STRATEGIC PLAN 2025 - 2029

Revised December 2025

Fort Worth
INDEPENDENT SCHOOL DISTRICT

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Our Guideposts

Our Mission is...

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

Our Vision is...

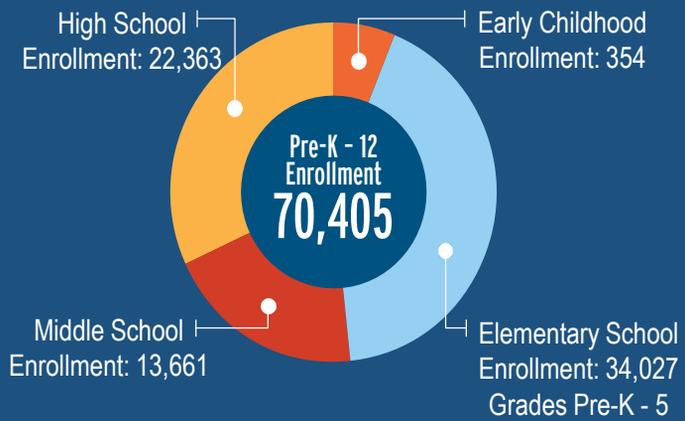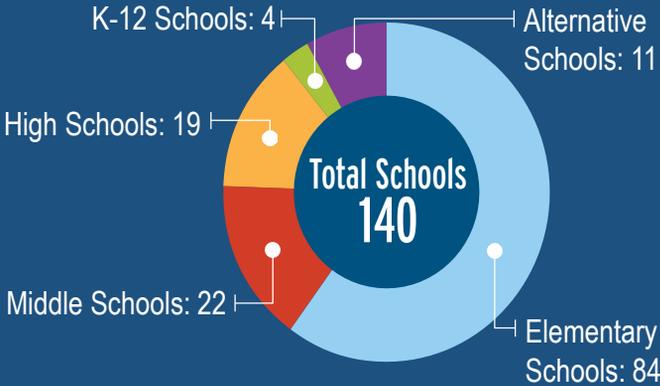Fort Worth ISD: Igniting in every child a passion for learning.

Our Values Are...

- Student Achievement

- Stakeholder Collaboration

- Leadership Development

- Respect for Diversity

- Equity in Access

- Perseverance and Commitment
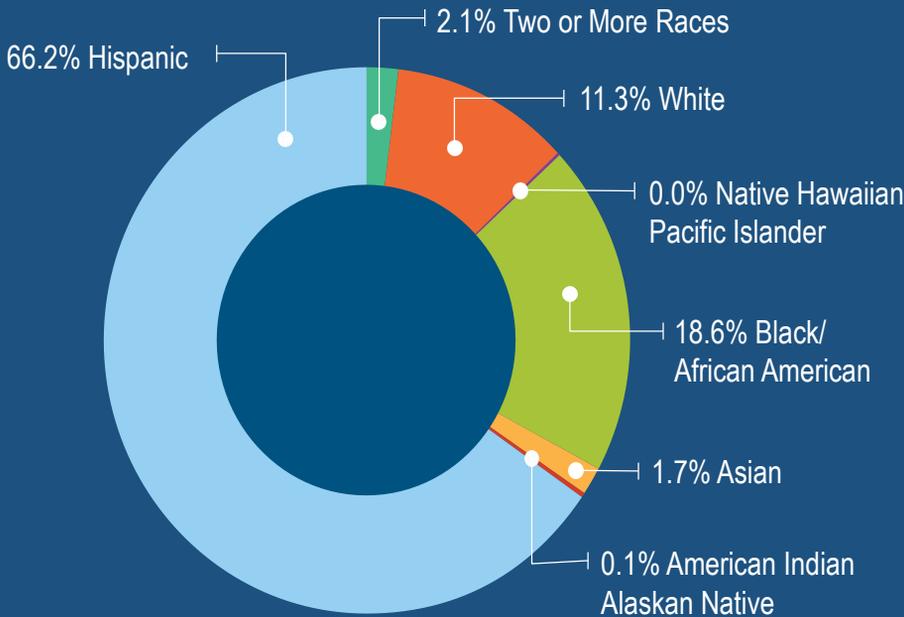
- Continuous Improvement

