

Board Workshop

Notice is hereby given that on Tuesday, September 9, 2025, the Board of Education of the Fort Worth Independent School District will hold a Board Workshop beginning at 5:30 PM at the Fort Worth ISD District Service Center 7060 Camp Bowie Boulevard. This meeting will be streamed and archived on [Fort Worth ISD's Live YouTube channel](#) and on the [FWISD Video on Demand](#) site. To access closed captioning during YouTube's live stream of the meeting, click the "CC" button. The subjects to be discussed or considered or upon which any formal action may be taken are listed on the agenda which is made a part of this notice. Items do not have to be taken in the order shown on this workshop notice.

The Guidelines for Public Comment were revised on the [Board of Education Webpage](#) and now include information regarding meeting decorum. Individuals may sign-up for public comment by calling 817-814-1920 by 4:00 PM the day of the workshop and may sign-up at the workshop location until 5:20 PM. Individuals may send public comment by written statement via email to boardmeetings-publiccomment@fwisd.org by 12:00 PM the day of the workshop. Written statements will be shared with the Board of Trustees prior to the workshop and will not be read aloud during the workshop. Per policy [BED\(LOCAL\)](#) at all Special Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Those who need a sign language interpreter, please call 817-814-1920 by 12 PM Monday, September 8, 2025.

FORT WORTH INDEPENDENT SCHOOL DISTRICT BOARD WORKSHOP

- 1. 5:30 PM - CALL BOARD WORKSHOP MEETING TO ORDER - BOARD ROOM**
- 2. PUBLIC COMMENT**
- 3. LONE STAR GOVERNANCE PRIORITIES SETTING** 2 - 25
[24-25 STAAR Summary 3-8.pdf](#)  [24-25 STAAR Summary EOC.pdf](#) 
[FWISD Strategic Plan.pdf](#) 
- 4. ADJOURN**

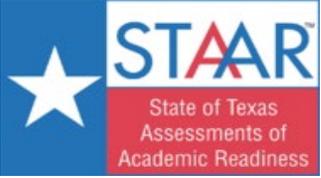
Comparison: 2024 to Spring 2025 STAAR 3-8 Preliminary, STAAR Alt 2 Early - PEIMS applied

			Approaches Grade Level and Above (% passing)			Meets Grade Level and Above			Masters Grade Level		
	Number Tested		% Met		Diff. 23-24 to 24-25	% Met		Diff. 23-24 to 24-25	% Met		Diff. 23-24 to 24-25
	2024	2025	2024	2025		2024	2025		2024	2025	
Grade 03 Reading	4847	4826	59%	65%	● 6%	32%	38%	● 6%	11%	15%	● 4%
Grade 04 Reading	4770	4832	68%	70%	● 2%	34%	41%	● 7%	12%	15%	● 3%
Grade 05 Reading	4826	4800	68%	68%	▲ 0%	40%	46%	● 6%	17%	19%	● 2%
Grade 03 Math	4839	4827	58%	60%	● 2%	31%	35%	● 4%	10%	13%	● 3%
Grade 04 Math	4767	4823	56%	60%	● 4%	33%	38%	● 5%	13%	17%	● 4%
Grade 05 Math	4820	4801	66%	63%	◆ -3%	37%	35%	◆ -2%	11%	14%	● 3%
Grade 05 Science	4824	4802	39%	45%	● 6%	14%	15%	● 1%	4%	5%	● 1%
Grade 06 Reading	4250	4326	60%	64%	● 4%	36%	40%	● 4%	12%	16%	● 4%
Grade 07 Reading	4309	4221	55%	62%	● 7%	33%	37%	● 4%	14%	15%	● 1%
Grade 08 Reading	3653	3414	57%	60%	● 3%	24%	28%	● 4%	6%	8%	● 2%
Grade 06 Math	3936	4033	53%	56%	● 3%	19%	20%	● 1%	4%	6%	● 2%
Grade 07 Math	3026	2689	24%	24%	▲ 0%	7%	8%	● 1%	1%	1%	▲ 0%
Grade 08 Math	5072	5018	58%	58%	▲ 0%	28%	32%	● 4%	9%	10%	● 1%
Grade 08 Science	4810	4608	47%	55%	● 8%	20%	25%	● 5%	5%	6%	● 1%
Grade 08 Social Studies	4686	4341	38%	37%	◆ -1%	15%	16%	● 1%	6%	7%	● 1%

Data Source: 2024 FWISD TAPR; 2025 TEA STAAR EOC Preliminary Student-Level Results with 2025 PEIMS applied;
 2024 includes STAAR Alt2 Final; 2025 includes STAAR Alt2 Early Student-Level Results with 2025 Estimated FWISD PEIMS applied;
 *Preliminary and Early results may vary from accountability and TAPR

