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INDEPENDENT SCHOOL DISTRICT
www.fwisd.org



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October and November, 2016

Phase 1 work was tightly aligned to the District's mission, preparing ALL students for success in college, career and community leadership. This is what the community wants for students. Feedback was highly consistent across diverse groups of parents, teachers, and community members.

These stakeholders expressed high levels of hope and expectation as well as a strong sense of urgency. And, they applied this to the learner experience, not just the facilities. Here are some common themes we heard:

- This community wants students who are prepared to

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A 2:



A 3:

From that design work, we came out with three primary products:

- A set of learner outcomes
- 5 high school diplomas at Eastern Hills High School to have to possess when they leave the K-12 experience in order to have successful futures.
- And, then, the Learning Model for Fort Worth ISD which essentially describes the learning experience that ALL students should have in order to get those skills and achieve those outcomes.

The process was highly collaborative and the Curriculum and Instruction division was very involved in the process.

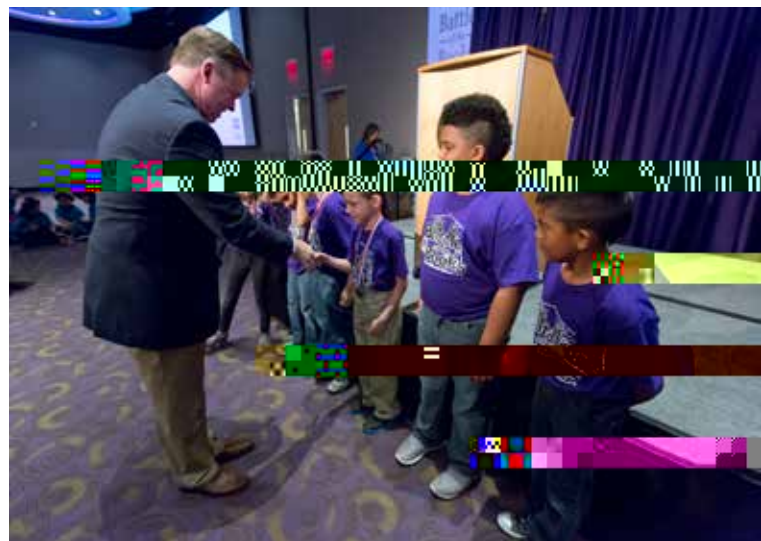
January to May, 2017

We took those products in Phase 2 out to each individual campus again and applied them to the curriculum.



Throughout this process, the Fort Worth ISD worked with Engage2Learn and PBK Architects to conduct community engagement, develop the learning model, evaluate the space on each campus, and to identify priorities to be addressed. Unlike previous facilities plans, the Facilities Master Plan does not have hard deadlines. Because it is a living document, the plan has priority focus areas that will be revisited regularly.

It is important to note that while the facilities assessment is



AVERAGE AGE OF FWISD
SCHOOL FACILITIES

62 YEARS

STUDENT ENROLLMENT
PROJECTED TO REACH

90,000

WITHIN 2 YEARS

3 OF 10
FWISD STUDENTS

CURRENTLY ATTEND A SCHOOL OR
PROGRAM OF CHOICE



LEARNING FACILITIES MAELAND

- Recommended Facility Improvements to align with new District Learning Framework Standards
- “Next Gen”/Flexible/Collaborative Learning Environments: Furniture; Multiple Teaching Surfaces, Building Design as a Learning Tool, Maker Spaces
- Classroom/Campus Technology Improvements and Upgrades
- Facility improvements recommended from Principal/Site-Based High School Campus Master Plan Charrettes
- Safe and Welcoming Front Entries
- Room Graphics and Way-Finding Signage
- Fire Alarm and Sprinkler System Improvements/Upgrades
- Security Camera, Card Reader Access and Intrusion Alarm Upgrades/Improvements
- Public Address/Communication and Security Monitoring Upgrades/Improvements
- Gated Pick-up
- ADA Accessibility Improvements
- Code Compliance Issues
- Facility Improvements/Upgrades/ Routine Maintenance

I V C I D I E C V C I

Fort Worth ISD's long-term and dynamic Academic Plan should inform the Facilities Master Plan.

E A A D C -C V I C V L A A D E V A C V

5 The District will support health and safety measures at all District facilities through compliance with health and safety codes and regulations.

The following "Scope of Work" types are associated with these Guiding Principles:

- Athletic Improvements and Upgrades
- Fine Arts Improvements and Upgrades

E C I A D M A A G E M E F F I A C I A L I E M E

6 The Facilities Master Plan will include the protection of the taxpayer's investment in the District's facilities through a 10-year, long-term plan with a two-year review cycle for maintenance, repairs and renovations to extend the useful life of existing facilities coupled with the development of parameters for building replacement.