OUR SCHOOLS

Total Schools
140

- K-12 Schools: 4
- Alternative Schools: 11
- High Schools: 19
- Middle Schools: 22
- Elementary Schools: 84

OUR ENROLLMENT
(2024-2025 TAPR)

Pre-K – 12 Enrollment
70,405

- High School Enrollment: 22,363
- Early Childhood Enrollment: 354
- Middle School Enrollment: 13,661
- Elementary School Enrollment: 34,027 Grades Pre-K - 5

ETHNIC DISTRIBUTION
(2024-2025 TAPR)

- 66.2% Hispanic
- 2.1% Two or More Races
- 11.3% White
- 0.0% Native Hawaiian Pacific Islander
- 18.6% Black/ African American
- 1.7% Asian
- 0.1% American Indian Alaskan Native

Economically Disadvantaged
58,434 OR 83.0%

Number of Students Served in Special Education
10,058 OR 14.3%

Emergent Bilingual Students
28,980 OR 41.2%

Students Identified as Gifted and Talented
9,325 OR 13.2%

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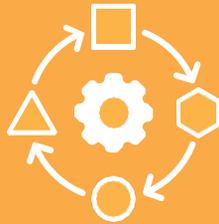
This collaborative process ensures that our graduates embody the skills, character, and resilience needed for success beyond the classroom.

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

Fort Worth
INDEPENDENT SCHOOL DISTRICT

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

Strategic Plan Student Academic Excellence Goals	2025 Actual	Targets				
		2026	2027	2028	2029	2030
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.	38%	41%	44%	47%	50%	53%
1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.	35%	37%	39%	43%	46%	50%
1.5 Increase the percentage of students reaching the "Meets Grade Level" or above standard English I EOC, by the end of 9th grade on the annual state performance measurement.	40%	42%	44%	46%	48%	50%
1.6 Increase the percentage of graduates that meet the criteria for CCMR Outcomes Bonuses.	19% (Class of 2023)	24%	28%	33%	40%	47%
1.8 Reduce the number of schools that are rated F.	9% (11)	8%	7%	5%	3%	0%

Priority 1 goals have been revised to align with Lone Star Governance student outcome goals.

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 1
Student Academic Excellence

Lone Star Governance Goals & Goal Progress Measures

Goal 1.1: The percent of 3rd grade students that score meets grade level or above on STAAR English Language Arts and Reading (ELAR) will increase from 38% to 53% by 2030.

Annual Targets				
2026	2027	2028	2029	2030
41%	44%	47%	50%	53%

Goal Progress Measures		
Six-Week Tests	MAP Growth Grades K-3	Benchmark
3rd grade students that score meets grade level or above on ELAR six weeks assessments	K-3rd grade students that meet or exceed grade level norms on MAP Reading EOY assessments	3rd grade students that score meets grade level or above on ELAR benchmark assessments

Priority 1

Student Academic Excellence

Lone Star Governance Goals & Goal Progress Measures

Goal 1.2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 50% by 2030.

Annual Targets				
2026	2027	2028	2029	2030
37%	39%	43%	46%	50%

Goal Progress Measures		
Six-Week Tests	MAP Growth Grades K-3	Benchmark
3rd grade students that score meets grade level or above on Math six weeks assessments	K-3rd grade students that meet or exceed grade level norms on MAP Math EOY assessments	3rd grade students that score meets grade level or above on Math benchmark assessments

Priority 1
Student Academic Excellence

Lone Star Governance Goals & Goal Progress Measures

Goal 1.3: The percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 19% to 47% by 2030.

Annual Targets				
2026	2027	2028	2029	2030
24%	28%	33%	40%	47%

Goal Progress Measures		
Texas Success Initiative Assessment (TSIA)	Industry Based Certification (IBC)	College Applications
10th through 12th grade students scoring at or above the college ready standard on TSIA2 by assessment	10th through 12th grade students on track to complete a Program of Study and earn an associated IBC	12th grade students completing 3 or more college applications

Priority 1
Student Academic Excellence

Lone Star Governance Goals & Goal Progress Measures

Goal 1.4: By the end of 9 grade, the percent of students that score meets grade level or above on STAAR English I EOC will increase from 40% to 50%.

