

**Corsicana Independent School District
2023-2024 District Improvement Plan**

2023-2024



Mission Statement

Corsicana I.S.D., in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Vision

Students will achieve their full potential as empowered, responsible, and productive citizens in our changing society.

Core Beliefs

We believe that we must:

Educate every child

Provide every child the greatest opportunity to learn

Maintain a safe and secure environment: mentally, physically, emotionally, and academically

#CISDStudents1st

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment in Corsicana ISD is 6,098. A review of our student enrollment shows a slight increase over the prior year.

Bowie Elementary- 496

Carroll Elementary (including PK)- 574

Carroll EE & PK- 190

Fannin Elementary- 431

Sam Houston Elementary- 424

Navarro Elementary- 576

Collins Intermediate School- 894

Corsicana Middle School- 884

Corsicana High School- 1821

Our demographic makeup suggests slight variances over the prior year. Our current student enrollment by race/ethnicity is as follows: African American 15.10%, Asian 0.75%, Hispanic 55.0%, American Indian 0.2%, Pacific Islander 3.5%, Two or More Races 3.6%, and White 22%. Our White and African American percentages are about the same with similar percentages to the prior year. Our Hispanic percentage continues to increase slightly each year. Our economically disadvantaged percentages have increased slightly over the prior year, currently reflecting 713.67%. Our percentage of Emergent Bilingual Learners is 227.05%. Bilingual percentages are 7.16% for the district and English Learners at 18.43%. Students receiving special education are at 14.71%.

Demographics Strengths

Changes in demographics are small enough to appropriately plan for student needs. Corsicana ISD met the state accountability achievement targets in CCMR School Quality Status in 7 out of 9 student groups: All students, African American, Hispanic, Economically Disadvantaged, Emergent Bilingual EB/EL, Special Education (current), & Continuously Enrolled. The district met the state accountability achievement targets in reading in 9 out of 12 student groups: All students, African American, Hispanic, Economically Disadvantaged, English Learners (current & monitored), Special Education (current & former), Continuously Enrolled, and Non-Continuously Enrolled student groups. The district also met state accountability achievement targets in math for African American, Hispanic, Economically Disadvantaged, and Special Education (current & former) student groups. CISD met 11 out of 12 Growth Targets in reading for the following student groups: All students, African American, Hispanic, White, Pacific Islander, Economically Disadvantaged, Emergent Bilingual EB/EL (current & monitored), Special Education (current & former), Continuously Enrolled, and Non-Continuously Enrolled student groups.

Student Achievement

Student Achievement Summary

*We are still waiting to add information about our state testing for 2022-2023 due to the state not releasing scores with the STAAR redesign. As we receive this data, we will update our District Improvement Plan.

STAAR and EOC assessments are state-mandated standardized tests that are given in the spring of each school year. The tests are designed to evaluate the student's ability to apply the Texas Essential Knowledge and Skills for each grade level or course.

Corsicana ISD 2023-2024 State Accountability

Corsicana ISD Overall Rating:

CISD All Subjects:

Approaches Grade Level

Meets Grade Level

Masters Grade Level

CISD Reading:

Approaches Grade Level

Meets Grade Level

Masters Grade Level

CISD Math:

Approaches Grade Level

Meets Grade Level

Masters Grade Level

Campus Accountability Ratings

Campus	Overall Rating
Bowie Elem.	
Carroll Elem.	
Fannin Elem.	

Campus	Overall Rating
Navarro Elem.	
Sam Houston Elem.	
Collins Int.	
Corsicana Middle School	
Corsicana High School	

Student Achievement Strengths

- Continued focus on CTE certifications and completions.
- CISD met HB3 goal for CCMR by increasing industry-based Certifications through new & existing CTE classrooms and pathways to 19%.
- Focus on the Whole Child (Academic, Social, Emotional, and Behavioral) needs and growth
- CISD Dual Language students outperform the state in all tested areas for reading and math. Increases student achievement exceeds the state performance by 10 percentage points.
- Aligned district resources/tools to help support and measure learner growth.

CISD Distinction Designations 2022-2023

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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

- Professional learning communities (PLC) 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 2, 2023

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.





We will develop instructional practices that enhance student achievement through real-world applications and hands-on learning.

