

Arlington Independent School District

District Improvement Plan

2025-2026

Board Approval Date: August 21, 2025
Public Presentation Date: August 21, 2025

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
District Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.	10
Goal 2: Culture: Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.	22
Goal 3: Safety & Discipline: Create safe and productive learning environments in which every student and staff member can thrive.	26
Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.	28
Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.	34
Assurances	41
Statutorily Required Assurances	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Arlington Independent School District (AISD), located in Arlington, Texas, serves approximately 55,000 students across about 75 campuses, making it one of the largest districts in the state. The student population is highly diverse: 49.4% Hispanic, 26% Black, 15.8% White, 4.9% Asian, and 3.3% multiracial. The district reports that 66.6% of students are classified as at-risk, 76.7% are economically disadvantaged, and 32.9% are English language learners. Chronic absenteeism is reported at 24.5%. Current enrollment trends show a gradual decline, with projections indicating enrollment could fall below 50,000 by 2032 due to factors such as population shifts and alternative education options.

AISD's four-year graduation rate is 86.9%, and the dropout rate for grades 9–12 is 2.3%. About 33% of students in grades 11–12 participate in advanced academics such as AP, IB, and dual credit programs. The district offers a range of special programs, including bilingual/ESL (32.7% participation), gifted and talented (11.2%), and special education (11.6%). Career, College, and Military Readiness (CCMR) initiatives are integrated into secondary education. Average SAT and ACT scores are approximately 935 and 17, respectively, based on official district reporting.

The teaching staff averages 10.7 years of experience, and the average salary is approximately \$66,378. The student–teacher ratio is between 14:1 and 17:1, varying by level and campus. AISD tracks teacher recruitment and retention as part of its district performance goals. Paraprofessionals and support staff are employed across various programs, including special education. The district also monitors and reports on discipline through a behavioral support system, including data on infractions and placements. AISD continues to implement its strategic plan, which includes goals for academic outcomes, staff development, and student services.

Demographics Strengths

Arlington ISD demonstrates significant strengths through its diverse educational offerings, dedicated staff, and commitment to student achievement. The district serves a culturally rich student population and provides a wide range of specialized programs, including International Baccalaureate (IB), Advanced Placement (AP), dual credit, P-TECH, and Career and Technical Education (CTE), ensuring students have access to advanced academic and career-ready pathways. AISD also supports student needs through robust bilingual/ESL services, special education programs, and gifted and talented instruction. The district's experienced educators—averaging over 10 years of service—contribute to strong instructional continuity, while a favorable student–teacher ratio allows for more personalized learning. AISD's strategic focus on College, Career, and Military Readiness (CCMR) reflects its dedication to preparing students for life beyond graduation. With a comprehensive approach to academic support, staff development, and community engagement, Arlington ISD continues to foster an inclusive and future-focused learning environment.

Student Learning

Student Learning Summary

Arlington ISD students demonstrated progress across state and district measures during the 2023–24 school year. On STAAR assessments, including End-of-Course exams, the district met state proficiency benchmarks across core areas such as reading, mathematics, science, and social studies. The four-year graduation rate was approximately 86.9%, and the annual dropout rate remained low at 2.3% for grades 9–12. About 88% of graduates met one or more College, Career, and Military Readiness (CCMR) indicators, including participation in dual enrollment, AP/IB programs, or military enlistment, with goals set to increase this percentage. Approximately 33% of students in grades 11–12 were enrolled in advanced academic courses, such as AP, IB, or dual credit. Special education services support 11.6% of students, while 32.7% participate in bilingual/ESL programs and 11.2% in gifted and talented programs. English learners are assessed annually through TELPAS and other designated tools. The district tracks academic progress through grades, benchmarks, and course assessments, and it maintains attendance standards aligned with the state’s 90% rule for credit eligibility. Overall, the district monitors student outcomes across a range of academic and support indicators to ensure continued achievement and progress.

