

DRAFT BOARD APPROVAL PENDING

Fort Worth ISD Strategic Plan

Fort Worth ISD Board Meeting
January 21, 2025

Dr. Karen C. Molinar
Interim Superintendent

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Fort Worth ISD Strategic Plan

Strategic Plan Revisions

The Strategic Plan has been revised based on recommendations provided in stakeholder feedback.

The revisions are designed to address two key concerns:

1. **Focus:** Provide a concise plan that focuses on addressing challenges.
2. **Alignment:** Provide strategies (actions that will be taken to achieve the goals) that are clearly aligned to the goals.



Fort Worth ISD Strategic Priorities

Priority 1

Student Academic Excellence

Priority 2

Student and Family Engagement

Priority 3

Employee Effectiveness and Retention

Priority 4

Operational Alignment and Efficiency

Priority 1

Fort Worth ISD Strategic Plan



Student Academic Excellence

FWISD is committed to effective, 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
- Accelerated academic growth for African American students
- Accelerated academic growth for Emergent Bilingual students
- Supports for students with disabilities to ensure equitable opportunities
- Academic growth for all students in grades 3-8 Math and Reading
- Post-secondary readiness at all grade levels to ensure success in college and career pathways
- Provide a school culture and climate that fosters and promotes accelerated academic growth

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Student Academic Excellence Goals Performance Will Be Monitored By Student Group	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. Algebra I, English I, and Biology EOC for first-time 9th graders only (including middle school testers). Only students in the accountability subset have been included in state performance measurements.	32%	33%	36%	40%	45%	50%
1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.		31%	32%	36%	40%	45%	50%
1.3 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement.		31%	32%	36%	40%	45%	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%	22%	25%	33%	43%	50%
1.5 Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement.		17%	18%	23%	29%	37%	45%
1.6 Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.	CCMR Indicator as defined by the state accountability manual	81% (Class of 22-23)	83%	85%	87%	89%	91%
1.7 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 compared to the AA percentage of enrollment, measured annually by infractions coded in Focus (Student Information System).	45 point difference	35 point	25 point	15 point	10 point	5 point
1.8 Reduce the number of schools that are rated D or F.	Annual state accountability system school ratings.	44% (55/124)	42%	35%	25%	10%	0%

Priority 1: Student Academic Excellence

<p style="text-align: center;">Goals</p> <p style="text-align: center;"><u>Performance Will Be Monitored By Student Group</u></p>	<p style="text-align: center;">Strategies</p> <p style="text-align: center;">(actions that will be taken to achieve our goals)</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Design and implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups. ▪ Study and implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts. ▪ 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. ▪ Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices. ▪ Leverage community resources to enhance core reform initiatives. ▪ Develop and implement a tiered data system that targets resources and instructional support for students, educators, grade levels, and schools based on their specific needs. ▪ Implement district-wide student behavior expectations along with a student messaging campaign.
<p>1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.</p>	
<p>1.3 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement.</p>	
<p>1.4 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.</p>	
<p>1.5 Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement.</p>	
<p>1.6 Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.</p>	
<p>1.7 Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.</p>	
<p>1.8 Reduce the number of schools that are rated D or F.</p>	

Priority 2

Fort Worth ISD Strategic Plan



Student and Family Engagement

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

- Extracurricular activities that enhance student engagement and learning
- Business and community partnership programs to support schools
- Volunteer and parent-teacher organization participation
- Two-way communication tools and resources to support family engagement and partnerships

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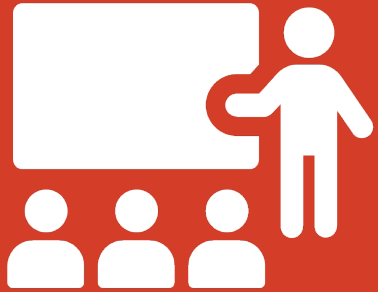
Priority 2: Student and Family Engagement

Goals	Data Source	Baseline	Strategies
2.1 Increase student participation rates for Athletics, Fine Arts and JROTC programs.	To Be Determined	Fall 2025	<ul style="list-style-type: none"> Support extracurricular participation using activity fairs, marketing campaigns, middle and high school program alignment, and peer recruitment. Leverage wraparound services to impact chronic absenteeism. (Includes family engagement staff, family action, family resource, vision and market centers.) Provide Parent training on student progress tools and data that is used to support their involvement/partnership Provide support to expand the number of campuses with active parent, teacher, and student organizations. Create and implement a Districtwide campus improvement feedback tool.
2.2 Increase student participation rates for after school and community partnership programs	To Be Determined	Fall 2025	
2.3 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 student information system	Fall 2025	
2.4 Increase Parent Portal usage.	To Be Determined	Fall 2025	
2.5 Increase the percentage schools with PTA / PTSO organizations to improve family engagement with our schools.	Annual percentage of schools that have an active PTA, PTO or PTSA	Fall 2025	
2.6 Improve parent perceptions based on school improvement survey.	Create and implement a Districtwide campus improvement feedback tool.	Fall 2025	

Targets will be determined after baseline data is collected in Fall 2025.