- Increase of 1 or more
- ▲ No change
- ◆ Decrease of 1 or more

Comparison: 2024 to Spring 2025 STAAR EOC Preliminary, STAAR Alt 2 Early - PEIMS Applied

			Approaches Grade Level and Above			Meets Grade Level and Above			Masters Grade Level		
	Number Tested		% Met		Diff. 23-24 to 24-25	% Met		Diff. 23-24 to 24-25	% Met		Diff. 23-24 to 24-25
	2024	2025	2024	2025		2024	2025		2024	2025	
Algebra I	6873	6357	66%	55%	◆ -11%	19%	24%	● 5%	8%	12%	● 4%
Biology	5936	5803	85%	85%	▲ 0%	34%	46%	● 12%	7%	11%	● 4%
English I	7319	7245	56%	49%	◆ -7%	33%	34%	● 1%	6%	7%	● 1%
English II	6836	6425	65%	58%	◆ -7%	42%	41%	◆ -1%	3%	4%	● 1%
U.S. History	5074	5052	93%	92%	◆ -1%	55%	56%	● 1%	23%	25%	● 2%

Data Source: 2024 FWISD TAPR; 2025 TEA STAAR EOC Preliminary Student-Level Results with 2025 PEIMS applied;
 2024 includes STAAR Alt2 Final; 2025 includes STAAR Alt2 Early Student-Level Results with 2025 Estimated FWISD PEIMS applied;

*Preliminary and Early results may vary from accountability and TAPR

- Increase of 1 or more
- ▲ No change
- ◆ Decrease of 1 or more



STRATEGIC PLAN 2025 - 2029

Fort Worth
INDEPENDENT SCHOOL DISTRICT



Table of Contents

Fort Worth ISD Board of Education	3
Our Guideposts	4
District Fast Facts	5
Portrait of a Graduate	6
Fort Worth ISD Strategic Priorities	8
Priority 1	9
Priority 2	12
Priority 3	15
Priority 4	18
Community Engagement	21

2024-2025 FORT WORTH ISD BOARD OF EDUCATION



Dr. Camille Rodriguez
DISTRICT 1



Tobi Jackson
DISTRICT 2
1st Vice President



Quinton "Q" Phillips
DISTRICT 3



Wallace Bridges
DISTRICT 4



Kevin Lynch
DISTRICT 5



Anne Darr
DISTRICT 6



Dr. Michael Ryan
DISTRICT 7
2nd Vice President



Anael Luebanos
DISTRICT 8
Board Secretary



Roxanne Martinez
DISTRICT 9
Board President

Our Guideposts

Our Mission is...

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

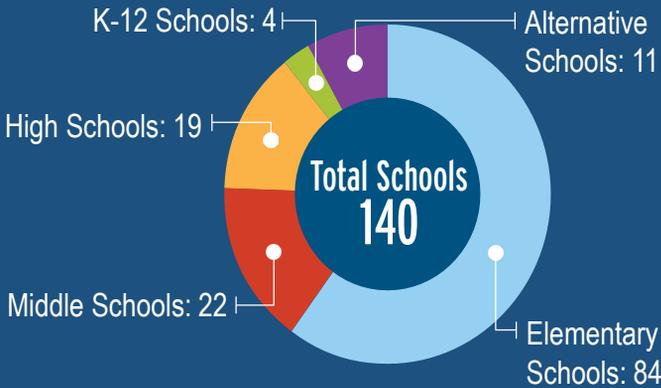
Our Vision is...

Fort Worth ISD: Igniting in every child a passion for learning.

Our Values Are...

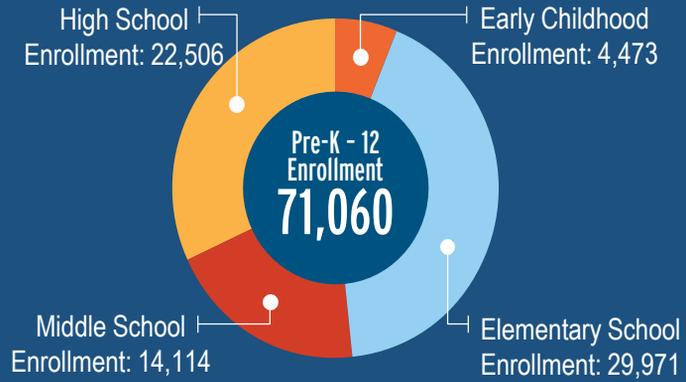
- Student Achievement
- Stakeholder Collaboration
- Leadership Development
- Respect for Diversity
- Equity in Access
- Perseverance and Commitment
- Continuous Improvement