Student Learning Strengths

Arlington ISD demonstrates strong learning outcomes through its wide range of academic programs, personalized support systems, and commitment to student growth. The district offers rigorous learning opportunities, including Advanced Placement (AP), International Baccalaureate (IB), dual credit, and Career and Technical Education (CTE), which prepare students for college, careers, and military pathways. A strong emphasis on early literacy, mathematics proficiency, and STAAR performance ensures foundational academic success. Student learning is supported through targeted intervention, data-driven instruction, and access to technology across all grade levels. Arlington ISD also invests in enrichment opportunities through gifted and talented programs, fine arts, and STEM initiatives. Bilingual/ESL services, special education supports, and instructional accommodations provide inclusive learning environments that meet diverse student needs. With a focus on high-quality instruction and strategic use of assessments and academic planning, Arlington ISD builds strong pathways for student achievement and long-term success.

District Processes & Programs

District Processes & Programs Summary

Arlington ISD offers a comprehensive educational framework supported by well-defined programs and processes that promote student success. The district's curriculum and instruction are aligned with state standards and enhanced through programs such as Advanced Placement (AP), International Baccalaureate (IB), dual credit, and Career and Technical Education (CTE), providing rigorous and relevant learning experiences. Professional development is ongoing, with structured training opportunities for educators focused on instructional strategies, technology use, and leadership development. Leadership and decision-making processes involve collaboration among campus and district administrators, with input from staff and the community to ensure alignment with district goals. Communication is supported through multilingual outreach, parent engagement efforts, and digital tools that keep families and staff informed. The district's organizational structure supports effective operations, with flexible scheduling and campus-level planning where appropriate. Support services include academic counseling, health programs, and resources for students receiving special education or language services. A broad range of extracurricular and co-curricular opportunities—such as athletics, fine arts, academic clubs, and student organizations—encourages student involvement. Technology is integrated throughout instruction through a district-wide digital learning plan that provides students and teachers with access to devices, digital tools, and instructional support to enhance classroom learning.

District Processes & Programs Strengths

Arlington ISD demonstrates strengths across key operational and instructional areas that support student learning and district effectiveness. The district offers a strong, standards-aligned curriculum with expanded opportunities through AP, IB, dual credit, and CTE programs, ensuring students are prepared for postsecondary success. Instruction is supported by ongoing professional development tailored to teacher needs, including training in best practices, content delivery, and instructional technology. Leadership at both the campus and district levels is collaborative and goal-focused, with decision-making processes that incorporate staff feedback and data review. Communication with families and staff is consistent and multi-channeled, using newsletters, websites, social media, and multilingual outreach. The district's organization supports efficient operations and instructional delivery, with thoughtful scheduling practices that accommodate academic programs and intervention services. Support services such as counseling, nursing, mental health support, and special population services are widely available and integrated into campus systems. A wide variety of extracurricular and co-curricular programs—including athletics, fine arts, academic teams, and student leadership—promote engagement and skill development beyond the classroom. Technology is effectively integrated into daily instruction through a one-to-one device program, digital learning platforms, and training that enhances both teaching and student outcomes.

Perceptions

Perceptions Summary

Arlington ISD emphasizes continuous improvement and stakeholder engagement in how it conducts business across the district. Feedback is regularly gathered through staff and student surveys, parent evaluations, focus groups, and community input sessions to inform planning and decision-making. Parent engagement is supported through events, advisory groups, and digital platforms, with participation tracked and used to guide family involvement strategies. The district promotes a positive culture and climate grounded in shared values and expectations, which are reinforced through behavior frameworks, recognition programs, and professional learning. Staff feedback is collected through climate surveys and leadership evaluations, contributing to improvements in work environment and support systems. Student voice is incorporated through campus-level surveys and advisory opportunities. Community partnerships with local businesses, higher education institutions, and civic organizations provide additional resources and volunteer support throughout the district. Communication is maintained through a multi-platform approach including newsletters, websites, mobile apps, and social media, ensuring families and staff remain informed. Staff retention is an area of continued focus, with exit surveys, recruitment efforts, and employee recognition contributing to retention strategies across schools and departments.

Perceptions Strengths

Arlington ISD demonstrates strong practices in stakeholder engagement, communication, and organizational culture. The district regularly gathers input through staff and student surveys, parent evaluations, and community focus groups, using the feedback to guide strategic decisions and improve services. Parent participation is supported through active campus engagement, family events, advisory councils, and multilingual communication tools, leading to consistent involvement across schools. A positive district culture is reflected in shared values, clear expectations, and campus-based initiatives that promote respect, collaboration, and achievement. Strong community partnerships with local businesses, universities, and nonprofit organizations enhance learning opportunities and provide valuable volunteer support. Communication is a district strength, with clear and consistent messaging delivered through websites, mobile apps, social media, and newsletters. Staff retention is supported by professional development, leadership pathways, and recognition programs, contributing to a stable and experienced workforce. Student voice is valued through regular surveys and involvement in advisory groups, ensuring that the student experience informs district planning and improvements.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.





