Corsicana Independent School District

CORSICANA INDEPENDENT SCHOOL DISTRICT
FANNIN ELEMENTARY TURN AROUND PLAN

DISTRICT INFORMATION

School System Name	Corsicana Independent School District
ame of the staff member employed by the school system completing this plan submission:	Tiffany Farmer
Email:	tfarmer@cisd.org
What role applies to the person completing this submission?	Executive Director of Elementary Curriculum & Instruction

Needs Assessment/Stakehold Engagement

I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.
Board Approval Date: Nov 3. 2025 (pending)

Student Outcome Goals

Campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	50
Campus-wide goal for the All Grades Math Meets Grade Level or Above	50

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STAAR Performance rate for the 2025-2026 school year.	
2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	44
2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	38
2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	75
2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.j	50

School Improvement Strategy

Overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Intensive Curriculum & Instruction Improvements
Will this campus/these campuses engage in a different strategy in the 2026-2027 and/or 2027-2028 school years?	No
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	LIFT, LIFT PLC Support,
Which, if any, grants has your school system been awarded to support this strategy?	Strong Foundations Implementation, ESF Focused Support
Please name any organizations you are currently working with to build capacity and support strategy implementation.	ESC Region 12, TNTP

Curriculum & Instruction

The adopted curriculum in use at the campus for the 25-26 school year.	K-4 RLA Bluebonnet K-4 Math Stemcopes
Will the school system adopt and implement a new curriculum in 25-26, 26-27, or 27-28?	Yes, SBOE Approved Math
How many instructional minutes per week are	K-3 RLA- 120 mins/day 4 RLA - 90 mins/day

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required/recommended for implementation of this curriculum?	K-4 Math - 90 mins/day
How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	K-3 RLA- 120 mins/day 4 RLA- 90 mins/day K-4 Math- 90 mins/day
How many instructional days are included in the 2025-2026 calendar?	169
If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	N/A
Describe the assessment plan for the impacted campus.	Math: We will use district created CBA, STAAR interim, and BOY, MOY and EOY MAP as well as daily formative assessments Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments in NWEA MAP. All assessments will be administered via DMAC to allow streamlined data analysis following each assessment.
Will the campus implement a PLC structure?	Yes
How will PLCs be organized (by grade level, content area, etc.)?	Each grade level and content area has their own PLC
How frequently will PLCs occur?	1-2 times per week
Who will facilitate PLCs?	Instructional coaches facilitate with support from the principal or campus admin
Who is required to attend PLCs?	Content area lead, all content area teachers for that grade

	level, administrator assigned to that content area and instructional coach
Description of the PLC protocol used	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps

Capacity Building

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	Attendees: Teachers Delivered By: Instructional coaches, Curriculum & Instruction Leaders, and ESC Region 12 specialists ● Attended RBIS training in the summer and will receive ongoing coaching and refresher sessions during the year, using RBIS look-fors as the anchor for high-quality instruction ● Weekly PLC's will focus on strengthening implementation of high-quality instructional materials (HQIM) and consistent execution of RBIS in daily instruction ● Teachers received accountability training from the Executive Director of Curriculum and Instruction to understand how their data and role impacts the schools accountability rating. ● Teachers will receive data-driven instruction training in January to strengthen data analysis protocols, including how to use student work and assessment results to plan reteach and targeted support. ● Summer professional development will deepen lesson internalization for Bluebonnet RLA and prepare teachers for initial implementation of the SBOE adopted math curriculum ● August training will include RBIS refreshers and continued training on high-quality instructional materials to ensure first-day readiness. ● Professional development on adaptive curriculum, Age of Learning ● Participate in bi-weekly district-wide math

	collaborative meetings lead by district professional development staff with a focus on building content knowledge and expertise. Attendees: Principals Delivered By: Principal Managers, Curriculum/Instruction District Leaders, and ESC Region 12 ● Research-Based Instructional Strategies (RBIS) ● Bluebonnet Learning for Leaders ● Strong Foundations Instructional Leadership 3-day training and monthly meetings ● T-TESS Calibration and Support ● Observation/Feedback (TIL) ● Coaching cycles ○ Delivering high-quality coaching through observation/feedback cycles ● Monthly instructional leadership meetings for principals ● Data Driven instruction ● Texas School Accountability Training Attendees: Assistant Principals Delivered By: Principal Managers, Curriculum/Instruction District Leaders, and ESC Region 12 ● Research-Based Instructional Strategies (RBIS) ● Bluebonnet Learning for leaders and coaches ● T-TESS Calibration and Support ● Observation/Feedback (TIL)Bimonthly assistant principal academy ● Data Driven Instruction ● Texas School Accountability Training Attendees: Instructional Coaches Delivered By: Principal Managers, Curriculum/Instruction District Leaders, and ESC Region 12 ● Monthly PLC support from PA at Region 12 ● Monthly observation/feedback support from PA at Region 12 ● Bluebonnet Learning for leaders and coaches ● Certified RBIS instructors (through TEA Pilot) ● Strong Foundations Implementation monthly meetings lead by ESC12 ● Data Driven Instruction ● Texas School Accountability Training

