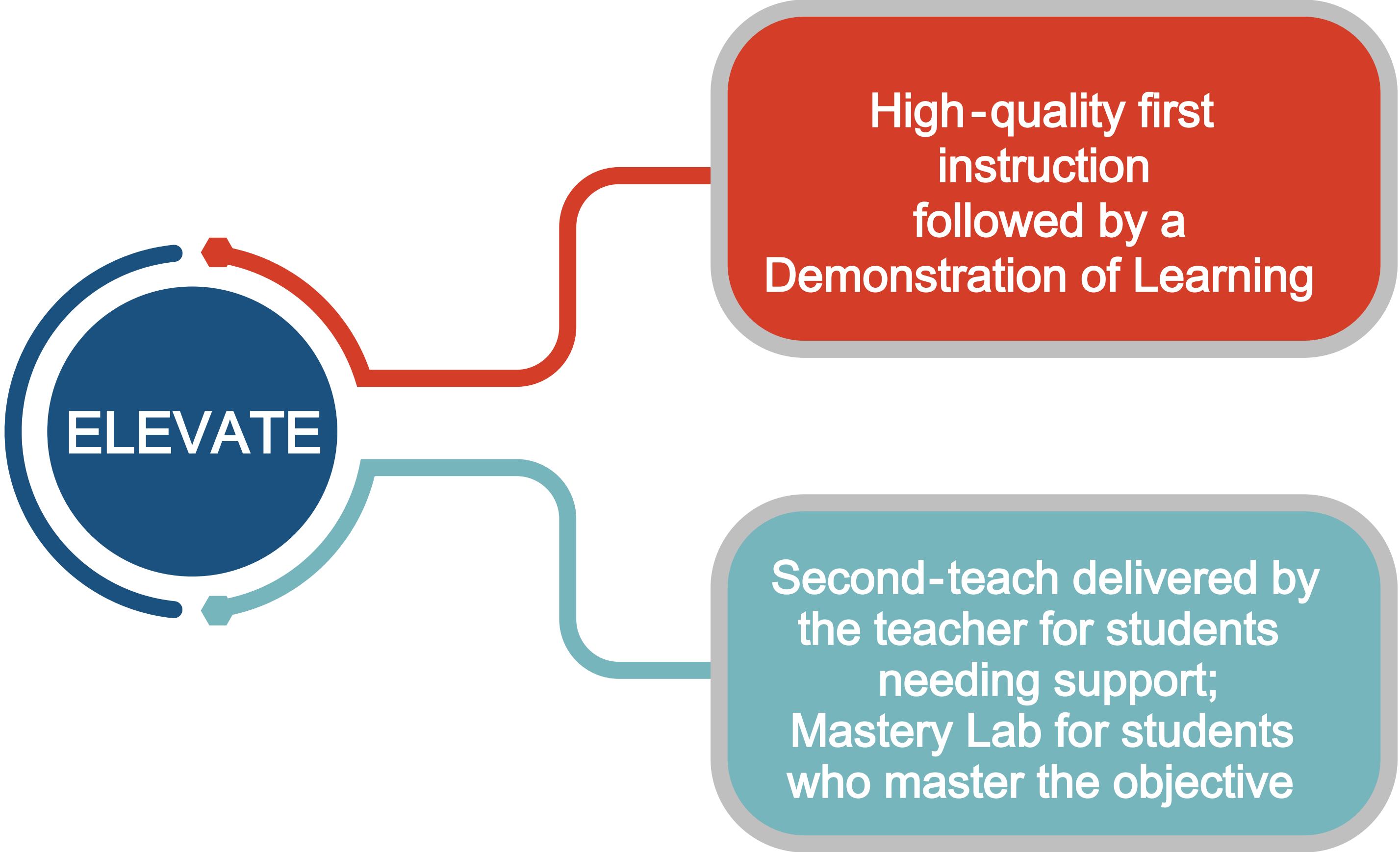
This is about ensuring every student, in every school, has access to strong instruction and the support they need to succeed.

Why “ELEVATE” in FWISD?

The ELEVATE Network is intended to:

1. Address persistent academic underperformance
2. Support in building strong teaching skills
3. Establish consistent execution of the instructional day and delivery
4. Increase instructional resources and staffing to support students

ELEVATE: THE PATH FORWARD



ELEVATE: THE PATH FORWARD

Unique Components of ELEVATE

- Resident Teachers
 - Teachers in training
 - Will be the substitute in a teacher's absence; no other substitutes
- Learning Facilitators
 - Instructional support staff during the first instruction
 - Facilitator of the Mastery Lab during the second instruction
- Mastery Lab
 - Extension space for students who demonstrate mastery
- Standardized Classroom Setup
 - Consistent instructional environments
- Higher Compensation
- Additional Day School Year (ADSY) - Summer

2026 -27 ELEVATE SCHOOLS

Clifford Davis ES*	Diamond Hill ES	East Handley ES	George Clarke ES
Harlean Beal ES	Hazel Harvey Peace ES	Maudrie Walton ES	Monnig MS
Morningside MS*	Rufino Mendoza Sr ES	T A Sims ES	Van Zandt - Guinn ES
W J Turner ES	W M Green ES	Wedgwood MS*	Westcreek ES
Eastern Hills - West Handley ES*	Western Hills ES*	William James MS*	

* ACE
School

W J TURNER EL

DIAMOND HILL EL

RUFINO MENDOZA SR EL

EAST HANDLEY EL

WESTERN HILLS EL

WILLIAM JAMES MIDDLE

MONNIG MIDDLE

VAN ZANDT-GUINN EL

WEST HANDLEY EL

MAUDRIE WALTON EL

T A SIMS EL

MORNINGSIDE MIDDLE

GEORGE CLARKE EL

CLIFFORD DAVIS EL

HAZEL HARVEY PEACE EL

W M GREEN EL

WESTCREEK EL

HARLEAN BEAL EL

WEDGWOOD MIDDLE

NEXT STEPS

- Reconstitution of the 13 ELEVATE, non-ACE schools
 - Impacted staff will receive notification this evening, pending BOM approval, with retention information based on their teaching role
 - Critical Needs Teachers
 - Core Teachers
 - Elective Teachers
- Hiring Fairs for internal staff only
 - Saturday, April 18, 2026
 - Saturday, April 25, 2026
- Principal Selections for all ELEVATE schools will be communicated by Friday, May 1, 2026



Questions ?