



STRATEGIC PLAN 2024-2029

DRAFT REPORT



Why Now?

- New Leadership (Listening Tour Findings and SWOT Analysis)
- New State Accountability Guidelines and STAAR Redesign
- Continuing Pandemic Recovery Efforts
- Challenges of New Legislative Requirements with Funding Shortages

Fort Worth ISD needs a comprehensive, multi-year plan that establishes priorities aligned to the current needs of our community as we provide a high-quality education for ALL students.

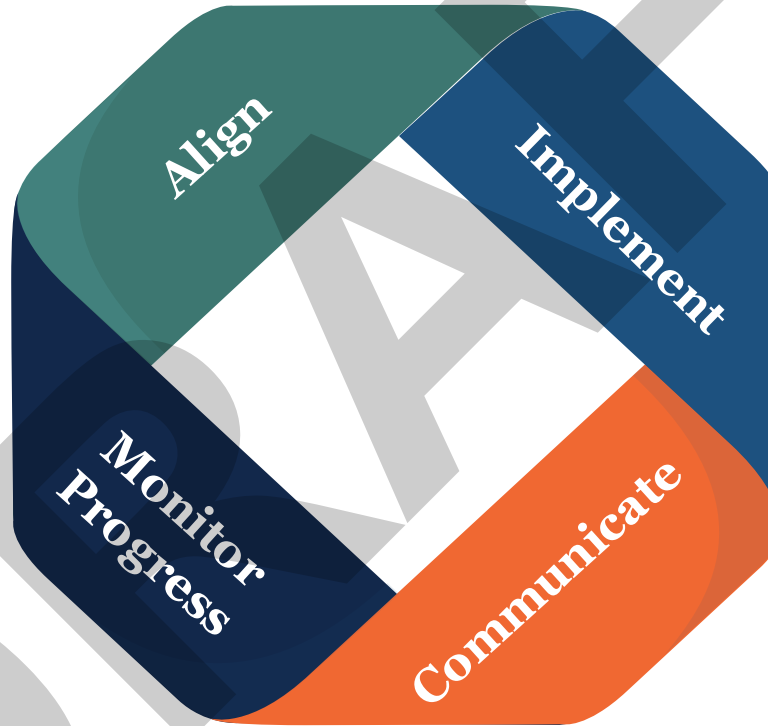
Strategic Plan Objectives

1. Establish an aligned framework of long-term priorities and goals.

2. Provide a roadmap for implementing strategic initiatives.

3. Establish a system for monitoring progress and reporting outcomes.


4. Strengthen ongoing, two-way communication with students, families, staff and the community.



Strategic Planning Process

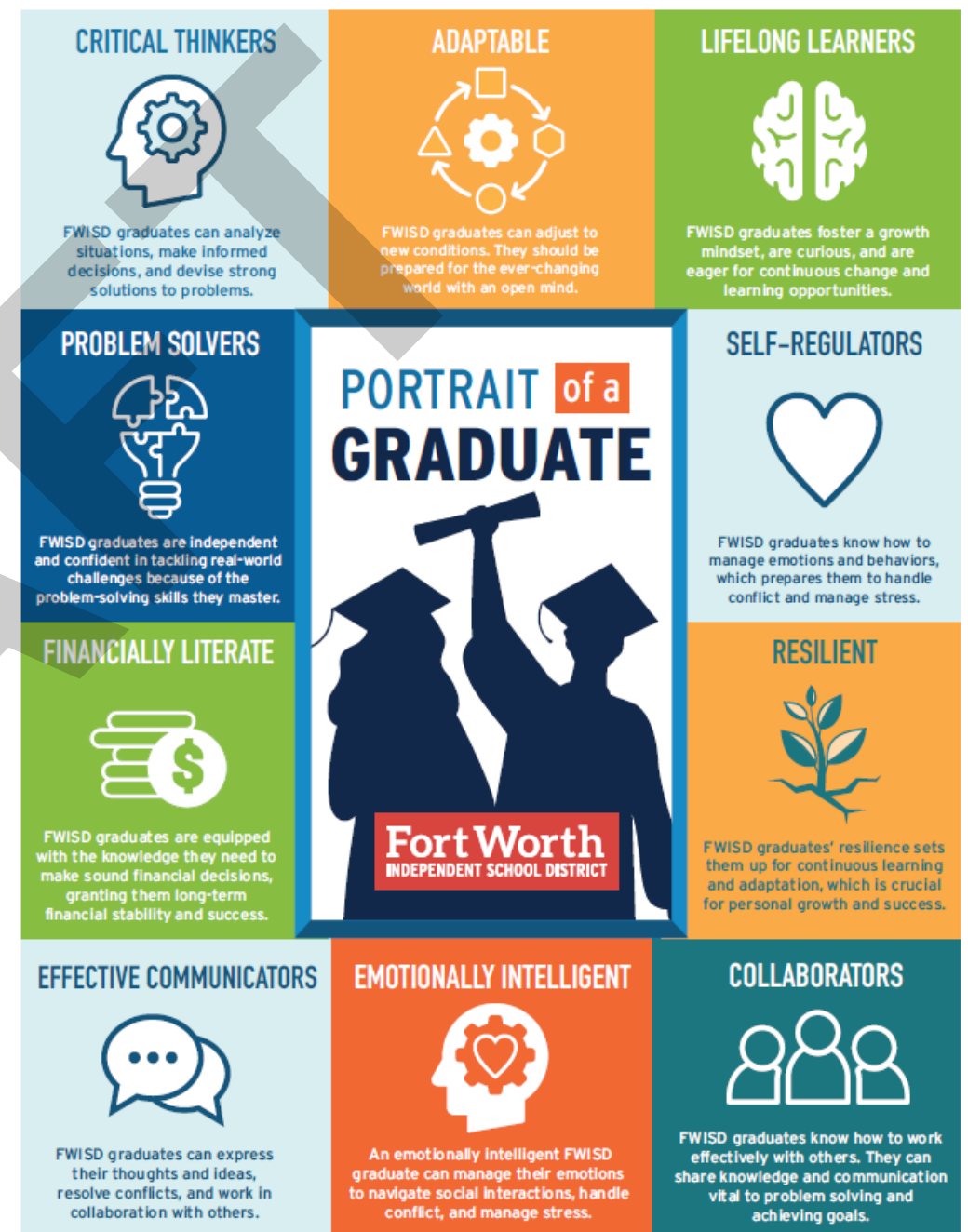
Phase I: Needs Assessment	Form Strategic Planning Steering Committee Conduct a preliminary analysis using District data, the Superintendent SWOT analysis, and community input via focus groups and interviews	September to November 2023
Phase II: Community Engagement & Develop Draft Plan	Develop draft strategic plan priority areas derived from the emerging themes within the preliminary analysis and solicit feedback from the community	November 2023 to March 2024
Phase III: Develop Final Plan	Review stakeholder feedback, gain Board Trustee agreement on goals, and finalize the 2024-2029 FWISD Strategic Plan	March to July 2024
Phase IV: Implementation	Implement and monitor the 2024-2029 FWISD Strategic Plan	July 2024 & Beyond

Community Engagement

	District Advisory Committees, Focus Groups & Board Trustees		Family & Community Forums		Online Community Survey