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	Principal Manager Delivered By: ESC Region 12 ● Principal Manager Academy ● Monthly TIL coaching visits ● Strong Foundation Implementation monthly meetings ● RBIS Pilot through TNTP & TEA, quarterly coaching ● Data Driven Instruction & Leadership
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	Because of the new implementation of Bluebonnet Learning, SFI training and coaching will be consistent for all staff to build a strong foundation. Differentiation will be driven by observation/feedback data. Coaches and leaders will use the Get Better Faster model to provide immediate, actionable feedback. Uncertified/inexperienced teachers will receive weekly observation and feedback cycles (double frequency), small group coaching, rehearsal opportunities, and guided planning. Ineffective staff will have intensified coaching with clear success criteria, progress monitoring, and additional modeling. Experienced/effective staff will focus on deepening implementation, anticipating student thinking, planning scaffolds, and leading PLCs/model lessons to build campus capacity.
What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	Our observation tool includes Bluebonnet Learning walkthrough tools as well as RBIS look-fors for reading and math. The tool also provides an opportunity for the observer to plan their feedback conversation using the get better faster model of Name It, See, It, Do It.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Teachers will be placed on tiers based on student growth and observation data. Tier 1 teachers will be observed every 2 weeks, tier 2 teachers every week, and tier 3 teachers will receive intense support with 2 observation/feedback cycles per week.
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Teachers and administrators will receive capacity-building supports focused on meeting the needs of students in special populations through targeted PD, coaching, and data-driven planning. This includes: training on differentiated instructional strategies aligned to RBIS and Bluebonnet implementation; guidance on scaffolding and accommodations to support English learners, students receiving special education services, and other identified

	subgroups; progress monitoring protocols to track student growth; ongoing PLC data meetings to adjust instruction; and collaboration with IA/PA support from Education Service Center Region 12. Leaders will engage in calibration walks and data reviews to ensure equitable access to Tier 1 instruction and targeted interventions.

Milestones

Quarter 1 (August–October 2025)
By October 31, 2025, district leaders, instructional coaches and service center specialist will deliver BOY professional development on adopted curriculum and RBIS in RLA and math, establish PLC routines that include lesson internalization expectations, conduct the first round of learning walks to identify trends in instruction, and assign teachers to tiered six-week coaching plans based on observed needs.
Monitoring plan: The Executive Director of Curriculum and Instruction will meet with the principal every two weeks to review campus walkthrough trends, confirm that instruction is aligned to Tier 1 priorities (the adopted curriculum and RBIS), and set the next six-week coaching actions for any teachers who are not yet on track.

Quarter 2 (November–December 2025)
By December 31, 2025, principals, assistant principals, and instructional coaches will conduct a mid-semester learning walk to check progress on current coaching plans, Bluebonnet Learning implementation, RLA and Math RBIS evidence, and set next-step goals for coaching cycles. Principals lead campus data meetings using beginning-of-year and interim assessment data and student work to identify priority standards and assign targeted student interventions with progress monitoring. Principals, assistant principals and instructional coaches provide high-frequency support in the highest-need classrooms, with at least two observation-and-feedback cycles per week for every identified high-need teacher.
Monitoring plan: The principal will monitor weekly by checking that the adopted curriculum is being used in classrooms with fidelity and that each high-need teacher received two observation/feedback cycles with practice. The Executive Director of Curriculum and Instruction will monitor every two weeks by reviewing curriculum trends and coaching frequency with the principal and flagging teachers who need additional support. Data will be shared with the superintendent and district level leaders.

Quarter 3 (January–March 2026)

By March 31, 2026, campus leaders will begin moving RLA teachers toward deeper implementation of RBIS during professional learning communities. Teachers who are not yet ready for deeper implementation will be prioritized for more frequent coaching cycles so they are prepared to make that shift by summer. District leaders will be trained in data-driven instruction and will then train teachers to

collect student work, analyze evidence, and plan targeted reteach in professional learning communities. During this same period, district and campus leaders will complete a mid-year step-back to review middle-of-year data, retarget priority standards, and update coaching calendars and professional learning community agendas, and will conduct spring learning walks to confirm that those reteach plans are visible in classrooms ahead of state assessments.
Monitoring plan: The principal will monitor weekly by checking that PLCs are using the data-driven instruction protocol, that reteach plans are showing up in classrooms, and that teachers not yet ready for deeper RLA implementation are in frequent coaching cycles. The Executive Director of Curriculum and Instruction will monitor every two weeks by reviewing coaching calendars and RBIS implementation with the principal and will conduct monthly learning walks to confirm that reteach plans are being executed in classrooms.