Performance Objective 1: Arlington ISD will improve the percentage of Kindergarten through second grade students' performance in reading on the EOY screener who score "At or Above Benchmark" from 66% to 69% by June 2026.

Arlington ISD will improve the percentage of third grade through English I & II performance in reading on STAAR/STAAR EOC from 70% to 72% at the approaches level or above, from 47% to 49% at the meets level or above, and from 16% to 18% at the masters level by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Structured Literacy research-based practices in all K-3 literacy classrooms, including Special Ed Resource, by providing comprehensive training for teachers, TAs and instructional leaders, furnishing literacy resources such as decodable texts and literacy manipulatives, providing campus support, and engaging in feedback processes.</p> <p>Strategy's Expected Result/Impact: Process Measures: RLA/SRLA Tier I instruction will include high leverage and explicit instruction in Word Recognition (phonological awareness, phonics, sight recognition) and Language Comprehension (background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge).</p> <p>Lead Measures: All students will demonstrate at least an 'average growth' from mCLASS progress monitoring on each progress monitoring check. Campuses will monitor progress to show student growth and identify instructional implications to advance student learning.</p> <p>Staff Responsible for Monitoring: Delisse Hardy: Executive Director of Curriculum & Instruction</p> <p>Problem Statements: Student Achievement 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning for teachers to guide students in identifying key ideas in texts read--such as central idea, theme, supporting details, and author's purpose--and to integration those insights into clear academic conversations and proficient writing, including short and extended constructed responses, performance-assessment tasks, and other authentic compositions in 4th-12th grade literacy classrooms using the an established writing process.</p> <p>Strategy's Expected Result/Impact: Process Measure:</p> <ol style="list-style-type: none"> 90% of literacy teachers observed engage students in instructional activities to identify and discuss key ideas from texts read. 90% of literacy teachers observed engage students in writing processes that include feedback loops and cycles of revision improve composition skills. <p>Lead Measure:</p> <ol style="list-style-type: none"> CA and Benchmark rates for approaches, meets, and masters increase from previous year. USAs, formative assessment, and exit ticket performance increase unit to unit or week to week. NWEA MAP growth and achievement data increases from BOY to MOY to EOY. <p>Problem Statements: Student Achievement 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement One-Way Dual Language Program in Grade 3 bilingual campuses and collaborate with campus and district key stakeholders to strengthen implementation in grades PK-2.</p> <p>Strategy's Expected Result/Impact: Process Measure:</p> <p>Observation data will show implementation of 90% of tracked components in PK-3 OWDL classrooms in all bilingual campuses to support biliteracy development in EB students.</p> <p>Lead Measure:</p> <p>For EB students who score below or well below on the screener, teachers will administer regular intervention and progress monitoring, with the expectation that students demonstrate at least average growth on each assessment.</p> <p>Staff Responsible for Monitoring: Jackeline Orsini, Director of World Languages</p> <p>Problem Statements: Student Achievement 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and maintain high functioning planning structures that include collaborative planning, vertical alignment, data-driven instruction, use of adopted literacy instructional resources, and continuous improvement in student outcomes. (i.e PLCs, vertical teams, etc)</p> <p>Strategy's Expected Result/Impact: Process Measures:</p> <ol style="list-style-type: none"> District Measure: 90% of observed literacy PLCs will be observed engaging in a planning structure that includes collaborative planning, vertical alignment, data-driven instruction, use of adopted resources and continuous improvement. Possible Campus: 100% of STAAR PLCs are observed engaging in a planning structure that includes collaborative planning, vertical alignment, data-driven instruction, use of adopted resources and continuous improvement Possible Campus: ILT will observe the implementation of the plan in the instructional block. <p>Lead Measures</p> <ol style="list-style-type: none"> CA and Benchmark rates for approaches, meets, and masters increase from previous year. USAs, formative assessment, and exit ticket performance increase unit to unit or week to week. NWEA MAP growth and achievement data increases from BOY to MOY to EOY. <p>Problem Statements: Student Achievement 8</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 2: Arlington ISD will improve the percentage of Kindergarten through second grade students' performance in math on the EOY screener who score "Average" or above from 56% to 60% by June 2026.