Priority 3

Fort Worth ISD Strategic Plan



Employee Effectiveness and Retention

FWISD commits to develop and maintain a highly effective talent management system and work culture that will:

- Recruit and retain highly qualified, engaged staff
- Nurture high quality and high performing teachers and leaders
- Provide opportunities for staff feedback to understand and address employee needs and concerns

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Priority 3: Employee Effectiveness and Retention

Goals	Data Source	Baseline	Strategies
3.1 Increase the Retention Rate for Teaching Staff.	Annual Resignation/ Retirement Data for Teachers (087)	Fall 2025	<ul style="list-style-type: none"> ▪ Grow your own teacher and school leader pipeline. ▪ Implement a comprehensive recruitment strategy emphasizing under-represented groups to ensure there are qualified candidates to fill vacancies. ▪ Develop a supervisor training program to improve employee engagement and retention. ▪ Teacher and campus leader induction and mentor program. ▪ Leverage TIA to increase teacher effectiveness, retention and compensation. ▪ Develop and launch a school leader performance and strategic compensation system.
3.2 Reduce the turnover rate for auxiliary staff (support staff).	Annual Resignation/ Retirement Data for Auxiliary Staff	Fall 2025	
3.3 Increase the percentage of employees who report job satisfaction and a strong culture on staff perception surveys.	District Survey	Fall 2025	
3.4 Increase the percentage of employees who would recommend FWISD to colleagues or friends on staff perception surveys.	District Survey	Fall 2025	

Targets will be determined after baseline data is collected in Fall 2025.

Priority 4

Fort Worth ISD Strategic Plan



Operational Alignment and Efficiency

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

- Internal communication systems that provide employees relevant, timely information and support
- Operating procedures to effectively manage, monitor, and support all district facilities, staff, and initiatives
- Resource allocations that support District priorities and student needs

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Priority 4: Operational Alignment and Efficiency

Goals	Data Source	Baseline	Strategies
4.1 Increase the percentage of campus staff who report strong customer service from the District Service Center on organizational survey.	District Survey	Fall 2025	<ul style="list-style-type: none"> Implement tools for continuous feedback to measure customer service and satisfaction among end users of district services. Develop a comprehensive facility master plan that utilizes data to address operational efficiencies throughout the District. Create and manage a balanced budget aligned to strategic priorities. Develop a comprehensive District Educational Transformation Plan that assesses and aligns districts systems to support strategic priorities and accelerate academic growth for our students.
4.2 Increase on time bus transportation. (transportation management program implementation)	To Be Determined	Fall 2025	
4.3 Reduce response time for maintenance work order service request completion.	To Be Determined	Fall 2025	
4.4 Reduce response time for technology service request completion.	To Be Determined	Fall 2025	
4.5 Adopt, implement and monitor the Facility Master Plan	To Be Determined	Fall 2025	
4.6 Maintain the fund balance at GFOA and TEA recommended levels or higher. (75 days) Fiscal Year End Date June 30 (end of every fiscal year)	General Fund Balance 2023 = \$343.9 M (159 days)	Fall 2025	

Targets will be determined after baseline data is collected in Fall 2025.

Strategic Plan Implementation

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

1. Finalize and implement the District Literacy Plan in accordance with the Student Literacy Resolution.

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

- Align District and Campus Improvement Plans for 2025-2026 to Strategic Plan Priorities.
- Collect baseline data for District Goals (Fall 2025).
- Establish progress measures and create action plans.

3. Plan must be operationalized 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.
- Provide relevant and timely information and opportunities for two-way communication to ensure the continued engagement of our Fort Worth ISD Community.
- Develop and launch a data monitoring dashboard.

Strategic Plan Implementation

District Literacy Plan

Student literacy is the District's foremost priority.

Five Point Approach
Student Literacy Resolution Alignment

Fort Worth
INDEPENDENT SCHOOL DISTRICT

District Literacy Plan

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



Student Literacy Resolution Alignment

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.

This plan shall include:

Specific, measurable benchmarks using multiple evaluation tools to determine progress;

Strategies to support and replicate success across all schools, particularly in schools with demonstrated literacy achievement under challenging circumstances; focused on increasing vocabulary complexity and knowledge coherence through the use of complex texts covering multiple standards, writing in response to reading, and writing across the curriculum

Using High Quality Instructional Materials (HQIM) to support instruction;

A commitment to high quality professional development in the area of literacy for all content teachers;

A commitment to rigorous and honest evaluations of student performance, ensuring progress is measured transparently and without grade inflation;

Providing parents with regular reports specific to their student's literacy progress, ensuring families are informed to help their child meet the achievement of reading at grade-level; and

Mechanisms to align district resources and personnel evaluations with the literacy improvement goals.

Five Point Approach

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

Next Steps

January 2025

- Strategic Plan (**Board Action**)
- Literacy Resolution (**Board Action**)

Spring 2025

Strategic Plan Community Forums Hosted by Fort Worth ISD Board Trustees



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DISTRICT 2
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