Annual Targets				
2026	2027	2028	2029	2030
42%	44%	46%	48%	50%

Goal Progress Measures		
Six Week Tests	Benchmark	Extended Constructed Responses
9th grade students that score meets grade level or above on ELAR six weeks assessments	9th grade students that score meets grade level or above on ELAR benchmark assessments	6th through 9th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment (decrease)

Priority 1
Student Academic Excellence

Lone Star Governance Goals & Goal Progress Measures

Goal 1.5: The percentage/ number of F-rated campuses will decrease from 9% (11) to 0% by 2030.

Annual Targets				
2026	2027	2028	2029	2030
8%	7%	5%	3%	0%

Goal Progress Measures		
Multi-Year Unacceptable	D-rated Campuses	F-rated Campuses
students that score meets grade level or above on benchmark assessments for all subjects and grades combined at multi-year unacceptable campuses	students that score meets grade level or above on benchmark assessments for all subjects and grades combined at D-rated campuses	students that score meets grade level or above on benchmark assessments for all subjects and grades combined at F-rated campuses

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

| Strategic Priority 2 Goals	Data Source	Baseline Fall 2025
2.1 Increase student participation rates for Athletics, **Fine Arts** and JROTC programs.	**Student Information System** Course Enrollment **Fine Arts**	53,746 students
2.2 Increase student participation rates for after school and community partnership programs.	**Fort Worth After School** As of October 30, 2025	3,048 students
2.3 Reduce the percent of students who are chronically absent (absent more that 10% of the school year).	**Student Information System**	17.08% October 31
2.4 Increase Parent Portal usage.	**Student Information System** Count of active students having enabled parent portal accounts	50,000 students
2.5 Increase the percentage schools with PTA / PTO organizations to improve family engagement with our schools.	**Parent Partnerships**	91 PTA / PTO
2.6 Improve parent perceptions based on school improvement survey.	**District Survey** Launch December 2025	Coming Soon

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
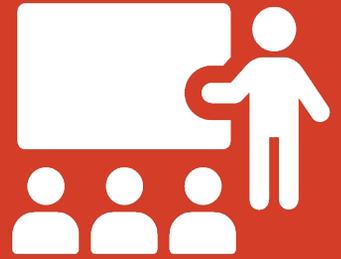
Employee Effectiveness and Retention

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

Strategic Priority 3 Goals	Data Source	Baseline Fall 2025
3.1 Increase the Retention Rate for Teaching Staff.	**Talent Management** Annual Resignation/ Retirement Data for Teachers (087)	10.35% Separation Rate
3.2 Reduce the turnover rate for auxiliary staff (support staff).	**Talent Management** Annual Resignation/ Retirement Data for Auxiliary Staff	12% Separation Rate
3.3 Increase the percentage of employees who report job satisfaction and a strong culture on staff perception surveys.	**District Survey** Launch December 2025	Coming Soon
3.4 Increase the percentage of employees who would recommend FWISD to colleagues or friends on staff perception surveys.	**Employee Exit Survey** Recommended / Strongly Recommended	46 % Aug 1 – Oct 31

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

Strategic Priority 4 Goals	Data Source	Baseline Fall 2025
4.1 Increase the percentage of campus staff who report strong customer service from the District Service Center on organizational survey.	**District Survey** Launch December 2025	Coming Soon
4.2 Increase on time bus transportation. (transportation management program implementation)	**Transportation** System Implemented	On Track
4.3 Reduce response time for maintenance work order service request completion.	**Operations** Average of Submit Days to Close	18.39 Days
4.4 Reduce response time for technology service request completion.	**Technology Department** Average Resolution Time by Priority	Critical – 2 hrs. High – 5.5 hrs. Moderate – 19.5 hrs. Low – 15.5 hrs.
4.5 Adopt, implement and monitor the Facility Master Plan	**Operations** Annual Update	On Track
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** Days of Operational Expenditures	149 Days Fiscal Year Ending 2024

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

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