Quarter 4 (April–August 2026)
By August 15, 2026, campus leadership teams and the district will monitor classroom instruction to confirm that tier 1 priorities are in place, including evidence that RLA RBIS are present in most classrooms before end-of-year assessments, analyze year-long monitoring data to identify schoolwide and teacher-specific trends and plan next steps for the coming year, and provide summer training for instructional coaches, campus administrators, and teachers on the newly adopted mathematics products, pacing expectations, coaching cycles, and PLC facilitation to ensure readiness for day one of 2026–2027.
Monitoring plan: The principal will monitor monthly by checking that spring walkthrough priorities are addressed in summer professional development and confirming that staff understand expectations for the start of 2026–2027. The Executive Director of Curriculum and Instruction will monitor monthly by creating the campus professional development plan from the spring walkthrough data and verifying that all mathematics teachers and leaders complete new curriculum training before school starts. Data will be shared with the superintendent and district level leaders.

Quarter 1 (September–October 2026)

By October 31, 2026, campus leaders will monitor for deeper implementation of Bluebonnet Learning in RLA, with most teachers using embedded supports and scaffolds, and for basic implementation of the state-approved math curriculum, with most teachers on pace and teaching daily. Instructional coaches and principals will run PLCs using the district's internalization and data analysis protocols to identify priority standards for reteach and will launch six-week coaching plans for the highest-need teachers and grade levels based on those findings.
Monitoring plan: The principal will review weekly walkthrough and pacing data to confirm that RLA teachers are using Bluebonnet supports, math teachers are on pace and executing internalized lessons, and high-need teachers are in active six-week coaching cycles. The Executive Director of Curriculum and Instruction will meet with the principal every two weeks and conduct monthly learning walks to verify that PLCs are using the district internalization and data protocols and that reteach plans are being carried out in classrooms. Data will be shared with the superintendent and district level leaders.

Quarter 2 (November–December 2026)
By December 15, 2026, campus and district leadership teams will conduct Learning Walk number two to check progress on first-walk goals; lead campus data meetings using beginning-of-year and interim data to plan targeted interventions; and confirm that core instructional expectations are visible in classrooms, including that about 90% of teachers are showing deeper implementation of Bluebonnet RLA with evidence of all four RLA RBIS in most classrooms, and that about 70% of math teachers are on track for deeper implementation in the spring with evidence of all four math RBIS in most classrooms.
Monitoring plan: The Executive Director of Curriculum and Instruction will review RBIS evidence and walkthrough data with principals and instructional coaches each month; priority areas will be addressed through targeted feedback to individual teachers, and campuswide trends will be addressed through professional development. Data will be shared with the superintendent and district level leaders.

Quarter 3 (January–March 2027)
By March 31, 2027, district and campus leaders will conduct a mid-year step-back using interim data and student work to retarget priority standards, update professional learning community agendas and coaching calendars, and complete Learning Walk number three to verify that reteach plans from PLCs are being used during intervention in preparation for spring assessments. By this point, these practices are expected to be routine: 90% of RLA classrooms will show evidence of all four research-based instructional strategies, and 75% of math teachers will be in or ready for deeper internalization with evidence of all four math RBIS in instruction.
Monitoring plan: The principal will monitor weekly as part of the normal campus routine by checking that intervention blocks are being used for the reteach plans developed in PLCs and that classrooms are meeting the targets for RBIS in RLA and math. The Executive Director of Curriculum and Instruction will monitor monthly by reviewing walkthrough trends and intervention implementation with the principal and instructional coaches and by confirming that coaching calendars are aligned to any areas still below target.

Quarter 4 (April–August 2027)
By August 15, 2026, campus leadership teams and the district will review end-of-year walk-through and RBIS data to identify schoolwide and teacher-specific gaps in Tier 1 instruction, use that information to design targeted summer professional development, and train teachers, instructional coaches, and campus administrators on the newly adopted mathematics curriculum, pacing expectations, coaching cycles, and PLC facilitation so that all staff are ready for day one of 2026–2027.
Monitoring plan: Principals submit final learning walk summaries, next-year coaching expectations, and mentor/coaching assignments for new teachers; the Executive Director of Curriculum and Instruction confirms completion and readiness for day-one launch.

2027-2028

Quarter 1 (August–September 2027)

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By September 30, 2027, campus and district leaders will treat RBIS as established practice: all RLA classrooms are expected to be in deeper implementation with embedded scaffolds visibly in use, math classrooms are expected to be in their second year of implementation with about 75% of teachers in deeper implementation, and teachers will receive only refresher training on RBIS and curriculum internalization as needed. Grade-level leads will be trained to run PLCs that include lesson rehearsal, data analysis using the district protocol, and planning reteach on priority standards for intervention, leaders are reviewing student progress on priority standards every six weeks and adjusting intervention groups. Campus leaders will complete Learning Walk number one to confirm these practices are in place and to assign teachers to six-week coaching plans where support is still needed.
Monitoring plan: Campus principals submit the Learning Walk summary, teacher tiering/coaching roster, and first professional learning community agendas; the Executive Director of Curriculum and Instruction reviews for alignment and schedules progress checks.