Arlington ISD will improve the percentage of third grade through Algebra I students' performance in mathematics on STAAR/STAAR EOC from 63% to 66% at the approaches level or above, from 36% to 38% at the meets level or above, and from 15% to 16% at the masters level by June 2026.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning to teachers and instructional leaders to support the implementation Math Research-Based Instructional Strategies (RBIS) grounded in problem-solving and the Concrete-Representational-Abstract (CRA) model, including focused actions during the mathematics instructional block, embedded interventions, the effective use of identified high-quality resources and quality planning to support student mastery.</p> <p>Strategy's Expected Result/Impact: Process Measure: 80% of teachers observed include high leverage mathematical strategies that support the balance of conceptual and procedural, depth of key concepts, coherence of key concepts and productive struggle.</p> <p>Lead Measure: 100% of NWEA Math strands will show growth in each assessment administered.</p> <p>Staff Responsible for Monitoring: Tiffany Legrand, Mathematics Coordinator</p> <p>Problem Statements: Student Achievement 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a professional learning plan that supports the effective use of NWEA MAP data to drive differentiated student instruction to improve academic outcomes, while also providing targeted training to assist campuses with the accurate and consistent administration of academic screeners.</p> <p>Strategy's Expected Result/Impact: Process Measures: 100% of administrators and teachers will be trained in the use of NWEA MAP data to inform instruction and implement targeted small group interventions; teachers will establish and track individual growth goals for each student using a progress monitoring tool.</p> <p>Lead Measures: 100% of students will demonstrate academic growth between the Beginning of Year (BOY) and Middle of Year (MOY) assessments, and again between the MOY and End of Year (EOY) assessments. Additionally, all students identified as below or well below benchmark will receive the prescribed interventions to support accelerated progress.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Directors</p> <p>Problem Statements: Student Achievement 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 3: Arlington ISD will improve the percentage of third grade through Biology students' performance in science on STAAR/STAAR EOC from 69% to 71% at the approaches level or above, from 40% to 42% at the meets level or above, and from 13% to 14% at the masters level by June 2026.


Strategy 1 Details	Reviews			
<p>Strategy 1: Grade 5 elementary science teachers will participate in embedded professional learning to enhance their understanding of science content and pedagogy that will focus on sensemaking, using investigations and scientific phenomena to improve student discourse through evidence-based explanations and teaching through the lens of Recurring Themes & Concepts.</p> <p>Strategy's Expected Result/Impact: Process Measure: 90% of Grade 5 science teachers will be trained so students can deepen their content understanding, apply sensemaking of phenomena through models and investigations, and participate in evidence based discourse.</p> <p>Lead Measure: 1. CA and Benchmark rates for approaches, meets, and masters increase from previous year. 2. Teachers will engage students in investigations that require students to apply sensemaking and communicate their evidence based explanations. 3. Students will participate in investigations, use models to make sense of phenomena and share their evidence based explanations through scientific discourse</p> <p>Staff Responsible for Monitoring: Tamiko Ellis, Science Coordinator</p> <p>Problem Statements: Student Achievement 10</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Grade 8 science teachers will participate in embedded professional learning to enhance their understanding of science content and pedagogy that will focus on investigative labs, using scientific models to enhance instruction, improving student analysis of data and using scientific phenomena to improve student discourse through evidence-based argumentation.</p> <p>Strategy's Expected Result/Impact: Process Measure: 90% of Grade 8 science teachers will be trained so students can deepen their content understanding, accurately interpret data, create and use scientific models, plan and conduct lab investigations and participate in evidence based argumentation.</p> <p>Lead Measure: 1. CA and Benchmark rates for approaches, meets, and masters increase from previous year. 2. Students will plan and conduct investigations, analyze data, create scientific models and communicate their evidence based arguments.</p> <p>Staff Responsible for Monitoring: Tamiko Ellis, Science Coordinator</p> <p>Problem Statements: Student Achievement 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 4: Arlington ISD will improve the percentage of eighth grade students' performance in social studies on STAAR from 48% to 51% at the approaches level or above, from 24% to 27% at the meets level or above, and from 12% to 13% at the masters level by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning to support teachers use of visual frameworks and the active integration of the writing process to foster increased critical thinking and relevant connections/applications to social studies content within their day-to-day lives.</p> <p>Strategy's Expected Result/Impact: Process Measure: 95% of grade 8 social studies teachers will be trained so students can engage deeply with content, think critically, and retain information over time. Examples include but not limited to visual frameworks, academic vocabulary, graphic organizers, infographics/symbols, scaffolded supports, and document analysis.</p> <p>Lead Measure: 1. CA and Benchmark rates for approaches, meets, and masters increase from previous year. 2. Students will consistently use classroom visuals, student journals, and academic discourse to make and retain content connections.</p> <p>Staff Responsible for Monitoring: Shay Stavenhagen, Social Studies Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June




Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.


Performance Objective 5: Arlington ISD graduates will increase their Domain 1 CCMR point acquisition from 92% to 93% by end of August 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the integration of TSIA2 preparation strategies and content into core curriculum resources, starting with entry level high school courses and provide professional learning to teachers for effective classroom implementation.</p> <p>Strategy's Expected Result/Impact: Increase the number of students graduating with a TSIA2 passing score in reading and writing by 2% and increase the number of passing math scores by 1%.</p> <p>Lead Measures:</p> <ol style="list-style-type: none"> 1) Identify two entry level core courses in the freshman/ sophomore level. 2) Update the current curriculum template and apply to the newly identified courses. 3) Design and deliver ongoing training and support to the implicated teachers and include a resource toolkit during the training. 4) Develop a progress monitoring system to collect data and gauge implementation. <p>Staff Responsible for Monitoring: Director of Postsecondary Partnerships</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a professional learning plan that includes targeted learning strands to build the content and pedagogical capacity of AP and IB teachers and the progress monitoring of students.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who sit for the exam by 2% and increase qualifying scores on AP and IB exams by 5%</p> <p>Lead Measures:</p> <ol style="list-style-type: none"> 1) Apply established process to identify courses for targeted professional learning and other areas of support for high-need AP and IB courses. 2) Implement the professional learning plan. 3) Support teacher use of professional learning and tools through progress monitoring. 4) Provide and facilitate continued opportunities for collaboration of AP/IB teachers vertically and horizontally through 5 embedded professional learning days. <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a vertically aligned formative assessment cycle for all CTE classes that identifies student learning gaps and ensures interventions are provided.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of high school graduates completing a CTE program of study leading to an industry-based certification (IBC) by 3%.</p> <p>Lead Measures:</p> <ol style="list-style-type: none"> 1) Professional learning on the purpose of vertically aligned formative assessments and implementation of the assessment cycle. 2) Identify gaps in IBC mastery to inform direction and focus of formative assessments 3) Create IBC-aligned assessment questions to be implemented in CTE Classes 4) Design assessment cycle to roll out with students and inform intervention protocols 5) Support teachers and monitor implementation of intervention strategies. <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a virtual learning program providing increased choice and flexibility to the student learning experiences.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct a study and develop a long-range plan to increase student access to programs of choice by March 30, 2026.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop and responsibly implement a plan to expand the number of programs of study that offer certifications aligned to the updated A-F accountability list (released October 2025) to ensure students have access to credentials that contribute to CCMR outcomes.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of high school graduates completing a CTE program of study leading to an industry-based certification (IBC) by 3%</p> <p>Lead Measures:</p> <ol style="list-style-type: none"> 1) Identify programs without certifications 2) Determine course alignment with the identified new certification 3) Create a crosswalk with exam objectives and TEKS 4) Design and implement professional learning with teachers on new certifications 5) Pilot new exams <p>Staff Responsible for Monitoring: Director of Career and Technology Education</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 6: By June 2026, Arlington ISD will establish a comprehensive Artificial Intelligence (AI) integration framework that will equip educators, leaders, staff, and students with the knowledge, skills, and tools to effectively leverage AI in support of teaching, learning, and operations.