Evaluation Data Sources: Number of students approaching grade level standards or higher on state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All faculty and staff will actively engage in ELPS strategies in all content areas.</p> <p>Strategy's Expected Result/Impact: TTESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs, Coordinator of ESL/Bilingual Education, Principals, Asst. Principals, Curriculum Staff</p> <p>Funding Sources: Training - 263 Title III - \$9,500, Support materials - 199 ESL - \$20,780</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Grades K-8 will continue a consistent math and reading RTI plan across all campuses. Grades K-8 will continue a universal and diagnostic screener in math and reading three times per year. Increased time for individualized interventions will be planned in the campus daily schedules.</p> <p>Strategy's Expected Result/Impact: Progress monitoring data, student grades, identification of students who need specialized instruction, the number of students meeting approaches grade level standard or higher on state assessments, and a reduction of at risk students.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Secondary Curriculum & Instruction, Principals, Asst. Principals and Instructional Coaches</p> <p>Funding Sources: Program licenses & staff development for diagnostic screeners K-12 (MAP, Education Galaxy) - 282 ESSER III - \$185,000, Program licenses for diagnostic screeners CMS - 199 General - \$1,000, RTI Supplies - 199 General - \$2,720, Adaptive curriculum program for PK-2 literacy & math - 211 Title I - \$55,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: CISD will increase the use of station teach and parallel teach inclusion models with special education and general education teachers in core K-12 classrooms. Teaching strategies will be adjusted for all learning methods, in-class and virtual.</p> <p>Strategy's Expected Result/Impact: Number of students approaching grade level standard on state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs, Coordinator of Special Programs, Principals, Asst. Principals, Special Education Staff</p> <p>Funding Sources: Supplies and Materials - 199 Special Ed. - \$52,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: CISD teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Secondary Curriculum & Instruction, Principals, Assistant Principals, Instructional Coaches, Curriculum Department</p> <p>Funding Sources: Staff development and materials - 211 Title I - \$24,500, Instructional Materials - 282 ESSER III - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: CISD teachers will incorporate the Jane Schaffer writing strategies in all content areas K-12.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in writing in all grade levels.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Secondary Curriculum & Instruction, Principals, Assistant Principals, Instructional Coaches, and Curriculum Department</p> <p>Title I: 2.6</p> <p>Funding Sources: Instructional Resources - 211 Title I - \$3,500, Staff Development - 211 Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: CISD teachers will monitor progress of oral reading fluency for each student in grades K-4 utilizing district RTI programs & resources.</p> <p>Strategy's Expected Result/Impact: Increased oral reading fluency and reading proficiencies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: RTI Program-MAP Oral Reading Fluency - 282 ESSER III - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: CISD teachers will close gaps in foundational literacy skills by supplementing with a phonics program (Saxon Phonics, HMH) and increase time spent in hands-on activities in phonics, phonemic awareness, spelling, and fluency in grades K-4.</p> <p>Strategy's Expected Result/Impact: Increased mastery of phonics, reading fluency, spelling, reading and writing proficiencies.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: Early Literacy Phonics & Phonemic Awareness Materials - 282 ESSER III - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Support the implementation of accelerated instruction and extended day/year learning opportunities to improve the academic performance of students who do not perform satisfactorily on a STAAR, STAAR End of Course (EOC), or STAAR Alt exam.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who meet grade-level expectations as indicated by MAP growth, and/or STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Secondary Curriculum & Instruction, Executive Director of Special Programs, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: Materials & Personnel - 282 ESSER III - \$53,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: CISD will close gaps in student achievement by offering innovative Summer Programs.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who meet grade-level expectations as indicated by MAP growth, and/or STAAR performance.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Summer School Administrators, Teachers, Instructional Coaches, and Curriculum Department.</p> <p>Funding Sources: Instructional Materials - 282 ESSER III - \$45,000, Personnel - 282 ESSER III - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: EL Academy</p> <p>Provide learning opportunities to improve the academic performance of students who are English learners in reading, listening, speaking, and writing.</p> <p>Strategy's Expected Result/Impact: Increase the number of English learners who meet grade-level expectations as indicated by MAP growth, TELPAS - advanced high performance levels, and/or STAAR performance in reading and writing.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Secondary Curriculum and instruction, Executive Director of Special Programs, Principals, Assistant Principals, Teachers, Instructional Coaches, Curriculum Department, and Coordinator of ESL/Bilingual Education.</p> <p>Funding Sources: Instructional personnel & materials - 282 ESSER III - \$40,000</p>	Formative			Summative
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Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Design and implement a system to provide for the evolving digital needs of Corsicana ISD
Pedagogy & Instructional Resources

We will develop instructional practices that enhance student achievement through real-world applications and hands-on learning.
We will utilize instructional resources that cater to each student's individual needs to ensure academic success.

- * Establish innovative instructional strategies to enhance student learning.
- * Expand instructional resources to include technology integration for all students.
- * Establish enrichment opportunities at the elementary level to support creative and innovative learning.

Evaluation Data Sources: Increased mastery of content and critical thinking skills as evidenced through state standardized testing.