Small group sessions and interviews to get input on priorities and feedback on draft plan (Virtual)		Open forums to get feedback on priorities (Facilitated in English, Spanish, In-Person & Virtual)		Two community surveys to get feedback on priorities and goals (English, Spanish & Swahili)	
385 Participants		1,000+ Participants		3,700+ Participants	

Portrait of a Graduate

- The Portrait of a Graduate serves as a visionary compass for schools and the communities that they serve.
- It empowers educators and communities to articulate a comprehensive spectrum of desired outcomes for their students.
- Schools can strategically engineer their approaches to align with this vision.
- The Portrait of a Graduate outlines the essential 21st-century skills that the District believes students should embody upon graduation, providing a collective vision for student success





Strategic Plan Goals

1. Accelerate Student Academic Excellence
2. Elevate Student and Family Experience
3. Prioritize Employee Engagement and Effectiveness
4. Improve Organizational Effectiveness and Cohesion



GOAL ONE

Accelerate Student Academic Excellence

FWISD is committed to provide excellent, differentiated, core academic instruction focused on the following areas:

- Early literacy and numeracy in the early grades to lay a strong foundation for all subjects and grades
- Supports to help accelerate growth for African American students
- Supports to help accelerate growth for Emergent Bilingual students
- Supports for students with disabilities to ensure equitable opportunities
- Post-secondary readiness at all grade levels to ensure success in college and career pathways