Strategy 1 Details	Reviews			
Strategy 1: Publicize the district's Guiding Principles for Generative AI with staff to better ensure awareness of key usage guidelines for AI and to solicit input on professional learning and training needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Plan tiered professional learning opportunities aligned with the Arlington ISD AI integration framework for the 2026-2027 school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Plan for pilot projects for student use of AI aligned with the Arlington ISD AI integration framework for the 2026-2027 school year.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Culture: Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

Performance Objective 1: Arlington ISD will increase their Psychological Safety domain score on the annual staff survey from 3.9 to 4.0 (of 5.0) by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and train campus and department staff on a continuous improvement framework by June 2026. Strategy's Expected Result/Impact: Campus and District staff will utilize continuous improvement frameworks that incorporate strategic feedback such as 4DX Models, Plan-Do-Study-Act cycles, and PLC processes to evaluate and improve processes and systems Staff Responsible for Monitoring: Campus & Department Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2026, ensure districtwide systematic utilization of staff survey results with embedded reflection and implementation of improvement efforts. Strategy's Expected Result/Impact: Staff will feel seen and heard, and targeted processes will improve, resulting in increased psychological safety</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Culture: Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

Performance Objective 2: Arlington ISD will increase their Social-Emotional Development domain score on the annual student survey from 3.0 to 3.1 (of 4.0) by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a plan with built-in accountability to support teachers in building strong, positive relationships with all students by providing the necessary training, time, and resources.</p> <p>Strategy's Expected Result/Impact: All district documents that refer to behavior and discipline include the common language. All campuses and departments will train staff on the common language by the end of September. 80 % of Assistant Principals will report that teachers are using the common language in discussions about behavior and office referrals. Short interim staff survey on January work day after winter break to measure progress.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop processes for consistent implementation of the Character Strong curriculum including the development of a Tier 2 system of student support.</p> <p>Strategy's Expected Result/Impact: Improved social emotional skills, reduction in discipline incidents, consistent language and expectations Staff Responsible for Monitoring: Counselors, campus leaders, OSL EDs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 2: Culture: Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

Performance Objective 3: Arlington ISD will increase their Net Promoter Score on the annual staff survey from 24 to 30 by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all campuses and departments are closing the loop with employees regarding the staff survey by celebrating areas of recognition and spending time with employees exploring the root causes of areas of focus., and then acting on those root causes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage in district-led focus groups of campus educators to explore and address root causes of detractors. Share the results of the focus groups, and the associated action steps, with all employees.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Culture: Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

Performance Objective 4: Arlington ISD leadership will work with stakeholders to define and articulate the desired student experience.

Strategy 1 Details	Reviews			
Strategy 1: Gather K-12 baseline data regarding UIL and extracurricular student participation across the district.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Work with the Center for Educational Leadership and Arlington ISD leadership teams to define a desired student experience by spring 2026 and begin next steps for implementation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: By spring of 2026, work with campus and district leaders to identify and prioritize the key leadership moves principals need to make to help improve the student experience.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Reduce the number of campuses having a D or F rating in the state accountability ratings by 50% or more by August 2026.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Safety & Discipline: Create safe and productive learning environments in which every student and staff member can thrive.





Performance Objective 1: Arlington ISD will increase the Procedural Effectiveness factor score from the Campus Safety Working Conditions domain on the annual staff survey from 4.0 to 4.1 (of 5.0) by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district and campus behavior management plans focused on strengthening students' skills for relationships and resilience.</p> <p>Staff Responsible for Monitoring: Bret Champion, T.J. Jarchow</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the State and District safety management plan and established protocols.</p> <p>Strategy's Expected Result/Impact: State audit reports will demonstrate an annual 50% reduction in actionable findings.</p> <p>Staff Responsible for Monitoring: Michael Hill, Scott Vickers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Reserve dedicated time during the monthly Assistant Principal Operations meeting to collaboratively review discipline practices. Use this time to gather feedback from staff, assess the effectiveness of current procedures, and make data-informed refinements that support both campus safety and teacher confidence in discipline systems.</p> <p>Strategy's Expected Result/Impact: Build capacity in assistant principals to effectively lead campus discipline systems that foster collaboration, ensure clarity, and instill confidence among teachers and staff.</p> <p>Staff Responsible for Monitoring: Michael Hill, Catina Henson</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Safety & Discipline: Create safe and productive learning environments in which every student and staff member can thrive.

Performance Objective 2: During the 2025-26 school year, each Arlington ISD campus will monitor and refine its behavior plan through data-driven review cycles, ensuring consistent implementation, alignment with district expectations, and measurable improvements in student behavior and school climate.