OUR SCHOOLS



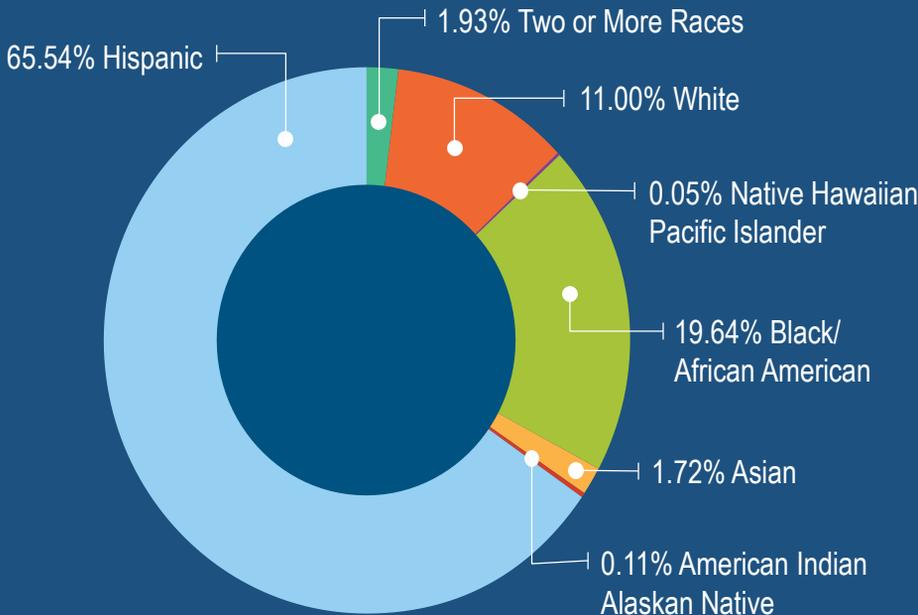
OUR ENROLLMENT

(as of October 2023)



ETHNIC DISTRIBUTION

(as of October 2023)



Economically Disadvantaged



Number of Students Served in Special Education



Emergent Bilingual Students



Students Identified as Talented and Gifted



Portrait of a Graduate

Crafting a 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. By defining these outcomes, 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. Beyond academic achievement, it defines success by emphasizing competencies that will allow students to successfully navigate a rapidly changing world.

The Fort Worth ISD Portrait of a Graduate was developed alongside the Strategic Planning process. The development of the FWISD Portrait of a Graduate was a collaborative effort, engaging stakeholders through various channels:

Principals Meeting (November 2023)

Principals contributed valuable insights.

Focus Groups (February 2024)

Superintendent Advisory Committee Members participated in focused discussions, along with individual stakeholder meetings (80 participants).

Community Meetings (February-March 2024)

A series of 14 community forums—one per pyramid, a virtual session, and a Saturday meeting—invited input from 669 registered participants and over 1,000 total attendees, including District staff, parents, students, and community members.

Survey Deployment (March 2024)

An inclusive survey, available in both English and Spanish, allowed asynchronous feedback from all community members (2,390 participants).

Final Feedback Session (May 2024)

The Superintendent Advisory Committee provided insights on the four emergent themes from stakeholder feedback.

This collaborative process ensures that our graduates embody the skills, character, and resilience needed for success beyond the classroom.

CRITICAL THINKERS



FWISD graduates can analyze situations, make informed decisions, and devise strong solutions to problems.

ADAPTABLE



FWISD graduates can adjust to new conditions. They should be prepared for the ever-changing world with an open mind.

LIFELONG LEARNERS



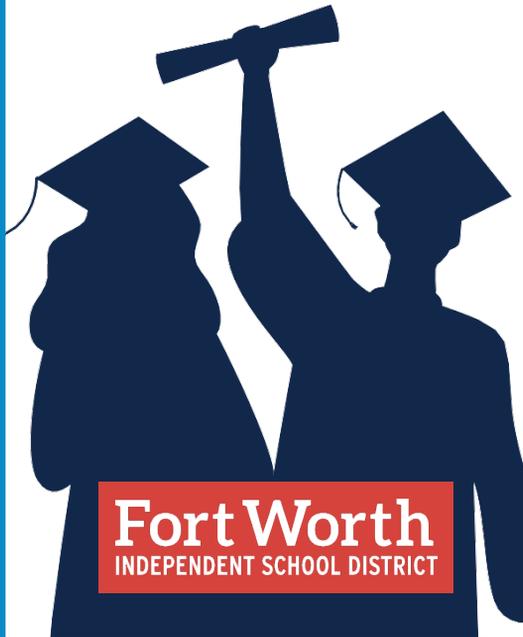
FWISD graduates foster a growth mindset, are curious, and are eager for continuous change and learning opportunities.

PROBLEM SOLVERS



FWISD graduates are independent and confident in tackling real-world challenges because of the problem-solving skills they master.