Strategy 1 Details	Reviews			
<p>Strategy 1: Digital learning will continue to facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom and differentiate instruction for students.</p> <p>Strategy's Expected Result/Impact: Increased mastery of content and critical thinking skills through the use of integrated technology.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Technology, Digital Learning Coach, Instructional coaches, and the Technology Dept.</p> <p>Funding Sources: Resources needed for curriculum, coaching and materials - 199 General - \$10,000, Supplies and licenses - 199 General - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a district refresh cycle plan to ensure appropriate network infrastructure for anticipated future needs.</p> <p>Strategy's Expected Result/Impact: The district will have 1:1 capability with devices and all students will have access to digital platforms.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Technology Infrastructure</p> <p>Funding Sources: Erate - 199 General - \$50,000</p>	Formative			Summative
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Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase to a minimum of 45% by June 2024.- HB3 Early Childhood Literacy Goal

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, Saxon Phonics, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district ELAR adoption.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 46% to 50% by June 2023. Continued annual increases will exceed the district goal of 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: RTI Programs- Istation, Education Galaxy, Moby Max, MAP Oral Reading Fluency, MAP Growth - 282 ESSER III - \$150,000, Saxon Phonics - 282 ESSER III - \$56,000</p>	Formative			Summative
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Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase to a minimum of 47% by June 2024.- HB3 Early Childhood Math Goal

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd grade math proficiency through effective implementation of the RTI programs, computational fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district instructional resources.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase from 37% in 2022 to 44% by June 2023. Continued annual increases will achieve district goal of 47% by June 2024.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: RTI Programs- Istation, Education Galaxy, Moby Max, CLI Engage (Circle), MAP Growth - 199 General, Instructional Resources for STAAR Prep - 282 ESSER III - \$50,000</p>	Formative			Summative
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Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 5: The percentage of graduates who meet criteria for CCMR will increase from 51% to 60% by August 2024. The 2024 annual target will increase the percentage of graduates that meet the criteria for CCMR will increase from 51% to 60%.

HB3 Goal

Evaluation Data Sources: TAPR Report, State Accountability data, PEIMS, STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase Industry-Based Certifications that can be offered to students through new and existing CTE classrooms/ pathways.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that will gain Industry-Based Certifications will increase to 30% by 2024. Continued annual increases will meet the long term goal of 35% by August 2025.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, CTE Coordinator, CCMR Counselor</p> <p>Funding Sources: Industry Certification Tests - 199 CTE - \$10,000, Microsoft Testing Certification Exams - 199 CTE - \$7,800</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a plan to track students who meet CCMR criteria and individual plans to allow each student the opportunity to meet CCMR criteria.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates that meet criteria for College Readiness will increase to 50% by 2024. Continued annual increases will achieve the long term goal of 55% by 2024.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will begin plans to offer College Prep courses designed for post Covid academic gaps to students that have not met CCMR criteria at no cost to the student.</p> <p>Strategy's Expected Result/Impact: The percentage of Economically Disadvantaged Graduates who meet criteria for CCMR will increase to 65% by 2024. Continued annual increases will achieve the long term goal of 68% by 2025.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will offer an Industrial Maintenance CTE pathway in partnership with Navarro College, Rural Development Partners, and Audobon that will lead to a level one certificate from Navarro College.</p> <p>Strategy's Expected Result/Impact: The percentage of graduates gaining a level one will increase from 8% to 15% by 2024. The annual goal for 2024 will be to increase the percentage of graduates to 7%. The grant will provide opportunities for students to receive scholarships & strengthen their workforce development.</p> <p>Staff Responsible for Monitoring: CHS Principal, Assistant Principals, and CTE Coordinator</p> <p>Funding Sources: Industrial Manufacturing Grant - Grant Fund - \$53,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<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: Corsicana ISD will promote and develop positive relationships through communication, involvement, and partnerships with our community.

Performance Objective 1: CISD will develop and maintain campaigns that spotlight the value, advantages, and positive aspects of a public education, specifically through achievements in Corsicana.

Evaluation Data Sources: Targeted mini-campaigns (such as Attendance TCC, Did You Know?)
 Sustained campaigns (spotlighting things like Collins Scholarship, Penguin Project, CTE, and more)
 Continued features on "good news" on website, social media, delivered to local media
 Explore ways to be present in the community (booths/tables at public events, promotional materials to share, etc.)

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Create a timeline and schedule of social media postings to occur biweekly, at a minimum. Strategy's Expected Result/Impact: Increased views and shares on social media. Staff Responsible for Monitoring: Executive Director of Communications & Marketing	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Train social media advocates on best practices for audience engagement. Strategy's Expected Result/Impact: Increased views and shares on social media. Staff Responsible for Monitoring: Executive Director of Communications & Marketing	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Corsicana ISD will promote and develop positive relationships through communication, involvement, and partnerships with our community.

Performance Objective 2: CISD will strengthen its ability to communicate effectively with the public, including at each campus level.