Student Academic Excellence Board Goals	Data Source	Baseline Spring 2024	Targets				
			2025	2026	2027	2028	2029
1.1 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement.	Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions. "Meets Grade Level" includes performance at the Meets and Masters Grade Levels. "Approaches Grade Level" includes performance at the Approaches, Meets and Masters Grade Levels. Only students in the accountability subset have been included state performance measurements.	32%	39%	43%	46%	48%	50%
1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard Math on the annual state performance measurement.		30%	35%	39%	43%	46%	50%
1.3 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard ELAR on the annual state performance measurement.		31%	37%	41%	44%	47%	50%
1.4 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.		20%	26%	31%	38%	46%	50%
1.5 Increase the percentage of students reaching the "Approaches Grade Level" standard on Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement.		44%	53%	55%	57%	59%	61%
1.6 Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.	CCMR Indicator as defined by 2023 state accountability manual	81% (Class of 22-23)	86%	88%	90%	92%	94%

House Bill 3 Required
Board Student Outcome Goals

Accelerate Student Academic Excellence Initiatives

- Initiative 1.1** Develop the capacity of educators through a professional learning system that aligns District resources, priorities, and evidence-based practices.
- Initiative 1.2** Implement and monitor the use of standards-aligned curriculum and resources that support the needs of all students.
- Initiative 1.3** Expand early identification/warning systems to increase opportunities to support students and accelerate instruction.
- Initiative 1.4** Ensure access to a variety of courses and programs at campuses throughout the District.



GOAL ONE



Elevate Student and Family Experience

FWISD commits to creating a well-rounded, comprehensive experience for students and families, including the following:

- Focus on providing supports to ensure students feel they are safe, valued, ready to learn, and belong at school
- Support activities that enhance learning, engagement, and advancement
- Provide tools and varied opportunities for families to be equal partners
- Simplify and expand communication methods so that families have the information they need

Student & Family Experience Board Goals	Data Source	Baseline Spring 2024	Targets				
			2025	2026	2027	2028	2029
2.1 Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.	Disciplinary infractions incurred by AA students, measured annually by infractions coded in Focus (Student Information System).	64% of infractions	55%	46%	37%	28%	19%
2.2 Reduce the number of suspensions to ensure students feel safe and valued at school.	Disciplinary suspensions, measured annually by total suspensions coded in Focus.	14% of students	12%	10%	8%	6%	4%
2.3 Increase the percent of students who report feeling safe, valued, and ready to learn at school.	To Be Determined	2024-2025 Baseline	To be set	To be set	To be set	To be set	To be set
2.4 Reduce the percent of students who are chronically absent (absent more than 10% of the school year).	Annual percentage of students chronically absent as reported in Focus.	21.63%	19%	17%	15%	13%	11%
2.5 Increase enrollment in Pre-K programs.	Percent of eligible Pre-K students as reported by the State.	2022-2023 49%	To be set	To be set	To be set	To be set	To be set
2.6 Increase the percentage of families engaging with our schools to ensure they feel valued.	To Be Determined	2024-2025 Baseline	To be set Spring 2025	To be set Spring 2025	To be set Spring 2025	To be set Spring 2025	To be set Spring 2025

Elevate Student and Family Experience Initiatives

- Initiative 2.1** Provide clear, consistent, and accessible information to families and the community.
- Initiative 2.2** Strengthen relationships between families, students, and their schools to improve student success.
- Initiative 2.3** Develop an inclusive school culture and environment where each student feels a sense of belonging.
- Initiative 2.4** Provide targeted training and support for positive behavioral interventions and supports for students.



GOAL TWO



Prioritize Employee Engagement and Effectiveness

FWISD commits to develop and maintain a highly effective staff and culture that will:

- Actualize a plan for recruitment and retention of highly qualified, engaged staff
- Focus on nurturing high quality and high performing leaders
- Provide opportunities for staff feedback to better understand employees needs and concerns

Employee Engagement & Effectiveness Board Goals	Data Source	Baseline Spring 2024	Targets				
			2025	2026	2027	2028	2029
3.1 Increase the Retention Rate for Teaching Staff.	Annual Resignation/Retirement Data for Teachers (087) internal database.	84%	86%	88%	90%	91%	92%
3.2 Increase the percentage of designated teachers within the Teacher Incentive Allotment (a system that rewards outstanding teachers based on student growth and classroom observation).	Annual percentage of Teacher Incentive Allotment (TIA) Designations out of TIA eligible groups.	16%	20%	22%	26%	28%	30%
3.3 Increase the support staff vacancy fill rate.	Support staff fill rate	2024-2025 Baseline	To be set	To be set	To be set	To be set	To be set
3.4 Increase the number of highly effective school leaders, as measured by the School Performance Framework (a tool that provides a single definition of school quality across a variety of measures).	To Be Determined	Fall 2024 Baseline	To be set	To be set	To be set	To be set	To be set
3.5 Increase the percentage of employees who report job satisfaction and a strong culture on staff perception surveys.	District Survey	2024-2025 Baseline	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025
3.6 Increase the percentage of employees who would recommend FWISD to colleagues or friends on staff perception surveys.	District Survey	2024-2025 Baseline	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025

Prioritize Employee Engagement and Effectiveness Initiatives

Initiative 3.1 Effectively recruit and retain a highly qualified, diverse workforce committed to serving all students.