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C M M V I E G A G E M E

PHASE I

COMMUNITY INSPIRED LEARNING

After initial work by the School Board to define the Guiding Principles, the Fort Worth ISD elected to take a holistic and innovative approach to the master planning efforts launched in 2016. The District developed a shared, community-inspired vision for learning during the first phase of the process so that ultimately the planning for facilities could be based firmly on the foundation of what the broader community desired for learning. This was accomplished by:

- Engaging the community in a conversation about learning goals to be applied to facilities through 3 opportunities for engagement:
 - 45 Focus Groups
 - 20 Educational Summits
 - Electronic Survey (open over a three-week window)

PHASE II

EDUCATIONAL DESIGN FOR LEARNING



During Phase 2 work, a team was developed to engage in a design process using the community's vision for learning. With broad-based participation from all school and community stakeholders, the team accomplished the following:

- Designed a Learning Framework comprised of Learning Outcomes, the Learner Profile, and a Learning Model. All of these components were designed to support the achievement of the community inspired vision for learning.
- Developed (7) seven strategies with recommendations for systemic improvements to create the learning environments necessary to achieve the community-inspired Vision for Learning.
- Defined the principles of design for all classrooms that would best support the and a Learning.
-

Challenge

The experience meaningfully connects prior knowledge to learning objective(s), building schema and setting expectations for new relevant learning.



Research/Create

The experience involves focused investigations where learners are engaged in structured interactions with content using a variety of sources. Learners generate a product that responds to the challenge(s) connected to the planned learning outcome(s).

Reflect/Grow

The experience incorporates strategies that will allow learners to analyze progress towards the learning objective, celebrate growth and find opportunities to improve.

Communicate

The experience tasks the learner to communicate and demonstrate progress towards the learning objective in a variety of formats (verbal, nonverbal, written, digital, etc).

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DE IG I CI LE



: i fb]hi fY]g' ÚY]VYz YUg] mWbÙ[i fYz UbX conducive to collaborative and autonomous learning.



Common spaces are designed for multi-purpose use including presentations to community panels and interdisciplinary collaboration.



Writable Surfaces create a culture of learning-on-display and visible thinking for collaboration, critical thinking, and creativity.



7Ugfcca 'gdUWg UFYÚY]VYz]bM] fUWz UbX facilitate shared ownership for collaboration, autonomy, and relevance.



Technology is a collection of tools that enable students to engage and express their learning senses.



Career-based tools and adequate spaces facilitate relevant/authentic learning.

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We will ensure our Digital Environment will support innovative student learning and optimal District functionality.

2

We will implement comprehensive communication protocols to improve internal and external communication channels.

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4

We will maximize the strengths, resources, and talents of our diverse community to achieve our District's mission.

5

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LONG-RANGE FACILITIES MASTER PLAN D A D C DA

The Fort Worth ISD Long-Range Facilities Master Plan was based on the District’s Mission and the Facilities Master Plan through a process that included Community Vision, Educational Design for Learning and Learning Environment Planning. Community Vision established the highest hopes for learners and the Educational Design Team developed a Learning Framework and Design Principles. The Learning Environment Design Team used these tools to assess the campuses and facilitate a charrette process to design a master plan.

The Long-Range Facilities Master Plan and all future updates to it should be recognized as part of an organic “living document”. Updates will represent a snapshot in time with a view towards the future based on the information available at that time.

As conditions and underlying information changes, the plan must change with it.

The work undertaken in the Fort Worth ISD Long-Range Facilities Master Plan results in the following Findings and Recommendations:

- Summary of the Learn Rubric Assessment
- Demographic Report and Analysis provided by Templeton Demographics (Report Dated June 27, 2017)
- Organizational strategy and master plan for each of the
- Organizational strategy for Career and Technical Education clusters
- Long-Range Facilities Master Plan needs based on the Guiding Principles
- Bond sequencing strategy
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Initial bond phrasing for the fourteen comprehensive high schools will address critical systems to include building envelope, mechanical systems, electrical systems, plumbing systems, technology, security, life safety, site improvements and comprehensive restroom renovations.

Additionally, improvements to the classroom environment will include high impact learning environment furniture, writable g fZUgUbXhWbc`c[mlt fYUWh Y`Yfb]b[ZUa Ykcf_`a cXY`Xj YcdYX]b D\UgY&cZh Y@cb[!FUb[Y: UW]hYgA Ughf` Plan process. Sequencing of building expansions and new