Evaluation Data Sources: District-wide website redesign scheduled for Summer 2024 that will make navigation easier
 Onsite/virtual training on website functions, social media best practice, photo framing, storytelling, etc. by Comms staff
 Providing campuses with tools created at the district level to ease on-campus burdens (graphics, announcements, etc.)
 Request speaking opportunities at local service clubs to educate the public on CISD's value to the community





Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize a variety of media formats to promote, inform and educate in both English and Spanish Staff Responsible for Monitoring: Executive Director of Communications & Marketing Funding Sources: Flyers, promotional items information packets app for smartphone - 199 General - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The district will analyze and identify student non academic needs and connect families with wrap-around resources. Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Special Programs, Family and Community Parent Liaison, Counselors, Principals	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: Provide a safe and secure learning environment.





Evaluation Data Sources: All District personnel will be trained in the CISD Emergency Standard Response Protocol and implement appropriate response procedures. Corsicana ISD will partner with local and state law enforcement agencies to train district personnel in school safety.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills occur within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p>Strategy's Expected Result/Impact: -Implement standard response protocols that create a safe and orderly environment in critical situations. -Aligned training for staff and learners in CISD -Safety of learners and staff in CISD-Communication to all stakeholders about the safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days</p> <p>Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with state and local law enforcement agencies to implement school safety trainings for all district staff members.</p> <p>Strategy's Expected Result/Impact: Increase staff knowledge and awareness of school safety.</p> <p>Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize School Threat Assessment Team (C.A.R.E. Team) policies and procedures to help maintain a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Observe assessment plans and decrease the number of student school safety incidents.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Leadership, School Threat Assessment Committee Chair, and CISD Chief of Police.</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 2: Provide a safe and secure physical environment.

Evaluation Data Sources: Corsicana ISD will implement and develop protocols for weapon detectors on all campuses. All district staff and students will provide identification at all times while on district property.

Strategy 1 Details	Reviews			
<p>Strategy 1: Upgrade the current CISD radio communication capabilities to the MotoTrbo Digital frequencies for campuses and across the District for normal operating traffic and emergency situations.</p> <p>Strategy's Expected Result/Impact: Implement standard procedure for use of the new radio communication system during emergency situations.</p> <p>Staff Responsible for Monitoring: Corsicana ISD PD, District-Wide Safety/Security Team, Operations, Technology</p> <p>Funding Sources: Emergency active shooter alert - 282 ESSER III - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Install and implement the InformaCast system across the District to be used in active emergency situations. The system once activated will streamline the notification of all emergency first responders via police radio frequencies, which include, the Corsicana Police Department, Navarro County Sheriff's Department, Texas DPS and all other local emergency entities.</p> <p>Strategy's Expected Result/Impact: Provide a platform that allows immediate emergency communication with local first responders.</p> <p>Staff Responsible for Monitoring: Corsicana ISD Police Department, Technology, Operations, District-Wide Safety/Security Team</p> <p>Funding Sources: Navigate 360 - 199 General - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Create district policy and procedures to address parent notification of dating violence and guidelines for students who are victims.</p> <p>Strategy's Expected Result/Impact: Create local policy to address and inform stakeholders that dating violence will not be tolerated.</p> <p>Staff Responsible for Monitoring: Student Support Counselors, Threat Assessment Team</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

199 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Support materials		\$20,780.00
Sub-Total					\$20,780.00
199 CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Microsoft Testing Certification Exams		\$7,800.00
1	5	1	Industry Certification Tests		\$10,000.00
Sub-Total					\$17,800.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Adaptive curriculum program for PK-2 literacy & math		\$55,000.00
1	1	4	Staff development and materials		\$24,500.00
1	1	5	Instructional Resources		\$3,500.00
1	1	5	Staff Development		\$5,000.00
Sub-Total					\$88,000.00
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training		\$9,500.00
Sub-Total					\$9,500.00
199 General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Program licenses for diagnostic screeners CMS		\$1,000.00
1	1	2	RTI Supplies		\$2,720.00
1	2	1	Resources needed for curriculum, coaching and materials		\$10,000.00
1	2	1	Supplies and licenses		\$50,000.00
1	2	2	Erate		\$50,000.00
1	4	1	RTI Programs- Istation, Education Galaxy, Moby Max, CLI Engage (Circle), MAP Growth		\$0.00