PORTRAIT of a GRADUATE



SELF-REGULATORS



FWISD graduates know how to manage emotions and behaviors, which prepares them to handle conflict and manage stress.

FINANCIALLY LITERATE



FWISD graduates are equipped with the knowledge they need to make sound financial decisions, granting them long-term financial stability and success.

RESILIENT



FWISD graduates' resilience sets them up for continuous learning and adaptation, which is crucial for personal growth and success.

EFFECTIVE COMMUNICATORS



FWISD graduates can express their thoughts and ideas, resolve conflicts, and work in collaboration with others.

EMOTIONALLY INTELLIGENT



An emotionally intelligent FWISD graduate can manage their emotions to navigate social interactions, handle conflict, and manage stress.

COLLABORATORS



FWISD graduates know how to work effectively with others. They can share knowledge and communication vital to problem solving and achieving 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



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



Priority 1 Goals

Student Academic Excellence

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).	17 point difference	15 point	12 point	9 point	6 point	3 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



Strategies

(actions that will be taken to achieve our goals)

- 1.1 Design and implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.
- 1.2 Study and implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts.
- 1.3 Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.
- 1.4 Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.
- 1.5 Leverage community resources to enhance core reform initiatives.
- 1.6 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.
- 1.7 Implement district-wide student behavior expectations along with a student messaging campaign.

Priority 2



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



Priority 2 Goals

Student and Family Engagement

Goals	Data Source	Baseline
2.1 Increase student participation rates for Athletics, Fine Arts and JROTC programs.	To Be Determined	Fall 2025
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 that 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 2

Student and Family Engagement

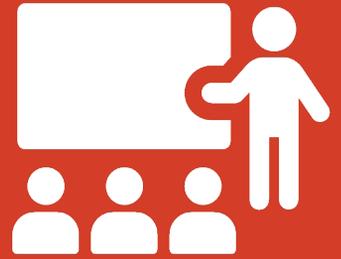


Strategies

(actions that will be taken to achieve our goals)

- 2.1 Support extracurricular participation using activity fairs, marketing campaigns, middle and high school program alignment, and peer recruitment.
- 2.2 Leverage wraparound services to impact chronic absenteeism. (Includes family engagement staff, family action, family resource, vision and market centers.)
- 2.3 Provide parent training on student progress tools and data that is used to support parent involvement/partnership.
- 2.4 Provide support to expand the number of campuses with active parent, teacher, and student organizations.
- 2.5 Create and implement a district-wide campus improvement feedback tool.

Priority 3



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



Priority 3 Goals

Employee Effectiveness and Retention

Goals	Data Source	Baseline
3.1 Increase the Retention Rate for Teaching Staff.	Annual Resignation/Retirement Data for Teachers (087)	Fall 2025
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 positive 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 3

Employee Effectiveness and Retention



Strategies

(actions that will be taken to achieve our goals)

- 3.1 Grow your own teacher and school leader pipeline.
- 3.2 Implement a comprehensive recruitment strategy emphasizing under-represented groups to ensure there are qualified candidates to fill vacancies.
- 3.2 Develop a supervisor training program to improve employee engagement and retention.
- 3.3 Teacher and campus leader induction and mentor program.
- 3.4 Leverage Teacher Incentive Allotment (TIA) to increase teacher effectiveness, retention, and compensation.
- 3.5 Develop and launch a school leader performance and strategic compensation system.

Priority 4



Operational Alignment and Efficiency

FWISD commits to aligning District 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



Priority 4 Goals

Operational Alignment and Efficiency

Goals	Data Source	Baseline
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
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.

Priority 4

Operational Alignment and Efficiency



Strategies

(actions that will be taken to achieve our goals)

- 4.1 Implement tools for continuous feedback to measure customer service and satisfaction among end users of District services.
- 4.2 Develop a comprehensive facility master plan that utilizes data to address operational efficiencies throughout the District.
- 4.3 Create and manage a balanced budget aligned to strategic priorities.
- 4.4 Develop a comprehensive District Educational Transformation Plan that assesses and aligns District systems to support strategic priorities and accelerate academic growth for our students.

Community Engagement



District Advisory
Committees, Focus Groups
& Board Trustees

385

Participants

Small group sessions and interviews to get input on priorities and feedback on draft plan (Virtual)



Family & Community
Forums

1,000+

Participants

Open forums to get feedback on priorities
(Facilitated in English, Spanish, In-Person & Virtual)



Online
Community Survey

3,700+

Participants

Two community surveys to get feedback on priorities and goals (English, Spanish & Swahili)

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

Fort Worth
INDEPENDENT SCHOOL DISTRICT

7060 Camp Bowie Blvd.
Fort Worth, TX 76116
www.fwisd.org