Initiative 3.2 Promote retention, career growth and development initiatives to assist employees in supporting student academic excellence.



GOAL THREE



Improve Organizational Effectiveness and Cohesion

FWISD commits to aligning Districts policies, structures, and systems to ensure accountability at all levels through:

- Developing and refining structures and standard operating procedures to effectively manage, monitor, and support all district systems, staff, and initiatives
- Simplifying and streamlining communication methods so that all stakeholders have the information needed to meaningfully engage with the district

Organizational Effectiveness & Cohesion Board Goals	Data Source	Baseline Spring 2024	Targets				
			2025	2026	2027	2028	2029
4.1 Increase the perception of FWISD and satisfaction with the District among stakeholders on organizational survey.	District Survey	2024-2025 Baseline	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025
4.2 Increase the percentage of school leaders who report strong customer service from District Service Center on organizational survey.	District Survey	2024-2025 Baseline	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025	To be set Summer 2025
4.3 Increase on time bus transportation.	To Be Determined	2024-2025 Baseline	To be set	To be set	To be set	To be set	To be set
4.4 Increase lunch participation.	To Be Determined	2024-2025 Baseline	To be set	To be set	To be set	To be set	To be set
4.5 Increase work order and technology service request completion.	To Be Determined	2024-2025 Baseline	To be set	To be set	To be set	To be set	To be set
4.6 Increase the fiscal health of the District (balanced budget/ fund balance).	General Fund Balance 2022 = \$301.9 M (149 days) 2023 = \$343.9 M (159 days)	159 days	To be set	To be set	To be set	To be set	To be set

Improve Organizational Effectiveness and Cohesion Initiatives

- Initiative 4.1** Establish Key Performance Indicators (KPI) for all departments.
- Initiative 4.2** Foster a districtwide culture of shared responsibility for student success.
- Initiative 4.3** Develop comprehensive data-driven systems to inform decision-making.
- Initiative 4.4** Conduct a comprehensive facilities assessment to identify facility needs to create optimal learning environments.



GOAL FOUR

Next Steps

A successful strategic planning process does not culminate with the publication of the plan.

1. Each campus and department will align its efforts with their specific data.

- Finalize District and Campus Improvement Plans that are aligned to Strategic Plan Goals.
- Establish Key Performance Indicators (KPI) for all departments.

2. Plan must be operationalize across the district and monitored.

- Develop a monitoring calendar to provide annual updates.
- Implement a system for ongoing review and adjustments to support continuous improvement based on leading and lagging indicators.
- Provide relevant and timely information and opportunities for two-way communications to ensure the continued engagement of our Fort Worth ISD Community.

***Fort Worth ISD lacks a
shared academic vision
for Tier 1 instruction.***

**Problem
of
Practice**

Theory of Action

IF We, (ONE FORT WORTH)...

1. Establish a common understanding of excellent Tier 1 Instruction.
2. Continuously engage stakeholders around a shared instructional vision.
3. Support educators in implementing a rigorous, high-quality, standards-based curriculum with excellent pedagogy.
4. Ensure alignment of policies, systems, resources, and practices to the instructional vision.

Then, Fort Worth ISD will be the destination school district where students are engaged, thriving, and succeeding academically.

Strategy 1:

Establish a common understanding of excellent Tier 1 Instruction.

➔ *Gather input and establish definition of Tier I Instruction.*

Action Step		Point Person	Timeline
1	Using ThoughtExchange, seek input from stakeholders on their definition of excellent Tier I Instruction.	Toni Cordova	Convocation (August 6)
2	Review current written expectations and definitions of Tier I Instruction.	Mohammed Choudhury	August 23
3	Analyze information and create a draft definition of excellent Tier I Instruction.	Mohammed Choudhury	August 28
4	Present draft definition of excellent Tier I instruction and receive feedback from Superintendent Advisories. (support staff, teachers, parents, community and business, students, principals, PTA Presidents)	Mohammed Choudhury	August 29
5	Seek Cabinet consensus for the final definition of Tier I instruction.	Angelica Ramsey	August 26

Strategy 1:

Establish a common understanding of excellent Tier 1 Instruction.