199 General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Flyers, promotional items information packets app for smartphone		\$5,000.00
3	2	2	Navigate 360		\$5,000.00
Sub-Total					\$123,720.00
199 Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and Materials		\$52,000.00
Sub-Total					\$52,000.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Program licenses & staff development for diagnostic screeners K-12 (MAP, Education Galaxy)		\$185,000.00
1	1	4	Instructional Materials		\$10,000.00
1	1	6	RTI Program-MAP Oral Reading Fluency		\$25,000.00
1	1	7	Early Literacy Phonics & Phonemic Awareness Materials		\$30,000.00
1	1	8	Materials & Personnel		\$53,000.00
1	1	9	Personnel		\$15,000.00
1	1	9	Instructional Materials		\$45,000.00
1	1	10	Instructional personnel & materials		\$40,000.00
1	3	1	Saxon Phonics		\$56,000.00
1	3	1	RTI Programs- Istation, Education Galaxy, Moby Max, MAP Oral Reading Fluency, MAP Growth		\$150,000.00
1	4	1	Instructional Resources for STAAR Prep		\$50,000.00
3	2	1	Emergency active shooter alert		\$30,000.00
Sub-Total					\$689,000.00
Grant Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	Industrial Manufacturing Grant		\$53,000.00
Sub-Total					\$53,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Child Abuse and Neglect	Andrea Boruk	9/21/2023	Stephanie Howell	9/18/2023
Coordinated Health Program	Carla Whitt	9/21/2023	Stephanie Howell	9/18/2023
Disciplinary Alternative Education Program (DAEP)	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Dropout Prevention	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Dyslexia Treatment Program	Margie Crow	9/21/2023	Stephanie Howell	9/18/2023
Title I, Part C Migrant	Margie Crow	9/21/2023	Stephanie Howell	9/18/2023
Pregnancy Related Services	Andrea Boruk	9/21/2023	Stephanie Howell	9/18/2023
Post-Secondary Preparedness	JP Johnson	9/21/2023	Stephanie Howell	9/18/2023
Recruiting Teachers and Paraprofessionals	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Student Welfare: Crisis Intervention Programs and Training	Andrea Boruk	9/21/2023	Stephanie Howell	9/18/2023
Student Welfare: Discipline/Conflict/Violence Management	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Texas Behavior Support Initiative (TBSI)	Shade Boulware	9/21/2023	Stephanie Howell	9/18/2023
Technology Integration	Chris Adams	9/21/2023	Stephanie Howell	9/18/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Scott Stephens	9/21/2023	Stephanie Howell	9/18/2023

Addendums

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the District's ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
<p>Bullying Prevention, identification, response to and reporting of bullying or bullying-like behavior</p>	<p>TEC 11.252(a)(3)(E) TEC 37.0832</p> <p>Board Policy FFI(Legal) Board Policy FFI(LOCAL)</p> <p>CISD web site</p> <p>CISD Student Handbook and Code of Conduct www.cisd.org</p>	<p>Campus administrators Campus general education and mental health counselors CISD Communications department CISD Police Officers</p>	<ol style="list-style-type: none"> 1. Implementation and support of district anti-bullying policies, guidelines, and procedures 2. Mental health counselors 3. On-line mental health counseling for students and staff (UT Health Services) 4. Mental health officer training for CISD PD 5. Quick Tips on the CISD web page 6. Counselor lessons focusing on preventing bullying and building positive relationships in coordination with Voice 	<p>Policies on the web page and in handbooks On-line service Officer certifications Quick Tips Counselor lessons</p>

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the District's ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Suicide Prevention Suicide prevention including parent/guardian notification, conflict resolution, violence prevention and intervention, unwanted physical or verbal aggression, sexual harassment, harassment and dating violence	TEC 11.252(3)(B)(i)	Campus administrators General education and mental health counselors CISD Police Officers Wrap-around Specialist Assistant Superintendent for Technology and Strategic Initiatives	1. Counselor lessons 2. Conflict resolution programs 3. Mental health counselors 4. On-line mental health counseling for students and staff 5. Staff training 6. Community partnership and training through Voice	Board Policies FFB, FOCA, DMA, and FFE Counselor lesson planning Staff development sessions
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District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
<p>Student Welfare: Crisis Intervention Programs and Training</p> <ul style="list-style-type: none"> • Early mental health prevention • Mental health promotion and positive youth development • Substance abuse prevention • Substance abuse intervention • Suicide prevention and suicide prevention parent/guardian notification procedure • Training for teachers, counselors, principals, and other appropriate staff 	<p>Board Policy FFG(Legal) Board Policy FFG(LOCAL)</p> <p>CISD Student Handbook and Code of Conduct www.cisd.org</p>	<p>Campus administrators Academic Counselors Student Support Counselors CISD Police Officers Threat Assessment Team</p>	<ol style="list-style-type: none"> 1. Counselor lessons. 2. Conflict resolution programs. 3. Provide threat assessment training for staff. 4. Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week. 5. Utilize the lessons in Quaver Ed for social and emotional resources and lessons. 6. Mental Health First Aid training for counselors 	<p>*Quick Tips *Continuing Ed Certifications *Referrals to agencies</p>

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Student Welfare: Discipline, Conflict, Violence Management	Board Policy FO(Legal) Board Policy FO(LOCAL) EC 37.001 CISD Student Handbook and Code of Conduct www.cisd.org	Assistant Superintendent of Leadership Campus administrators Academic Counselors Student Support Counselors CISD Police Officers Threat Assessment Team DAEP Committee	<ol style="list-style-type: none"> 1. Counselor presentations with Student Support Counselors 2. Conflict resolution programs. 3. Provide threat assessment training for staff. 4. Implementation of PBIS strategies on all campuses. 5. Created discipline/behavior supports guidance handbooks for all campus administrators. This included TASB guidance, local discipline, procedural safeguards, and sped 	<ul style="list-style-type: none"> *Quick Tips *Continuing Ed Certifications *Referrals to agencies *TASB Guidance *Discipline/behavior supports guidance handbooks