Quarter 2 (October–December 2027)
By December 15, 2027, principals and instructional coaches will lead professional learning communities and campus data meetings using beginning-of-year and interim data to plan targeted interventions, and will conduct a mid-semester learning walk to check progress on first-walk goals and set new growth actions for each grade level.
Monitoring plan: Principals submit data-meeting artifacts and growth actions; the Executive Director of Curriculum and Instruction reviews evidence of follow-up in coaching calendars and professional learning community plans.

Quarter 3 (January–March 2028)
By March 31, 2028, district and campus leaders will complete a mid-year step-back to analyze campus data trends, retarget priority standards, and update six-week coaching plans and professional learning community agendas, and will conduct spring learning walks to confirm that reteach plans from professional learning communities are being used in classrooms.
Monitoring plan: Principals submit the step-back summary, revised coaching plans, and spring learning walk notes; the Executive Director of Curriculum and Instruction verifies plan-to-practice alignment.

Quarter 4 (April-August 2028)
By August 15, 2028, campus leadership teams and the district will verify through observation and feedback logs that coaching feedback is delivered within 48 hours and rehearsed in meeting, archive two exemplar lessons per grade level in RLA and math, run summer training for team leaders and new staff on PLC facilitation, coaching expectations, data review, and core instructional materials, and assign mentors and a first-month coaching calendar for all new teachers to ensure continuity going into the next year. Leaders will also review end-of-year student progress on priority standards to update intervention group plans and reteach expectations for the first six weeks of the new school year.
Monitoring plan: The principal will monitor monthly by checking that coaching and mentoring plans for the fall match the needs shown in end-of-year student data. The Executive Director of Curriculum and Instruction will monitor monthly through check-ins with the principal to confirm that leaders can explain their first-six-weeks intervention plan and are ready to launch it on day one.

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Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will monitor implementation through regular calibration walks, product-specific observations, RBIS look-for tools, self-assessments, learning walks, and survey data. Biweekly observation/feedback cycles will provide actionable data tracked in district dashboards to identify support needs. PLC agendas and internalization artifacts will be reviewed for alignment to curriculum and Tier 1 priorities. Stepback meetings with Region 12 IA, survey results, and ongoing data reviews will inform adjustments. Monthly district-level reviews will drive targeted coaching and professional learning to ensure fidelity and continuous improvement.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	DCSI
How frequently will progress toward milestones be reviewed?	Milestone progress data will be collected through product-specific observation tools, RBIS look-for rubrics, learning walk trackers, PLC and internalization artifacts, BOY/MOY/EOY surveys, self-assessments, and district implementation dashboards. Benchmark student achievement data—including interim assessments, MAP, and STAAR—will be analyzed alongside implementation data to measure impact. IA stepback meetings with Region 12 will inform adjustments. Data will be collected on an ongoing basis, reviewed monthly at the district level, and used to drive coaching, professional learning, and targeted support.
How will milestone progress data be collected?	Milestone progress data will be collected through product-specific observation tools, RBIS look-for rubrics, learning walk trackers, PLC and internalization artifacts, BOY/MOY/EOY surveys, self-assessments, and district implementation dashboards. Benchmark student achievement data—including interim assessments, MAP, and STAAR—will be analyzed alongside implementation data to measure impact. IA stepback meetings with Region 12 will inform adjustments. Data will be collected on an ongoing basis, reviewed monthly at the district level,

	and used to drive coaching, professional learning, and targeted support.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	This data is shared monthly with members of the district leadership team during our leadership meetings. It will also be shared and discussed monthly with the executive level in the superintendent cabinet meeting.

Resources

Please share the required costs to implement plan and source of funds:	$525,000 - Received SFI implementation grant for the 2025-2026 school year $350,000 - SBOE Approved Instructional Materials Entitlement and State-Developed OER Resource Entitlement Additional funds received through LASO 4 would allow us to continue to receive implementation support from ESC 12 as we move into implementing SBOE approved math curriculum.
If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	If an additional grant is not awarded, the district will use state allotted funds to purchase HQIM math and RLA materials. Our district would work with federal programs to ensure title II funding included a comprehensive professional development plan to ensure teachers were adequately trained on new curriculum products. Additionally, campus and district leaders will continue the systems built under Strong Foundations Implementation, and Texas Instructional Leadership; coaching cycles, PLCs, learning walks, and data meetings, to build leader and teacher capacity and sustain implementation.