Evaluation Data Sources: Progress will be assessed through campus discipline data, staff feedback, and student climate surveys, with a goal of reducing discipline referrals by 10% and increasing positive behavior indicators district-wide.

Strategy 1 Details	Reviews			
Strategy 1: Support new-to-profession teachers with professional learning to facilitate them effectively managing behavior through a positive approach. Ensure that professional learning includes teachers hired after the start of school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Build capacity in Campus Behavior Support Teams and support them in building capacity with their campus staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use a scoreboard approach with the District Behavior Support Team to understand the current reality of the campus and to set the stage for continuous improvement through the campus Behavior Support Action Plans.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Engage a group of students, families, and staff to identify targeted improvements in district-wide bullying prevention efforts by February 28, 2026.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.

Performance Objective 1: Arlington ISD will engage in transparent and timely communication with all stakeholders to build positive and supportive relationships with the employees, parents, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize software to measure customer satisfaction, positive sentiment, and interactions with the district throughout the school year.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pilot a Literacy Partners program, intentionally connecting Arlington faith based and business community partners with our elementary campuses.</p> <p>Strategy's Expected Result/Impact: Targeted campuses will receive support from faith based and business community partners to provide literacy experiences for our K-3 learners</p> <p>Staff Responsible for Monitoring: Deputy Superintendent & Executive Director for Family and Community Engagement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Distribute district level newsletters, resources, and communication in various languages and post helpful information on the Arlington ISD website and Employee Intranet.</p> <p>Strategy's Expected Result/Impact: Increase parent, student, employee, community participation in and involvement in district events.</p> <p>Staff Responsible for Monitoring: CCO, Exec Director of FACE, Director of Web Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Unify and modernize all parent and family engagement tools.</p> <p>Strategy's Expected Result/Impact: Provide a tool that is accessible, multilingual, and provides two-way communication between educators and parents and families.</p> <p>Staff Responsible for Monitoring: CCO, Chief Technology Officer, Director of Web Services, Chief Schools Officer.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Using Meltwater Software, regularly check sentiment analysis and correct misleading headlines that impact district sentiment. Strategy's Expected Result/Impact: Baseline reporting Staff Responsible for Monitoring: CCO, Director of Marketing	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.

Performance Objective 2: Arlington ISD will establish baseline data regarding district sentiment by June 2026.

Evaluation Data Sources: Meltwater





Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.

Performance Objective 3: Arlington ISD will establish a process to understand reasons for student withdrawals by January 31, 2026.

Strategy 1 Details	Reviews			
Strategy 1: Measure the impact of a targeted marketing campaign to re-engage families that have chosen charter school options by March 30, 2026.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a family exit survey. Staff Responsible for Monitoring: CCO, Student Services, and Information Systems	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.

Performance Objective 4: Beginning February 2, 2026, Arlington ISD will gather baseline data to understand reasons for withdrawal to ultimately reduce the number of AISD students who choose to leave the district.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a customizable marketing and engagement campaign aligned to reduce the number of student withdrawals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage a group of stakeholders to understand the impact of charter schools on Arlington ISD and develop community recommendations by March 31, 2026.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.





Performance Objective 5: Arlington ISD will increase their Net Promoter Score on the annual parent survey from 41 to 42 by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Finalize the district family engagement plan and begin implementation by February 1, 2026. Strategy's Expected Result/Impact: Support the campus family engagement framework	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand customer service learning opportunities for family-facing positions such as campus and district leaders, office staff, and teachers Strategy's Expected Result/Impact: Families feel valued, informed, and empowered.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement the K12 Insight: Let's Talk Platform as a way to improve customer service Strategy's Expected Result/Impact: Stakeholders are initially routed to the right person who can give them the very best customer service. Feedback is then gathered after the interaction so that we can monitor stakeholder perception of our customer service. Staff Responsible for Monitoring: Senior Staff Leadership	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.





Performance Objective 1: Arlington ISD will reduce the general operating fund budget deficit by 33% by June 16, 2026 (budget adoption) while maintaining the general operating fund balance threshold at 25% and maintaining 60% of total adopted budgeted funds in Instruction and Instruction-Related Services (Functions 11, 12, and 13).