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Coordinated Health Program	Board Policy FO(Legal) Board Policy FO(LOCAL) EC 37.001 CISD Student Handbook and Code of Conduct www.cisd.org	Assistant Superintendent of Leadership CISD Health Services Coordinator Campus administrators	<ol style="list-style-type: none"> 1. All campus participates and complete the Presidents Fitness Gram. 2. Review all attendance and academic data to make informed decisions. 3. Updated P.E. curriculum at all levels. 4. Consistent monitoring and implementation of innovative methods through all extra-curricular activities 5. Shac committee meets quarterly to review goals and local health concerns and ideas. 	*TAPR Report *Fitness Gram findings *Shac Committee

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Disciplinary Alternative Education Program (DAEP)	CISD Student Handbook and Code of Conduct www.cisd.org	Campus administrators Academic Counselors Student Support Counselors CISD Police Officers	<ol style="list-style-type: none"> 1. Weekly DAEP committee meetings that include administrators from each campus and special education/counseling representatives. 2. Desegregate TAPR and other student data to make informed decisions. 	TAPR Report

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Dropout Prevention	TEC 11.252(a)(3)(E) TEC 37.0832 Board Policy FFI(Legal) Board Policy FFI(LOCAL) CISD Student Handbook and Code of Conduct www.cisd.org	Campus administrators Academic Counselors Student Support Counselors Homeless Liaison Wraparound Specialist	1. Credit Recovery Program 2. Night School 3. Gear up Program 4. Saturday school for credit recovery 5. In house services for student/family needs	Policies on the web page and in handbooks On-line service Officer certifications Quick Tips Counselor lessons

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary		
RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);		
+		
FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Corsicana

Priority for Service (PFS) Action Plan

Filled Out By: Tonya Ramos and Polo Vielma

Region: 12

Date: 06/10/2022

School Year: 2022 - 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):

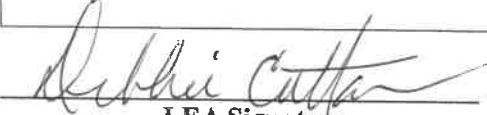
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

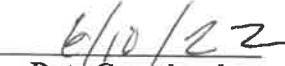
Objective(s):


Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.


Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			


<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	<p>September - May</p> <p>Monthly</p>	<p>MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors</p>	<p>Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan</p>
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	<p>September - May</p> <p>Monthly</p>	<p>MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors</p>	<p>Individualized Student Action Plan</p>
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>September - May</p>	<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials</p>



 LEA Signature

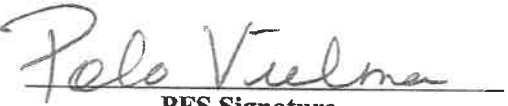

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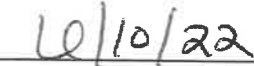

 PFS Signature


 Date Completed


 ESC Signature


 Date Received


 PFS Signature


 Date Completed

Priority for Service (PFS) Action Plan for Migrant Students - Spanish

Como parte de la ley de cada estudiante tiene éxito (Essa), el plan de acción de prioridad para el servicio (PFS) es una actividad de programa requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en virtud de esta parte, cada receptor de dichos fondos dará prioridad a los niños migratorios que han hecho mudanza que califique dentro del período de 1 año anterior y que estén fallando en calificaciones, o en mayor riesgo de fallar, en cumplir con las exigentes normas académicas estatales; o han abandonado la escuela. [1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como SLP si cumplen con los siguientes criterios:

PFS Resumen de Criterios		
MUDANZA RECIENTE QUE CALIFIQUE		
Estudiante que ha hecho mudanza calificado durante el período de reporte anterior o actual (dentro del período de 1 año anterior);		
+		
FALLANDO O EN MAYOR RIESGO DE FALLAR		
Estudiante que está fallando, o en riesgo de fallar, para cumplir con los desafiantes estándares académicos estatales; o han abandonado la escuela.		
Grado	Grado	Grado
K-3	3-12 y UG	7-12, OS, UG
Debe tener al menos una de las siguientes designaciones: <ul style="list-style-type: none"> - LEP/EL - Mayor edad - Retenido 	Debe haber recibido una puntuación/designación de evaluación estatal de: <ul style="list-style-type: none"> - Falta - Ausente - Exento - No matriculado - No probado - En riesgo de fallar 	Debe haber sido designado como estudiante de abandono en NGS: <ul style="list-style-type: none"> - El indicador de abandono y la fecha están vinculados a cada línea de historial.

El siguiente documento es proporcionado por TEA para los distritos para ayudar a documentar los esfuerzos que se están realizando en nombre de los estudiantes de prioridad para el Servicio (PFS). Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación ESSA en las disposiciones y garantías, pero también permite que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito estudiantil, incluyendo los plazos para alcanzar las metas y objetivos establecidos.

Distrito Escolar:
Region: 12

Priority for Service (PFS) Action Plan Spanish

Año Escolar: 2022 - 2023

Llenado por: Tonya Ramos/ Polo Vielma
Fecha: 06/10/2022

***Nota:** El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).*

<p><u>Meta(s):</u></p> <p>Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.</p>	<p><u>Objetivo(s):</u></p> <p>El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.</p>
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Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			

<ul style="list-style-type: none"> Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP. 	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
<ul style="list-style-type: none"> Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados. 	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS
Required Strategies	Línea de tiempo	Persona(s) Responsable	Documentación
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante. 	<p>Septiembre - mayo</p> <p>Mensual</p>	<p>Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros</p>	<p>Informes de progreso, resultados de evaluación del estado, datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante</p>
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias. 	<p>Septiembre - mayo</p> <p>Mensual</p>	<p>Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros</p>	<p>Plan de acción individualizado del estudiante</p>
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS. 	<p>Septiembre – Mayo</p>	<p>Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros</p>	<p>Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed., OSY Local: Asesoramiento, tutorial</p>

Firma del LEA

Fecha de finalización

Firma de ESC

Fecha Recibido

Firma de PFS

Fecha de finalización

Firma de PFS

Fecha de finalización



ESC Region 12 ID&R PLAN 2022-2023

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u>		
Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u>		
Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u>		
Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u>		
<i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u>		
Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u>		
Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u>		
Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		



ESC Region 12 ID&R PLAN 2022-2023

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> <u>Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA</u> COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.		
	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. Otros requisitos		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.		
	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.		
	El Personal: Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.		
	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>Dirigir ID&R.</u> <i>Niños Migrantes Potencialmente Elegibles:</i> Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. <i>Niños migrantes actualmente elegibles:</i> Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. Nota: Compartir copias de COEs con las entidades apropiadas según la lista en el COE.		
	El Personal: Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

<p>E. Completar COEs. El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envíe el COE y el SDF completos al revisor designado del SEA para que lo revisen.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Dentro de los 3 días de la firma de los padres</p>
<p>F. Revisión del COE. Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.</p>	<p>El Personal: Revisores designados del SEA</p>	<p>Dentro de los 5 días de la firma de los padres</p>
<p>G. Verificación de residencia. Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.</p>
<p>H. Otros requisitos</p>		

III. MAPAS Y REDES INTRAREGIONALES		
A. <u>Comuníquese con los cultivadores potenciales.</u> Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito para el 1 de noviembre.
B. <u>Desarrollar calendarios y mapas.</u> Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	El Personal: Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el año.
C. <u>Otros requisitos</u>		
IV. COORDINACION INTERINSTITUCIONAL		
A. <u>Trabajar juntos con agencias que atienden a familias migrantes.</u> Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	El Personal: Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el año.
B. <u>Otros requisitos</u>		
V. CONTROL DE CALIDAD		
A. <u>PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS.</u> Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	El Personal: Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. <u>Revisión de elegibilidad.</u> Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	El Personal: Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del año
C. <u>Monitorear y abordar las necesidades de entrenamiento continuo de ID&R.</u> Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	El Personal: Todo el personal del MEP	Según sea necesario durante todo el año
D. <u>Mantenga registros actualizados en el archivo.</u> Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	El Personal: Todo el personal del MEP	Continuo a lo largo del año
E. <u>Coordinar con ESC para la validación anual de elegibilidad.</u> Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	El Personal: El personal de ESC, MEP Niños: Niños antes identificados seleccionados por el Estado MEP	Enero – Junio
F. <u>Otros requisitos</u>		
VI. EVALUACION		

<p>A. <u>Evaluar los esfuerzos de ID&R para la planificación subsecuente.</u> Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.</p>	<p>El Personal: Todo el personal del MEP Otros: Junta de PAC, etc.</p>	<p>Antes del 30 de junio</p>
<p>B. <u>Otros requisitos.</u></p>		

District Improvement Plan

Addendum

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the District will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested the staff member responsible will report progress to the site-based committee.

Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Pregnancy Related Services	TEC 29.081(d) Board Policy FNE(Legal) Board Policy FNE(LOCAL) CISD Student Handbook and Code of Conduct www.cisd.org	PRS Liaison Campus administrators Academic Counselors Student Support Counselors	1. Counseling - individual, peer, and group 2. Regular monitoring of grades and attendance 3. Transportation assistance 4. Prenatal/Post-natal education	<ul style="list-style-type: none"> • Attendance Records • Homebound Records • Local agencies to provide assistance and referrals

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
<p>Dyslexia Treatment Program Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district. Corsicana ISD dyslexia therapies include: Scottish Rite Take Flight, Esperanza, and Multi Sensory Teaching Approach</p>	<p>TEC38.003;19 TAC 74.81) EHBAA , EHB , EHBC , EIE , FB CISD web site CISD Student Handbook www.cisd.org</p>	<ul style="list-style-type: none"> • CISD Special Programs • Trained special education teachers • Dyslexia therapists 	<p>Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. 19 TAC 74.28(f) A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the <i>Dyslexia Handbook</i>. Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.</p>	<p>Board policy Legal framework operating procedures for CISD https://framework.es.c18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=205&DT=G&LID=en Texas Dyslexia Handbook https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf</p>

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
<p>Post-Secondary Preparedness</p> <p>Strategies for providing middle school, junior high, and high school students, teachers, counselors, and parents information about:</p> <ul style="list-style-type: none"> • High education admissions and financial aid, including sources of information. • TEXAS grant program • Teach for Texas grant programs • The need to make informed curriculum choices for beyond high school • Sources of information on higher education admissions and financial aid 	<p>TEC 132.001 TEC 61.001</p> <p>Board Policy EIF(Legal) Board Policy EIF(LOCAL)</p>	<p>Campus administrators CCMR Coordinator Academic Counselors Student Support Counselors</p>	<ol style="list-style-type: none"> 1. FAFSA Nights for students and parents. 2. Host College and Career Fair for students. 3. Partnered with Navarro College to offer dual credit classes. 4. Students meet with CCMR counselor as well as Navarro Cap for scholarship resources. 5. The CCMR counselor schedules and meets with students regarding this matter. 6. 	<p>Counselor center webpage - https://www.cisd.org/Page/12793 Scholarship opportunities- posted at https://www.cisd.org/Page/12786</p>

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Recruiting Teachers and Paraprofessionals	DC(Local) DC (Legal) Student Handbook and Code of Conduct www.cisd.org	Assistant Superintendent of Leadership HR Team Campus Administrators	<ol style="list-style-type: none"> 1. Contract with a test prep consultant to prepare all Alternative certified educators for the state required PPR exam as well as the content exam. 2. Curriculum and Instruction team plan new teacher professional development as well as ongoing opportunities throughout the year. 3. CISD Champion Project that supports all new teachers through a local mentoring program. 	Contract/Schedule with consultant Contract addendums for employees who are not fully certified. District Champion Project Plan Calendar of scheduled recruitments

District Improvement Plan

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Sexual Abuse and Maltreatment of Children	TEC 51.282 Board Policy FFG(Legal) Board Policy FFG(LOCAL) CISD Student Handbook and Code of Conduct www.cisd.org	Campus administrators Academic Counselors Student Support Counselors CISD Police Officers	<ol style="list-style-type: none"> 1. Increase knowledge of recognizing and reporting child abuse and sexual abuse by training district staff members. 2. All district staff will follow the CISD Child Abuse reporting protocol. 3. Counselor lessons focusing on conflict resolution to promote healthy relationships. 	Policies on the web page and in handbooks Quick Tips Counselor lessons

District Improvement Plan

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
PBIS State law requires districts to adopt policies limiting use of restraint and seclusion that include comprehensive student protections, including the provision of mandatory training for school personnel.	TEC 37.0021, TAC 19 Chp 89 EHBA , FNCG , FO , FOF https://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=156&DT=G&LID=en	<ul style="list-style-type: none">• Director of Special Programs• District CPI Trainer• Campus Administrators, teams	Crisis Prevention Intervention annually for campus teams, police officers, and bus drivers	Training logs and books

District Improvement Plan

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
<p>PBIS Positive Behavior Program</p> <p>Each school district and open-enrollment charter school may develop and implement a program, in consultation with campus behavior coordinators employed by the district or school and representatives of a regional education service center, that provides a disciplinary alternative for a student enrolled in a grade level below grade three who engages in conduct described by Section 37.005 (Suspension)(a) and is not subject to Section 37.005 (Suspension)(c).</p>	<p>TEC 37.0013</p> <p>CISD Board Policy https://pol.tasb.org/PolicyOnline/PolicyDetails?key=931&code=DMA</p>	<ul style="list-style-type: none"> • Campus Administrators • District administrators • Classroom teachers 	<p>https://tier.tea.texas.gov/</p> <p>https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports</p>	<p>CISD RTI Manual</p>

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Requirement	References	Person(s) Responsible	Strategies and Resources	Supporting Documents and Services
Technology Integration	Board Policy CQ(Legal) Board Policy CQ(LOCAL) CISD Student Handbook and Code of Conduct www.cisd.org	District administrators Campus administrators Technology Department	1. Utilize GoGuardian software as a digital resource, providing increased online safety, network administration, and classroom management for staff and students.	Policies on the web page and in handbooks Quick Tips



Corsicana Independent School District

Job Description for Peace Officers, Resource Officers & Security Personnel

The board may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out Education Code Chapter 37, Subchapter C (Law and Order).

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer. Education Code 37.081(a)

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.