➔ *Develop an internal communications plan.*

Action Step		Point Person	Timeline
1	Develop a communications plan that includes branding, playbook, and one-pagers for sharing.	Toni Cordova	August 19, 2024

Strategy 2: Continuously engage educators around a shared instructional vision.

➔ *Engage stakeholders.*

Action Step		Point Person	Timeline
1	Through the Family Engagement Specialists, ensure that the definition of excellent Tier I Instruction is cultivated with parents and community.	Karen Molinar	2024-2025
2	Engage the Board in the definition of Excellent Tier I Instruction in a Board Workshop	Mohammed Choudhury	September 10
3	Engage the City of FW in being a partner in the work.	Angelica Ramsey	Once per Semester
4	Inform non-instructional stakeholders of the definition of excellent Tier I instruction and their role in the work	Cabinet	Fall Semester, 2024

Strategy 2: Continuously engage educators around a shared instructional vision.

➔ *Develop an external communications plan.*

Action Step		Point Person	Timeline
1	Develop a communications plan that includes branding, playbook, and one-pagers for sharing.	Toni Cordova	Fall Semester, 2024

Strategy 3:

Support educators in implementing a rigorous, high quality standards-based curriculum with excellent pedagogy.

➔ *Gather input and establish definition of Tier I Instruction.*

Action Step			Point Person	Timeline
1	Review and Revise Professional Learning Calendar for alignment of High-Quality Tier 1 Instruction		LL Leadership	First six weeks
2	Analysis of Professional Learning to assess alignment of vision to Tier 1 Instruction	a. Internalizing curriculum b. Unpacking standards c. Teacher/Student Facilitation d. Student Work Product e. Formative Assessments	LL Leadership	Ongoing
3	Provide Professional Development to Strengthen School Leadership Capacity:	a. Associates b. Executive Directors c. Principals d. Assistant Principals e. Dean of Instruction	LL Leadership	Ongoing

Strategy 3:

Support educators in implementing a rigorous, high quality standards-based curriculum with excellent pedagogy.

➔ *Gather input and establish definition of Tier I Instruction.*

Action Step			Point Person	Timeline
4	Provide Professional Development to Strengthen Leading and Learning Capacity:	a. Executive Directors of Learning b. Content Directors c. Instructional Coaches d. Content Specialists	LL Leadership	Ongoing Professional Development Days
5	Provide Professional Development to Strengthen Classroom Capacity:	a. Teachers b. Title Interventionists/Teachers c. Dyslexia Teachers	LL Leadership	Ongoing Professional Development Days
6	Provide Professional Development to Strengthen Support Roles Capacity:	a. Teacher Assistants b. Support Roles c. Family Engagement Specialists d. Restorative Practice Specialists e. Counselors f. Substitutes	LL Leadership	Ongoing Professional Development Days

Strategy 4:

Ensure alignment of policies, systems, resources and practices in the instructional vision

Action Step			Point Person	Timeline
1	Review	<ul style="list-style-type: none">a. Strategic Staffing Review/ Support Rolesb. Agendasc. Policies around Instructiond. Strategic Plan Inclusione. Identify Phases from Review & Action Steps	Karen & designee	End of first six weeks
2	Refine (Prioritize identified items from review)	<ul style="list-style-type: none">a. Coaching Modelb. Align walk-through toolc. On-boarding/Trainingd. MTSS model alignmente. HQIM implementation in content areasf. Strategic Plan Inclusion	Learning & Leading	First semester
3	Plan & Allocate	<ul style="list-style-type: none">a. Data tools to capture implementationb. Technology (Apps, resources)c. Funding current year and 2025-2026	<ul style="list-style-type: none">• Ramesh and Karen• Technology & ADQ• Cabinet	First semester
4	Progress Monitor	<ul style="list-style-type: none">a. Calendar implementation monitoring meetingsb. Systems and timelines for reporting	Cabinet	Continuous



How can you get involved?

There are several ways to help Fort Worth ISD children.

- **Volunteer**
- **Read to a class**
- **Donate books or supplies**
- **Serve on a superintendent advisory committee**
- **Still looking for a way to help? Contact your local campus!**



0

Participants



0

Thoughts



0

Ratings



0

Ratio

4:00 ⁺  ₋



tejoin.com

170-871-889

What is your definition of excellent Tier 1 instruction?

PRESENTER LINK

Fort Worth

INDEPENDENT SCHOOL DISTRICT