Strategy 1 Details	Reviews			
Strategy 1: Establish at least three structured community input opportunities (e.g., surveys, town halls, advisory committees) to inform financial and resource utilization decisions by June 2026.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Fully integrate the campus needs index into staffing and resource allocation decisions, ensuring that staffing plans and discretionary resource requests for the 2026-27 school year reference and align with the index, with an annual review process to assess effectiveness and make refinements by June 2026.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Establish and adopt a set of standardized criteria for program placement based on student and campus needs, ensuring 100% of new program placement decisions for the 2026-27 school year align to these standards by August 2026.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement zero-based budgeting methodology and prioritization of talent and resources to reduce discretionary spending levels by 25% and payroll costs by 5% by June 16, 2026 (budget adoption).	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Redirect financial resources from savings derived through zero-based budgeting to support campus needs index and increase funding to campuses by 5% by June 16, 2026 (budget adoption).	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Review long term financing options to strategically align available funding options with capital needs by January 2026.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Integrate the Financial Futures Committee voice in decision making pertaining to resource allocation and utilization by considering their recommendations from the March 2026 report.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 2: Arlington ISD will maintain highly competitive compensation and benefits plans within the top quartile of school districts located within the DFW metroplex.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate the feasibility of leveraging the Teacher Incentive Allotment (TIA) application process to implement differentiated compensation for high-need content areas and high-socioeconomic-need campuses.</p> <p>Or -- Develop an alternative differentiated compensation and incentive plan for high-need content areas and high-socioeconomic-need campuses that does not rely on TIA funding, based on independent recommendations and budget analysis.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and present to the Board a differentiated compensation plan targeting high-need content areas and campuses by June 2026.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 3: Arlington ISD will establish an innovative college student-to-teacher pathway generating new recruitment baseline data by August 2026.

Strategy 1 Details	Reviews			
Strategy 1: Design targeted marketing materials and program guidelines for Tarrant County College students and graduates, highlighting the TA pathway, classroom experience, and degree completion opportunities. Staff Responsible for Monitoring: Chief Talent Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with UTA to develop a seamless transfer plan enabling TCC students in the program to successfully transition into UTA's teacher preparation bachelor's program. Staff Responsible for Monitoring: Chief Talent Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Launch internal awareness campaign for principals on teacher assistant roles, eligibility requirements, and benefits of the "Grow Your Own" pipeline to encourage site-level recruitment. Staff Responsible for Monitoring: Chief Talent Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Arlington ISD will grow the UTA traditional teacher preparation bachelor's program by 100% through a strategic partnership with the UTA Department of Education.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 4: Arlington ISD will develop and implement a comprehensive program evaluation process that directly supports district priorities, with measurable outcomes that are aligned with District's Academic Return-on-Investment (ROI) by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement comprehensive, evidence-based programs that align with district priorities and meet state and federal grant expectations.</p> <p>Strategy's Expected Result/Impact: Lead Measures:</p> <ol style="list-style-type: none"> 1. Develop a standardized ROI review process for evaluating program effectiveness. 2. Select areas to evaluate program effectiveness and complete ROI evaluation. <p>Staff Responsible for Monitoring: State and Federal Programs Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish clear protocols for measuring the District's Return-on-Investment (ROI) to prioritize financial resources to select, implement, monitor, and evaluate program outcomes and expenditures.</p> <p>Strategy's Expected Result/Impact: Lead Measures:</p> <ol style="list-style-type: none"> 1. Conduct collaborative cross-functional meetings to review program alignment, needs, and budget implications. 2. Implement a grant-specific needs assessment and priority-aligned budgeting process that evaluates program budgets, staffing allocations, and performance data to drive strategic support decisions and ensure equitable, data-informed resource distribution. <p>Staff Responsible for Monitoring: State and Federal Programs Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 5: Arlington ISD will finalize the Curriculum Management Audit, develop an action plan and begin responding to recommendations by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Develop and finalize a curriculum management plan aligned to the audit recommendations and aligned to Board policy by May 1, 2026.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a 3-5 year action plan to implement recommendations provided in the Curriculum Management Audit by May 1, 2026.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Talent and Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 6: By April 1, 2026, Arlington ISD will further implement recruitment strategies utilizing the broad spectrum of highly qualified talent that effectively meet the needs of the student population.

Evaluation Data Sources: Progress will be measured annually through workforce demographic report, with a goal of reducing representation gaps by at least 25% over the next three years.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance