

Crosby Independent School District

District Improvement Plan

2024-2025



Mission Statement

The mission of the District is to produce literate, responsible citizens capable of learning and applying academic and social skills successfully in any life setting. The District is committed to preparing our students for the challenges they face in the 21st century in a safe and nurturing environment.

Vision

The vision of Crosby ISD is to provide an education that addresses the needs of every student in our community while preparing them for a career that will sustain a productive future. We want every student to graduate from our high school prepared to pursue college interests or prepared to pursue career opportunities. We want to tap into the potential of all learners and capitalize on their talents and interests. We want to help them to discover how education affects their future and realize how lifelong learning can fulfill their capacity for growth and opportunities for many years to come.

Value Statement

We value family and community while realizing that not every student has the support needed to enhance school efforts. We value the roles that educators play in fulfilling the needs of students. In Crosby, we value what every person brings to the table, from bus drivers to maintenance workers, to cafeteria and custodial staff to teachers who serve on the front lines. Evidence of the regard we have for staff can be found in efforts by the board and district administration to provide competitive salaries and benefits for all district staff. Compensation is reviewed annually and compared with other school districts. Simply put, we want to provide the best for the students of this community. We also value the roles played by those who support the efforts of this districts. Community members, Chamber of Commerce and Crosby Education Foundation are vital contributors of time, attention and finances that enhance our work with students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	12
Perceptions	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)	20
Goal 2: The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.	46
Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.	48
Goal 4: District-Wide Climate of High Expectations and Teamwork Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.	61
Goal 5: Crosby ISD will develop Co-Curricular programs that enhance students' educational experiences, academic achievement, and school and community pride.	67
Goal 6: Community Relations Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.	69
Goal 7: Crosby ISD will be a good steward of taxpayers' money	76
Goal 8: Crosby ISD will maintain quality and safe facilities and adequately plan for future needs.	80
Goal 9: Public Education Reform CISD will support and/or participate in litigation and/or legislative efforts that support a strong public education system.	86
Title I - Previous	87
1.1: Comprehensive Needs Assessment	87
2.1: Campus Improvement Plan developed with appropriate stakeholders	87
2.2: Regular monitoring and revision	87
2.3: Available to parents and community in an understandable format and language	87
2.4: Opportunities for all children to meet State standards	87
2.5: Increased learning time and well-rounded education	87
2.6: Address needs of all students, particularly at-risk	87
3.1: Annually evaluate the schoolwide plan	88
4.1: Develop and distribute Parent and Family Engagement Policy	88
4.2: Offer flexible number of parent involvement meetings	88
5.1: Determine which students will be served by following local policy	88
Title I - Updated	88
Assurances	89
Statutorily Required Assurances	89
District Funding Summary	90

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crosby ISD Overview

The Crosby Independent School District (CISD) consists of 7 campuses and one middle school DAEP: one kindergarten center, four elementary schools, one middle school campus which houses the middle school DAEP, and one comprehensive high school campus. The district is accredited by the Texas Education Agency. The Crosby Independent School District brings together two communities, Barrett Station and Crosby. These communities boast a thriving family and business component. CISD is located near the city of Houston, which provides students with opportunities for educational and cultural experiences to support student outcomes. The diverse resources and amenities in the surrounding areas enhance the appeal of the Crosby Independent School District, making it an attractive place for both living and working.

On July 29, 2024, Superintendent Patterson and the Board of Trustees ceremonially broke ground on the new expansion of Crosby High School. The new academic wing and additional CTE labs will increase classroom/lab space by 50% at CHS. The projects are funded by monies from the 2017 voter-approved bond. Completion date: Fall 2025. The CHS expansion is the first major construction project in Crosby ISD in eight years.

Crosby ISD Students

Based on the 2023-24 PEIMS data, the Hispanic student group represents 52.17% of our student population. Our white student group is 36.09%, African American is 12.74%, Asian is .29%, Pacific Islanders and American Indian represent less than .24%. There are 3.74% identifying as two or more races. The student groups in Crosby ISD include 21.97% Emergent Bilingual (EB), 6.06% Gifted and Talented, and 16.07% Special Education (SPED). Additionally, 62.38% are economically disadvantaged (EcoDis), and approximately 53.57% are identified as at-risk. We ended the 2023-24 school year with 6,921 students.

On October 25, 2024, CISD's student enrollment for the 2024-25 school year was 7,074 students. Based on the current enrollment, the Hispanic student group continues to be the fastest growing in Crosby at 54.35%. Our white student group is 29.11%, African American is 12.72%, Asian is .28%, and Pacific Islanders and American Indian represent less than .14%. There are 3.39% identifying as two or more races.

Strengths

1. The diversity within the CISD student population mirrors the growth of our two communities, offering students valuable exposure to a range of cultures. This environment fosters understanding and highlights the importance of collaboration and cooperation essential for thriving in a global society.
2. The district continues to have a high graduation rate and a low dropout rate.
3. The district leverages numerous partnerships with community organizations, business, and industries to support the education of students.

Student Learning

Student Learning Summary

STAAR Performance Summary

Reading Language Arts (RLA)

Grades 3-5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 3	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	77	42	12	31	16	2	62	31	7
2024 State	75	49	21	46	20	6	69	41	15
2023	82	54	21	44	22	12	81	49	13
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 4	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	85	51	20	50	16	2	84	40	11
2024 State	81	51	23	53	18	5	74	41	15
2023	75	43	17	40	10	4	74	30	12
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	76	49	22	34	11	7	66	35	12
2024 State	78	54	29	45	20	7	71	43	19
2023	81	53	24	44	20	2	75	45	15

- The All students, Special Education, and Emergent Bilingual groups did not see gains from the 2023 scores to the 2024 scores across the district.
- The All students Grade 4 student group performed the same as the state in meets performance. Masters performance for the All Students group increased by 3%.

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2024	72	48	17	34	10	1	63	30	7
2024 State	75	54	25	39	18	5	60	38	12
2023	74	45	13	39	11	2	61	36	9
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 7	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	69	42	15	30	11	3	56	31	6
2024 State	72	52	28	34	14	5	57	34	13
2023	66	38	14	21	7	2	43	22	3
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	68	42	18	32	9	0	54	22	7
2024 State	79	54	28	43	16	5	64	34	12
2023	78	52	20	35	9	6	69	38	7

- The All Students group showed gains in 7th grade: +4% meets, and +1% masters. Additionally, Special Education students increased at the meets level (+4%). Emergent Bilingual students showed gains of +8% in meets and +3% in masters.
- Students in grades 6-8 RLA did not outperform the state in any categories.

EOC English I and English II

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
English I	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	63	47	8	24	8	0	45	24	2
2024 State	67	54	17	30	16	2	44	29	4
2023	71	53	9	24	9	0	52	34	2
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
English II	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	72	54	3	26	10	0	58	33	1

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2024 State	74	60	9	38	20	1	50	32	1
2023	73	55	4	28	0	0	42	15	1

- The All Student group saw a decrease at the meets level for both English I and II.
- Special Education and Emergent Bilingual scores saw a slight increase in meets performance at the meets level for English II. These scores are still below the All Students group for both tests at all levels.
- Masters level performance for English I and II showed no significant improvement in the All Students, Special Education, and Emergent Bilingual groups.

Mathematics

Grades 3-5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 3	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	63	30	8	29	10	1	55	23	5
2024 State	69	41	15	42	18	6	64	34	11
2023	75	40	16	42	22	6	78	35	14

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 4	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	68	30	8	29	10	1	53	23	5
2024 State	68	45	21	38	18	6	65	40	17
2023	67	43	18	35	16	4	62	35	16

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	80	48	13	53	16	1	77	50	11
2024 State	76	49	19	48	20	5	73	43	13
2023	83	51	19	71	21	6	83	55	14

- Student performance in the All Student, Special Education, and Emergent Bilingual group show decreases in meets and masters performance. None of the student groups out performed the state.
- Students in grades 3 and 4 saw a decrease in the meets performance level of 10 % or more percentage points.
- Elementary mathematics is a focus for the district.

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	67	35	10	32	10	1	56	23	2
2024 State	69	37	13	39	11	3	60	26	7
2023	69	34	11	34	8	2	59	27	4
Grade 7	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	55	35	10	32	10	1	56	23	2
2024 State	53	32	10	24	9	2	42	21	5
2023	59	35	9	25	12	4	53	22	3
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	70	41	6	54	24	3	61	36	5
2024 State	70	40	15	40	14	3	61	30	8
2023	75	39	5	56	16	4	71	34	3

- The grade 6 All Student and Special Education student groups saw an ingrate in meets performance.
- Meets performance in grade 8 for the All Students, Special Education, and Emergent Bilinguals groups were above the state percentages.

EOC Algebra I

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Algebra I	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	81	49	28	52	23	12	79	40	17
2024 State	79	45	25	52	14	5	71	32	15
2023	83	51	25	39	9	5	81	44	15

- Meets performance for the All Students group showed a -2% decrease in meets performance.
- Masters performance for the All Students, Special Education, and Emergent Bilingual groups scored above the state.

Science

Grade 5 and 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	55	23	8	24	8	0	43	11	3
2024 State	57	26	11	28	9	3	45	16	5
2023	61	30	11	37	10	2	57	25	8
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	68	36	12	33	11	2	52	18	3
2024 State	68	42	16	33	12	3	51	23	6
2023	75	52	16	40	19	2	67	39	6

- All Students, Special Education, and Emergent Bilingual performance decreased across all performance levels with exception of the Special Education masters performance which remained the same.

EOC Biology

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Biology I	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	87	48	13	65	15	2	79	25	4
2024 State	91	57	19	74	22	4	83	36	6
2023	90	58	20	70	16	0	80	35	5

- All students, Special Education, and Emergent Bilingual performance decreased across all performance levels.

Social Studies

Grade 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	43	23	10	26	3	0	25	8	3
2024 State	57	31	16	25	9	4	38	14	5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2023	50	27	10	21	9	0	33	11	2

- All Students, Special Education, and Emergent Bilingual performance decreased across all performance levels.
- Special Education masters performance which remained the same.

EOC US History

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
US History	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	95	64	28	70	20	0	86	30	9
2024 State	95	69	37	83	32	11	89	43	13
2023	94	69	36	88	29	6	85	39	10

- All Students, Special Education, and Emergent Bilingual performance decreased at the meets and masters performance levels.

TELPAS Performance Summary

	TELPAS Composite Ratings				TELPAS Composite Score Progression 22-23 to 23-24		
	Beginning	Intermediate	Advanced	Advanced High	Lower or Same Level	1 Level Higher	2 Levels Higher
Kindergarten	30	45	14	12	*	*	*
Grade 1	22	37	37	3	50	47	3
Grade 2	18	58	22	2	89	9	2
Grade 3	18	57	23	3	78	21	1
Grade 4	6	31	53	10	78	22	0
Grade 5	8	28	47	17	60	36	4
Grade 6	5	42	46	6	86	14	0
Grade 7	8	50	37	6	80	20	0
Grade 8	4	58	37	1	85	15	0
Grade 9	8	46	39	8	79	21	0
Grade 10	5	49	37	8	80	20	0

	TELPAS Composite Ratings				TELPAS Composite Score Progression 22-23 to 23-24		
Grade 11	13	50	30	7	83	15	2
Grade 12	5	52	34	9	84	16	0

- The majority of K-2 Emergent Bilingual (EB) students have a composite rating of Intermediate. This has remained consistent with the 2023 scores.
- The Emergent Bilingual (EB) students in Grades 1 - 12 scored lower at the same TELPAS Composite Score Progression level from 22-23 to 23-24.
- The majority of 3-12 EB students scored a composite rating of Advanced.

Student Learning Strengths

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Summary

Facilities Summary

Strengths

1. The district continues to evaluate maintenance and operations staff to ensure the proper maintenance of facilities.
2. Through the bond of 2017, the district has been able to update several chillers (HVAC systems) at different campuses.
3. The district continues to manage all work orders through the technology work order system.

Opportunities

1. With the age of the buildings, we continue to take on a higher level of work orders.
2. Provide additional training for custodial staff.
3. Facility grounds continue to need addressing to keep up with the demands of vegetation growth.

School Safety and Security

Strengths

1. The district has fully implemented Navigate 360, which is our panic alert system. This system is activated through district devices.
2. Every campus in CISD will have a School Resource Officer all day, every day.
3. Secondary campuses have hallway monitors to actively monitor daily.
4. Each campus has security resistant film.
5. The district and campuses have a threat assessment team that assists with struggling students and parent engagement.
6. The district has purchased ParentSquare as the mass communication platform. This system provides instant notification and two-way communication.

Opportunities

1. We are still seeking to be better with social and emotional support efforts across the district.
2. The district is continuing to work on bus discipline and creating further processes for communication from transportation to campus.

Transportation Summary

Strengths

1. The department recently purchased the SmartTag system. This system is fully functioning student accountability software that badges our students on and off the bus among other things.
2. Bus driver's are guaranteed a minimum of 6 hours a day of pay.

Opportunities

1. It continues to be challenge to find fully licensed people being in an industrial area.
2. Drivers continue to require training for safety elements on the bus.
3. Crosby ISD continues to seek ways to increase efficiency and look at more community-based stops.

Technology Summary

Strengths

1. A strong network and CyberSec Infrastructure exists throughout the district.
2. The district provides equitable student access to devices in grades K-12.
3. The district provides a user-friendly classroom management system, Schoology.
4. The department utilizes a work order system for accountability and tracking.

Opportunities

1. Inventory management systems are being created to streamline and optimize processes.
2. Implement and enhance device repair procedures internally and across all campuses.
3. Promote a deeper understanding of technology integration and its impact on instruction through professional learning for staff.
4. Strengthen inter-departmental relationships district-wide to promote a more collaborative supportive environment.

Business Services Summary

Strengths

1. Reducing cash handling for district employees and an increase in fee collections due to online credit card payments with RevTrak website.
2. Creating documentation and cross-training our staff to promote idea-sharing and coverage of duties.
3. Reviewing current processes and creating efficiencies for the Finance Department staff and district employees.
4. Providing guidance and rules to Booster Clubs, student organizations, and Parent Volunteer Organizations to ensure understanding of district needs and that federal laws are followed.
5. Continue to provide accurate financial information to the district administration and Board of Trustees to make informed fiscal decisions.
6. Accurate and transparent accounting of district monies to earn multiple financial awards, including a Superior Rating on School FIRST.

Opportunities

1. Decrease in compensatory time and over-time earned across the district.
2. Review grant processes and allocations to ensure we are making the best fiscal decisions with grant funds.

Communications Summary

Strengths

1. Implement a new district website that is built to be easier for stakeholders to find important information.
2. Weekly newsletter provided to parents and guardians in Crosby ISD with positive information that affects all stakeholders in one way or another.
3. The Communications Department is able to provide photography, video, news, feature writings, marketing, and crisis communications, among other areas.

Opportunities

1. Continue to analyze analytics to drill down and learn more about where users are entering and leaving the website, how much time they are spending there to find what they came for in an effort to make information easier to access.

Parent and Family Engagement Summary

Strengths

1. The addition of ParentSquare has provided a two-way communication platform between parents, teachers, administration and community through tools such as messaging, email, posts, and virtual phone calls.
2. The district provides multiple family/community engagement events to include Meet the Teacher Nights, Back-to-School Bash, Pep Rallies, and GT Expo Night for all families.
3. Community business partners have provided service hours on campuses to help facilitate classroom support and student learning.

Opportunities

1. Continue to revise the district Parent and Family engagement policy.
2. Continue to train department and campus staff on creating a welcoming environment and providing customer service for families when they need support or are guests in our schools.
3. Continue to offer professional development for faculty members to increase their likelihood of using effective two-way communication in ParentSquare.
4. Increase efforts to include families in the decision-making process through membership on campus and district site based decision-making committees.

Leadership Development

Strengths

1. The district developed a leadership definition that defines what leadership looks like in Crosby ISD providing a common language regarding leadership and understanding of leadership tasks and behaviors.
2. The administrative team meets monthly to participate in professional learning provided by district departments and consultants.
3. The district's principals participate in weekly principals' meetings to address needs and provide professional learning centered around identified responsibilities in their role.
4. District personnel visits campuses weekly to support initiatives and provide principals with feedback daily campus operations.
5. A shared Google Drive acts as a collection point for all instructional meeting agendas and notes.

Opportunities

1. Continue to update and refine instructional resources in the shared Google Drive.
2. Provide specific instructional leadership training with experts from outside Crosby ISD.
3. Develop a principal appraisal document (Eduphoria Campus Walkthrough Form) in an effort to build capacity in leaders as they continue to grow.

Staffing Systems Summary

Strengths

1. Crosby ISD provides a first-year teacher academy to support new teachers through mentoring and professional development.
2. The district offers a competitive salary schedule for teachers and builds in uninterrupted work time on campus to take care of professional tasks once a month.
3. We offer a robust recruiting program through university and region partnerships.
4. Crosby ISD has initiated the Teacher Incentive Allotment (TIA) process.

Opportunities

1. Narrow the district's focus on recruiting efforts with particular emphasis on SPED, ESL, and secondary teaching fields.
2. Continue to seek opportunities to increase partnerships with universities to provide more opportunities for internships in Crosby ISD.
3. Continue to strengthen retention efforts with all employees.
4. Continue with TIA implementation.

Professional Learning

Strengths

1. Engage core content teachers in collaborative draft and design learning sessions led by district curriculum coordinators.
2. Working with an accountability consultant to focus on aligning assessment and student growth opportunities to the rigor of the TEKS and STAAR.

Opportunities

1. Develop systems to help campuses identify top academic priorities with campus leaders, interventionists, and teachers so that they are incorporated into goals, objectives and weekly planning.
2. Develop specific training surrounding early childhood guided reading systems.
3. Provide interventionists and teachers with core content learning opportunities in depth of knowledge and rigor of TEKS, including how they are assessed
4. Provide support to campus leadership teams (administration, interventionists, classroom teachers) to help utilize small group instruction to support Tier 1 standards and Tier 2 interventions, including data analysis for student selection, planning effective instruction/interventions, delivering effective interventions, progress monitoring/assessing, reteaching and regrouping.
5. Provide K-12 writing professional development to support the district's initiative of "write a little, a lot".

Curriculum and Instruction

Strengths

1. Continue to develop a Curriculum Hub in Schoology for core content area teachers, including scope and sequence for pacing, instructional resources, vocabulary, and common misconceptions.
2. Continue to adopt Top Academic Priorities for Prekindergarten - grade 12 to include collaborative planning and writing across the content areas.
3. Campus and district leaders engage in collaborative walks to support instructional practices in RLA and Mathematics (grades 3-8) and EOC assessments.

Opportunities

1. Support the move to aligning reading practices to Science of Teaching Reading (STR) strategies.
2. Continued focus on Prekindergarten - grade 12 literacy and numeracy.
3. Identify mathematics data to collect and develop a progress monitoring system focusing on prekindergarten through 2nd grade mathematics.
4. Support effective instruction in EOC STAAR classes to support increases in meets and masters performance

Career and Technical Education

Strengths

1. The district provides diverse, complete CTE Programs of Study.
2. Crosby High School is expanding CTE facilities for the start of the 2025 - 26 school year.
3. Students are provided Programs of Study in all CTE endorsement areas.

4. The district provides appropriately certified instructors through State Board of Educator Certification or through District of Innovation Strategies (DOI).

Opportunities

1. CTE coordinator to identify ways to expand CTE to middle school students.
2. Improve CCMR performance through implementing a tracking system at Crosby High School.
3. Increase the collection of military enlistees documentation.
4. Evaluate current programs of study needs by conducting student interest surveys.
5. Provide professional development to staff members working with Emergent Bilingual and Special Education students in the CTE classroom, to address unique needs in CTE classrooms such as lab safety and equipment safety.

Perceptions

Perceptions Summary

Crosby ISD recognizes that active stakeholder engagement is vital to student success. By fostering authentic relationships with both internal and external stakeholders, we aim to create a collaborative environment rooted in trust. While transparency may invite criticism, we see it as a catalyst for positive organizational change. A healthy organization values diverse opinions, and we welcome constructive conflict as a means to improve.

To strengthen family and community engagement, we have implemented programs like Kids Hope, Watchdog Dads, and Parent Volunteer Organizations, alongside partnerships with local groups such as the Crosby Huffman Chamber of Commerce and Barrett Station Civic League. These initiatives connect community members with our campuses and provide insight into daily school operations.

Effective communication remains central to our outreach. Crosby ISD uses newsletters, social media, ParentSquare, Schoology, and more to keep parents and community members informed and involved in district matters. This approach has broadened engagement across generations and encouraged a proactive role in district activities.

As our district experiences demographic and cultural shifts, Crosby ISD is committed to maintaining high expectations, valuing diverse perspectives, and fostering an inclusive, growth-oriented environment. We strive to close performance gaps across all student groups, ensuring an equitable education that serves our community well into the future.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 1: Communication from District Leadership will articulate district expectations for performance in respective areas.

Evaluation Data Sources: Implementation of district programs

Strategy 1 Details	Reviews			
Strategy 1: The Superintendent will work with the school board to create district goals and communicate them to stakeholders at convocation and other venues. Strategy's Expected Result/Impact: Implementation of strategies to address goals. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Data Analysis Teams consisting of Campus and District Leadership representatives will meet to communicate strengths and needs of each school. Strategy's Expected Result/Impact: Campus programs implemented to address students' needs. Staff Responsible for Monitoring: Principals Assistant Principals Teachers Content Coordinators Director of Curriculum & Instruction Assistant Superintendent of Administration Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Provide 18 Title I staff members assigned to various campuses across the district to accelerate and remediate students in prekindergarten through twelfth grade. Strategy's Expected Result/Impact: Increase performance on summative assessments (Circle Progress Monitoring Instrument, mCLASS Reading, iStation, and STAAR). Staff Responsible for Monitoring: Principals Assistant Principals Teachers Director of Curriculum and Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Provide 2 Title II staff members assigned to various campuses across the district to accelerate and remediate students in prekindergarten through twelfth grade. Strategy's Expected Result/Impact: Increase performance on summative assessments (Circle Progress Monitoring Instrument, mCLASS Reading, iStation, and STAAR). Staff Responsible for Monitoring: Principals Assistant Principals Teachers Director of Curriculum and Instruction Assistant Superintendent of Administration Funding Sources: Certified Teachers - Title !!	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 2: Crosby ISD will increase the number of students performing at Meets level according to the Texas Accountability System, by June of 2025. Meets level in Math will move from 42% to 46%. Meets level in Reading will move from 47% to 51%. Meets level in Science will move from 37% to 41%. Meets level in Social Studies will move from 45% to 49%.

Evaluation Data Sources: 2025 STAAR Data

Next Year's Recommendation: Provide ongoing, embedded professional development to ensure staff are equipped to maximize the impact of newly adopted resources in both core and intervention settings.

Strategy 1 Details	Reviews			
Strategy 1: Reading Language Arts, Math, Science, and Social Studies teachers (grades 3-11) will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Curriculum Coordinators will attend planning sessions to ensure the use of curriculum guides, backwards design and the production of high quality lessons. Strategy's Expected Result/Impact: Increasing quality lessons in the classroom will increase student performance on classroom tests, milestones, and STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Directors of Curriculum & Instruction Assistant Superintendent of Administration Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details		Reviews			
Strategy 2: Reading Language Arts teachers in grades 3 through English II will use STAAR-aligned curriculum materials (Lowman Education and TEKSnology) to ensure instruction is aligned to the rigor of STAAR. Strategy's Expected Result/Impact: Providing high-quality curriculum materials aligned to the STAAR will increase student performance at the Meets level of STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principals Secondary Director of Curriculum Assistant Superintendent of Administration Results Driven Accountability Funding Sources: Lowman Education and TEKSnology - Local Funds		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 3 Details		Reviews			
Strategy 3: Mathematics teachers (grades 3-5) will implement daily problem solving as a routine in the math block. Strategy's Expected Result/Impact: Students will be proficient in problem solving strategies using mathematical reasoning, mathematical representations, and number calculations. Providing multiple representations through daily problem solving aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principals Secondary Director of Curriculum Assistant Superintendent of Administration		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 4 Details		Reviews			
Strategy 4: Mathematics teachers in grades (6-Algebra I) will use Lowman Education curriculum materials and multiple representations to provide instruction aligned to the rigor of STAAR. Strategy's Expected Result/Impact: Providing multiple representations through curriculum materials aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principal Director of Secondary Curriculum and Instruction Assistant Superintendent of Administration Funding Sources: Lowman Education Mathematics curriculum materials grades (6-Algebra I) - Local Funds		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 5 Details	Reviews			
Strategy 5: Social Studies teachers in grades 6-11 will implement "Write A Little A Lot" for their warm-ups and exit tickets for students to exhibit a deep understanding of the TEKS taught or previously taught. Strategy's Expected Result/Impact: Writing about the content will deepen the knowledge of the TEKS and increase the meets and masters performance for 8th Grade Social Studies and U.S. History. Staff Responsible for Monitoring: Teachers Assistant Principals Principal Secondary Director of Curriculum and Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Crosby ISD will hire and utilize a consultant to educate on the accountability system, the district aims to empower its educators with the knowledge and skills needed to drive student success on STAAR assessments. This strategy not only focuses on immediate improvements but also builds a foundation for ongoing professional development and student achievement. Strategy's Expected Result/Impact: Increased STAAR performance and accountability ratings Staff Responsible for Monitoring: Assistant Superintendent of Administration Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Considerable	 Continue/ Modify
Strategy 7 Details	Reviews			
Strategy 7: Science teachers in grades 3-9 (Biology) will use EduSmart supplemental online curriculum materials to provide additional instruction aligned to the rigor of STAAR. Strategy's Expected Result/Impact: Providing multiple representations through curriculum materials aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Director of Curriculum & Instruction Assistant Superintendent of Administration Funding Sources: EduSmart - Local Funds	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 8 Details	Reviews			
Strategy 8: Crosby ISD Science Instruction K-12 will incorporate the use of Scientific and Engineering Practices to support instruction in the science content standards for 50% of instructional time, to include asking questions, planning and conducting multiple types of investigations, explaining phenomena using tools and models, identifying problems and designing solutions using tools and models. Strategy's Expected Result/Impact: Increasing quality lessons in the classroom will increase student performance on classroom tests, milestones, and STAAR. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 3: Crosby Independent School District will boost student performance by increasing the percentage of students demonstrating growth by advancing one performance level, as defined by the Texas Accountability System. Student growth will elevate from 62% to 70% by June 2025.

Evaluation Data Sources: 2025 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Offer targeted accountability sessions that address unique campus Domain II (student growth) and Domain III (closing the gaps) data challenges.

Strategy 1 Details	Reviews			
Strategy 1: Crosby ISD will utilize our accountability consultant to provide professional development on the steps toward enhancing our capacity to track and support the growth of each student and their ability to meet their yearly goals. Strategy's Expected Result/Impact: Tracking growth goals will increase the number of students achieving a growth point on STAAR for Domain II and III. Staff Responsible for Monitoring: Assistant Superintendent of Administration Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Crosby ISD teachers will create and track the individual growth goals for their students on assessments throughout the year in order to increase student growth according to the Texas Accountability System. Strategy's Expected Result/Impact: Increase the number of students earning a growth point on STAAR according to the Texas Accountability System. Staff Responsible for Monitoring: Assistant Superintendent of Administration Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators Teachers	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 4: Crosby ISD PK-2nd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics.

Literacy Goals

Pre-K: 97%

Kindergarten: 79%

1st Grade: 75%

2nd Grade: 76%

Math Goals

Pre-K: 100%

Kindergarten: 88%

1st Grade: 62%

2nd Grade: 60%

HB3 Goal

Evaluation Data Sources: Amplify mClass Screener BOY, MOY, EOY
CLI Engage BOY, MOY, EOY

Next Year's Recommendation: Provide additional training and support for PK-2 math and reading instruction to close observed gaps, particularly in 1st and 2nd grades.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Through the year, teachers, interventionist, and coordinator will prepare RLA lessons designed to improve TIER 1 instruction while meeting the needs of students. Strategy's Expected Result/Impact: Students will improve their performance on classroom test, Amplify mClass, CLI, Unit Test, and Milestone. Staff Responsible for Monitoring: Teachers Interventionist Curriculum Coordinator Assistant Principals Principals	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage students in daily Numeracy Routines designed to improve number sense in mathematics. Strategy's Expected Result/Impact: Students will improve their performance on classroom tests, Amplify mClass Math screeners, CLI screeners, Unit Tests, and Milestones. Staff Responsible for Monitoring: Teachers Interventionist Curriculum Coordinator Assistant Principals Principals		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 5: Crosby ISD 3rd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics. The percent of third grade students that score meets grade-level or above on STAAR Reading will increase from 53% to 58% by June 2025. The percent of third grade students that score meets grade-level or above on STAAR Math will increase from 39% to 52% by June 2025.

- HB3 Goal**
- Evaluation Data Sources:** 2024-2025 Milestone scores
2025 Reading & Math STAAR Scores
2025 MOY & EOY Amplify mClass Scores
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Enhance Professional Development: Provide ongoing training for teachers and interventionists focused on evidence-based small group instruction, differentiation strategies, and progress monitoring tools.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	Considerable	Considerable	Considerable	Continue/ Modify
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 6: Crosby ISD will increase the number of students scoring a 5 or higher in writing in grades 3-English II as measured on STAAR from 38% to 42% by June 2025.

Evaluation Data Sources: 2025 STAAR ELAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	Considerable	Considerable	Accomplished	Continue/ Modify

Strategy 2 Details		Reviews			
Strategy 2: Selected students at CMS and CHS will utilize the literacy program ThinkCERCA to receive targeted writing instruction and practice. Strategy's Expected Result/Impact: ThinkCERCA's argumentative writing model will prepare at-risk students for the STAAR writing task by concentrating on organization and evidence-based reasoning. Increased STAAR scores in grade 6-English II Reading STAAR /English EOC Staff Responsible for Monitoring: Classroom Teachers Interventionists Instructional Coaches Curriculum Coordinators Assistant Principals Principals Director of Secondary Curriculum Assistant Superintendent of Administration Results Driven Accountability Funding Sources: ThinkCERCA - Local Funds		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details		Reviews			
Strategy 3: RLA students (grades 3-English II) and teachers will develop writing goals and track ECR data throughout the year to help students focus on academic growth. Strategy's Expected Result/Impact: Teachers and students will utilize data trackers to develop, adjust, and monitor ECR goals. Increased ECR scores on State Assessment for grade 3-English II. Staff Responsible for Monitoring: Classroom Teachers Interventionists Instructional Coaches Curriculum Coordinators Assistant Principals Principals Directors of Curriculum Assistant Superintendent of Administration Results Driven Accountability		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 7: Crosby ISD will increase opportunities for Gifted & Talented (GT) students to engage in extensions of learning and deeper understanding of TEKS.

Evaluation Data Sources: GT Projects
Milestone
STAAR Scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Monitor Academic Progress Closely: Use STAAR and milestone data to track growth specifically among GT students at the meets and masters levels to inform adjustments in instruction.

Strategy 1 Details	Reviews			
Strategy 1: Students identified for GT services will receive support and enhanced instruction through project based learning. Strategy's Expected Result/Impact: Students will obtain deeper content knowledge and perform at the meets and masters grade level. Staff Responsible for Monitoring: Assistant Superintendent of Administration Directors of Elementary & Secondary C&I Principals Assistant Principals GT Teachers	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Students identified for GT services will increase their masters performance on STAAR/EOC assessments in grades 6-11. Math: Increase from 54% to 59% by June 2025 Reading: Increase from 52% to 57% by June 2025 Science: Increase from 60% to 65% by June 2025 Social Studies: Increase from 45% to 50% by June 2025 Strategy's Expected Result/Impact: Increase in Masters Grade Level Performance on STAAR/EOC assessments. Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Secondary C&I Principals Assistant Principals Curriculum Coordinators Teachers	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 8: Crosby ISD will address linguistic, cognitive, and affective needs of all all Emergent Bilinguals (EBs).

Evaluation Data Sources: Numerous assessment data, including TAPR, STAAR, and TELPAS

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Ensure planning and alignment across grade levels to support a seamless dual language experience from kindergarten through upper elementary.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported in obtaining the Bilingual/ESL certification. Strategy's Expected Result/Impact: Increase number of certified Bilingual/ESL teachers in CISD. Provide resources to assist teachers in obtaining certification Staff Responsible for Monitoring: Principals Bilingual/ESL Coordinator Executive Director of Human Resources (for certification purposes) Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Continue ongoing training efforts in the ELPS (English Language Proficiency Standards), ESL strategies, and Content Based Language Instruction. Strategy's Expected Result/Impact: Teachers effectively implement strategies learned in the professional development sessions. Staff Responsible for Monitoring: Principals Assistant Principals Bilingual/ESL Coordinator Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Crosby ISD will continue the implementation of the One Way and Two Way Dual Language Programs. Strategy's Expected Result/Impact: Emergent bilingual and non-emergent bilingual student enrollment in the the One Way and Two Way Dual Language Programs. Promote long-term academic and language achievement in both English and Spanish for participating Emergent Bilinguals and English Proficient students. Staff Responsible for Monitoring: Assistant Superintendent of Administration Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Dual Language Teachers Bilingual ESL Coordinator	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Host Emergent Bilingual parent nights to increase parent communication, awareness, and involvement by informing families about campus-level opportunities and programs designed to support students in achieving biliteracy. Strategy's Expected Result/Impact: Sharing parent communication in English and Spanish. Attendance in parent communication meetings. Participation of Bilingual/ESL parents as stakeholders in the decision-making process. Achievement of Emergent Bilingual students. Staff Responsible for Monitoring: Principals Assistant Principals Counselors Bilingual and ESL Teachers Bilingual ESL Coordinator Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Provide 5 Bilingual/ESL instructional paraprofessionals to support program implementation at the campus level. Strategy's Expected Result/Impact: Increased student outcomes on EOY summative assessments. The increases in the number of Emergent Bilingual students reclassifying at the EOY LPAC. Staff Responsible for Monitoring: Bilingual and ESL Coordinator Directors of Curriculum and Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 9: Crosby ISD will increase the number of Emergent Bilingual (EB) students who progress at least one composite level as measured by Texas English Language Proficiency Assessment System (TELPAS) by June 2025.
Beginner to Intermediate: Increase from 12% to 15%
Intermediate to Advanced: Increase from 46% to 50%
Advanced to Advanced High: Increase from 35% to 40%

- Evaluation Data Sources:** Summit K-12 (Progress Monitoring)
2025 TELPAS Assessment
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Encourage student ownership by having EB students review their own Summit K-12 progress reports and set language development goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide training and successfully implement Summit K-12 for all Emergent Bilinguals (EBs) to support the development of the English Language Proficiency Standards (ELPS) that are aligned with TELPAS assessments. Summit K-12 will be utilized in intervention and Tier I instruction. Strategy's Expected Result/Impact: 15% increase in listening, speaking, reading, writing, and overall composite 2025 TELPAS scores Staff Responsible for Monitoring: Coordinator of Bilingual/ESL Principals Assistant Principals Dean of Instruction Associate Principal EB Teachers Advisory Teachers AI Teachers	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
Strategy 2: Provide in-class support for Emergent Bilingual students with Bilingual teachers, ESL teachers, Bilingual paras, ESL paras and aides. Strategy's Expected Result/Impact: Increase in Emergent Bilingual student performance on the TELPAS and STAAR. Staff Responsible for Monitoring: Directors or C&I Coordinator of Bilingual/ESL Principal Assistant Principal Dean of Instruction Associate Principal	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 10: Crosby ISD will develop and implement new procedures and processes to ensure the district's library collections align with the collection development standards set forth by the Texas State Library and Archives Commission (TSLAC), as mandated by House Bill 900 during the 88th Legislature.

Evaluation Data Sources: Library Catalog
Follette Destiny

Summative Evaluation: Met Objective

Next Year's Recommendation: Each year as new books are added to collections they will be analyzed to meet the requirements of House Bill 900.

Strategy 1 Details	Reviews			
Strategy 1: The district will establish and implement clear, updated procedures and processes for library collection management that align with the Texas State Library and Archives Commission (TSLAC) standards and the requirements outlined in House Bill 900. These procedures will ensure that materials are regularly reviewed and updated to meet both educational objectives and state mandates. Strategy's Expected Result/Impact: Procedures compliant with HB900 Staff Responsible for Monitoring: Assistant Superintendent of Administration Directors of C&I District Librarians	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 11: Crosby Independent School District Special Education department will increase the percentage of students achieving the "Approaches Grade Level" standard, as defined by the Texas Accountability System by June 2025.

- Content Goals:
- Reading: From 36% to 40%
 - Mathematics: From 35% to 39%
 - Science: From 37% to 41%
 - Social Studies: From 43% to 47%

Evaluation Data Sources: 2025 STAAR/EOC Assessment Scores
Successful implementation of the ARD committee recommendations
PBMAS score indicators

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Offer content-specific training for SPED teachers in STAAR-tested areas (reading, math, science, and social studies), focusing on instructional scaffolds and STAAR-aligned interventions.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained in identifying and providing services to special education students. Strategy's Expected Result/Impact: Increased understanding/implementation of providing services to special education students. Staff Responsible for Monitoring: Teachers Assistant Principals Principals Director of Special Education Coordinator of Special Education instruction	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
Strategy 2: For the 2024/25 school year, special education teachers, in class support teachers, and paraprofessionals will be trained in research based instructional practices by the Special Education Instructional Coordinator, and the Director of special education, utilizing a variety of resources. Strategy's Expected Result/Impact: Increase teacher knowledge and resources Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Special Education Curriculum Coordinators Special Education Instructional Coordinator Principals Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Crosby ISD special education teachers will create and track individual growth goals for each of their students in order to track growth. Strategy's Expected Result/Impact: Awareness for teachers on student's growth and areas of need Increased student growth on STAAR assessments Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Special Education C & I Directors Curriculum Coordinators Special Education Instructional Coordinators Special Education Teachers General education teachers Principals Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Crosby ISD special education students will be progress monitored each 9 weeks grading period. Information will be sent directly to parents. Strategy's Expected Result/Impact: Track student's progress on individualized goals through their ARD plan. Staff Responsible for Monitoring: Special Education teachers General Education teachers Coordinator of Special education instruction Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 12: Students identified for a special population (504, Dyslexia, RTI, etc.) will receive individual attention and support.

Evaluation Data Sources: All students will perform successfully in class and on formative/summative assessments.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Strengthen Tier 1 Core Instruction: Provide targeted professional development to improve Tier 1 instruction, reducing the need for Tier 2/3 services by addressing learning gaps early.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained in identifying and providing services to 504 students. Strategy's Expected Result/Impact: Services provided to 504 students will be documented in 504 student plans. Support services (including Homebound services) will be made on an individual student basis to ensure each student has the opportunity to access the appropriate content/grade level curriculum. Staff Responsible for Monitoring: Teachers Assistant Principals Principals Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: District and campus staff will be trained in identifying the characteristics of Dyslexia and the instructional practices, intervention, and/or classroom accommodations utilized to meet their needs. Strategy's Expected Result/Impact: Staff will follow the plan of services documented in the IEP or 504 plan and dyslexic students will make reasonable progress. Progress will be monitored throughout the year to determine if any changes in services are needed. Staff Responsible for Monitoring: Teachers Assistant Principals Principals Special Education Instructional Coach Dyslexia Coordinator Director of Special Education Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/Modify

Strategy 3 Details	Reviews			
Strategy 3: The RTI process will identify and address students with academic needs at the Tier 2 and Tier 3 level. Strategy's Expected Result/Impact: The number of students receiving Tier 2 and Tier 3 services will decrease. Staff Responsible for Monitoring: Teachers Special Education Staff Content Coordinators Assistant Principals Principals Director of Curriculum & Instruction Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Crosby ISD will maintain the Crosby Crossroads Academy to assist At-Risk high school students in earning credit needed for graduation. Strategy's Expected Result/Impact: Students enrolled in Crosby Crossroads Academy will earn course credit needed for graduation. Staff Responsible for Monitoring: Teachers Counselors Registrars Assistant Principals Principal Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Crosby ISD will participate in a shared arrangement for DAEP services. Student performance will be monitored in the following areas to ensure academic success: student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism. Strategy's Expected Result/Impact: Behavior infractions as specified in the student code of conduct will be minimized; Repeated placement of students in the DAEP program will be minimized Staff Responsible for Monitoring: Campus Administration Counselors Attendance Personnel Registrar Director of Student Services Assistant Superintendent of Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify

Strategy 6 Details		Reviews			
Strategy 6: Students identified to be homeless will receive campus support to ensure their social, emotional, and academic needs are met. Strategy's Expected Result/Impact: Students in a homeless circumstance will have their social-emotional needs met and will be academically monitored for success. Staff Responsible for Monitoring: Principals Assistant Principals Counselors Teachers Director of Student Services Assistant Superintendent of Administration		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 13: Provide professional learning opportunities for all staff for continuous learning and improvement.

Evaluation Data Sources: Professional development surveys
Student and teacher usage of technology programs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Provide more hands-on opportunities for staff to model, plan, and receive coaching on technology implementation within their specific content areas.

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in technology training to empower students with essential 21st-century digital skills. Strategy's Expected Result/Impact: Increased knowledge of technology programs. Increased use of technology in the classrooms and workplace Staff Responsible for Monitoring: Executive Director of Operations Director of Technology	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promotes effective instruction in the classrooms. Strategy's Expected Result/Impact: Improved student achievement on formative and summative assessments. Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Elementary Curriculum & Instruction Director of Secondary Curriculum & Instruction Director of Technology	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Provide and effectively implement supplemental resources to support Tier I, II, and III instruction and intervention. Strategy's Expected Result/Impact: Perform at or above the state level on TELPAS and STAAR scores. Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Elementary Curriculum & Instruction Director of Secondary Curriculum & Instruction Director of Technology	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1: Crosby ISD will increase the number of 2025 graduates earning a CCMR (College, Career, Military Readiness) designation to 90% by June of 2025.

Evaluation Data Sources: 2025 SAT/TSIA2/ACT Assessment Data
 2025 IBC Assessment Data
 2025 CTE Aligned Pathway Course Completion
 2025 College Preparatory English & Math Completion
 2025 Military Enlistment Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increasing student and parent awareness of CCMR requirements and individual student status

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor use of campus-wide system to track CCMR progress for every student in grades 9-12 and provide early interventions to ensure CCMR completion by graduation. Strategy's Expected Result/Impact: Increase in number of students that are college, career, or military ready upon graduation. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction CTE Coordinator Principal Dean of Instruction/Associate Principal Assistant Principals Counselors	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Students will complete an aligned program of study and pass the aligned Industry-Based Certification (IBC) in order to reach career ready status by graduation. Strategy's Expected Result/Impact: Increase in completer status and career ready graduates. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction CTE Coordinator Principal Dean of Instruction Assistant Principals Counselors Teachers	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: In school tutoring opportunities for students on the math components of TSIA2. Strategy's Expected Result/Impact: Increase number of students meeting the college ready status on TSIA2 math. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction Secondary Math Coordinator Principal Dean of Instruction Counselors Interventionist	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Conduct a thorough evaluation of our math courses to ensure that they align with the SAT and TSIA2 math components, achieving a comprehensive and in-depth understanding of the required standards. Strategy's Expected Result/Impact: Increase number of students meeting the college ready status on SAT math and TSIA2 math. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction Secondary Math Coordinator Principal Dean of Instruction	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Provide professional learning opportunities for CTE teachers in order to promote effective classroom instruction. Strategy's Expected Result/Impact: Increase student achievement and IBC passing rates. Staff Responsible for Monitoring: Assistant Superintendent of Administration Director of Secondary Curriculum & Instruction CTE Coordinator	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1: With the efforts of the Human Resources Department, the district seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Evaluation Data Sources: Recruitment and Retention of Highly Qualified Central Administration, Campus and Department Staff

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with Principals and School Administration on the implementation of next steps. Strategy's Expected Result/Impact: Teacher Retention Rate: decrease in turnover of high performing teachers. Teacher Exit Interviews Staff Responsible for Monitoring: Principals Executive Director of Human Resources Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Participate in multiple service center and university job fairs. Strategy's Expected Result/Impact: Interview and hire experienced / inexperienced teachers who are interested in Crosby ISD. Staff Responsible for Monitoring: Executive Director of Human Resources H R Generalist Principals Funding Sources: Job Fair Participation fees and travel - Local Funds - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Make timely offers of employment to maximize and increase acquiring the best possible applicants and expedite the process for late hires during July and August. Strategy's Expected Result/Impact: Applicants are hired in a timely manner. Late hires are expedited to ensure they are working on or before the first day of school. Staff Responsible for Monitoring: Human Resources Department Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders. Strategy's Expected Result/Impact: Inspiring, motivating and effective campus, department and district leadership Staff Responsible for Monitoring: Executive Director of Human Resources Assistant Superintendent of Administration Curriculum Department Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Review staff absence from duty data and update incentive plans as needed to increase attendance. Strategy's Expected Result/Impact: Decreased staff absences. Staff Responsible for Monitoring: Principals Executive Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Providing a range of options through the use of various types of technology to employees in order to connect them with HR services. Strategy's Expected Result/Impact: Virtual functions include virtual recruiting, training and on-boarding. Employees can put data directly into digital self-service platforms and skip the process of in person or face-to-face. Face-to-face options will still be available as well. Staff Responsible for Monitoring: Human Resources Department Funding Sources: Technology - Local Funds - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 7 Details	Reviews			
Strategy 7: Create a Human Resource Advisory Committee in order to give voice to the faculty in the areas of recruitment and retention of staff, as well as be a liaison to the campuses for climate and culture. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 8 Details	Reviews			
Strategy 8: Give recruitment campus tours to prospective graduates during their last semester of college. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Funding Sources: Transportation - Local Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Discontinue
Strategy 9 Details	Reviews			
Strategy 9: Produce a recruitment video to showcase campuses and why teachers love working for CISD. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 10 Details	Reviews			
Strategy 10: Develop a student teacher pipeline with surrounding colleges and universities. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 11 Details	Reviews			
Strategy 11: Send subject specific teacher teams of vacancies to job fairs. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Discontinue
Strategy 12 Details	Reviews			
Strategy 12: Create a straight out of college packet including information about: real estate agents, district insurance options, local business discounts and coupons. Strategy's Expected Result/Impact: Increased retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Director of Communications / Community Relations	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Continue/Modify
Strategy 13 Details	Reviews			
Strategy 13: Grow Your Own - Recruit Crosby Alumni to teach in Crosby by offering scholarships to paraprofessionals to complete their teaching degree. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/Modify
Strategy 14 Details	Reviews			
Strategy 14: Personal notes from the Superintendent will be mailed to retired teachers to encourage them to come back and substitute. Strategy's Expected Result/Impact: Increased recruitment and retention of substitutes Staff Responsible for Monitoring: Superintendent Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 2: New Teacher Academy sessions will be held monthly to induct and support first year teachers.

Evaluation Data Sources: New teachers who remain for more than 3 years

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue practice

Strategy 1 Details	Reviews			
Strategy 1: New teachers are provided support at the campus level from mentor teachers within their assigned subject/grade level to assist with content and campus procedures. Strategy's Expected Result/Impact: Appraisal and contract renewal of first year teachers. Increased new teacher retention. Staff Responsible for Monitoring: Principals Executive Director of Human Resources Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: New Teachers will receive district level support through staff development activities pertinent to first year teachers once a month. Strategy's Expected Result/Impact: Appraisal and contract renewal of first year teachers. Staff Responsible for Monitoring: Director of Curriculum & Instruction Assistant Superintendent of Administration Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Continue partnerships and work collaboratively with universities and alternative certification programs. Strategy's Expected Result/Impact: Guidance and support with the implementation of effective mentoring and sustained induction processes that helps new teachers transition to the profession. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 4 Details	Reviews			
Strategy 4: Schedule additional planning time for first year teachers to meet with their mentor twice a month. Strategy's Expected Result/Impact: Appraisal and contract renewal of first year teachers Increased new teacher retention Staff Responsible for Monitoring: Principals Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 3: The district will remain competitive with staff salaries and benefits when compared to surrounding school districts.

Evaluation Data Sources: Recruitment and Retention of Highly Qualified Central Administration, Campus and Department Staff

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue practice

Strategy 1 Details	Reviews			
Strategy 1: Stipends will be used as an incentive to recruit and retain staff in shortage areas such as Special Education, Secondary Math, Secondary Science, and Bilingual programs Strategy's Expected Result/Impact: Quality and retention of staff in critical areas Staff Responsible for Monitoring: Executive Director of Human Resources Chief Financial Officer Principals	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Accomplished	Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: The district strives to give a percent pay raise each school year. Strategy's Expected Result/Impact: Quality candidates recruited Decrease of staff turnover TASB statewide compensation surveys Staff Responsible for Monitoring: Executive Director of Human Resources Chief Financial Officer Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
	Some Progress	Some Progress	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: District teaching staff will be "highly qualified" according to state standards for certification. Strategy's Expected Result/Impact: 100% of the staff having the educator credentials appropriate for Texas certification Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
				
	Some Progress	Considerable	Accomplished	Accomplished

Strategy 4 Details	Reviews			
Strategy 4: Continue employee wellness program incentives and assistance program initiatives. Strategy's Expected Result/Impact: Recruitment and retention of healthy employees Reduced employee absenteeism Staff Responsible for Monitoring: Executive Director of Human Resources Benefits Specialist District Lead Nurse	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 5 Details	Reviews			
Strategy 5: Referral stipend of \$1000.00 to staff that recruit teachers for the district in high needs areas. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Executive Director of Human Resources CFO	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Continue/Modify
Strategy 6 Details	Reviews			
Strategy 6: Pay student teachers substitute rate per day. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Executive Director of Human Resources CFO	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 4: With the efforts of the Human Resources Department, the district seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Evaluation Data Sources: Recruitment and Retention of Highly Qualified Central Administration, Campus and Department Staff

Strategy 1 Details	Reviews			
Strategy 1: Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with Principals and School Administration on the implementation of next steps. Strategy's Expected Result/Impact: Teacher Retention Rate: decrease in turnover of high performing teachers. Teacher Exit Interviews Staff Responsible for Monitoring: Principals Executive Director of Human Resources Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Continued focus on the use of technology to increase process efficiency and the use of paperless systems. Strategy's Expected Result/Impact: Alignment and improved quality of district personnel processes Staff Responsible for Monitoring: Human Resource Department Director of Technology Services Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Participate in multiple service center and university job fairs. Strategy's Expected Result/Impact: Interview and hire experienced / inexperienced teachers who are interested in Crosby ISD. Staff Responsible for Monitoring: Executive Director of Human Resources H R Generalist Principals Funding Sources: Registration fees and travel - Local Funds - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Make timely offers of employment to maximize and increase acquiring the best possible applicants and expedite the process for late hires during July and August. Strategy's Expected Result/Impact: Applicants are hired in a timely manner. Late hires are expedited to ensure they are working on or before the first day of school. Staff Responsible for Monitoring: Human Resources Department Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders. Strategy's Expected Result/Impact: Inspiring, motivating and effective campus, department and district leadership Staff Responsible for Monitoring: Executive Director of Human Resources Assistant Superintendent of Administration Curriculum Department Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Review staff absence from duty data and update incentive plans as needed to increase attendance. Strategy's Expected Result/Impact: Decreased staff absences. Staff Responsible for Monitoring: Principals Executive Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 7 Details	Reviews			
Strategy 7: Providing a range of options through the use of various types of technology to employees in order to connect them with HR services. Strategy's Expected Result/Impact: Virtual functions include virtual recruiting, training and on-boarding. Employees can put data directly into digital self-service platforms and skip the process of in person or face-to-face. Face-to-face options will still be available as well. Staff Responsible for Monitoring: Human Resources Department Funding Sources: Technology - Local Funds - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: Create a Human Resource Advisory Committee in order to give voice to the faculty in the areas of recruitment and retention of staff, as well as be a liaison to the campuses for climate and culture. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 9 Details	Reviews			
Strategy 9: Give recruitment campus tours to prospective graduates during their last semester of college. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Funding Sources: Transportation - Local Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Discontinue
Strategy 10 Details	Reviews			
Strategy 10: Produce a recruitment video to showcase campuses and why teachers love working for CISD. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished

Strategy 11 Details	Reviews			
Strategy 11: Develop a student teacher pipeline with surrounding colleges and universities. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 12 Details	Reviews			
Strategy 12: Send subject specific teacher teams of vacancies to job fairs. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Discontinue
Strategy 13 Details	Reviews			
Strategy 13: Create a straight out of college packet including information about: real estate agents, district insurance options, local business discounts and coupons. Strategy's Expected Result/Impact: Increased retention of staff. Staff Responsible for Monitoring: Executive Director of Human Resource Director of Communications / Community Relations	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 14 Details	Reviews			
Strategy 14: Grow Your Own - Recruit Crosby Alumni to teach in Crosby by offering scholarships to paraprofessionals to complete their teaching degree. Strategy's Expected Result/Impact: Increased recruitment and retention of staff. Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 15 Details	Reviews			
Strategy 15: Personal notes from the Superintendent will be mailed to retired teachers to encourage them to come back and substitute. Strategy's Expected Result/Impact: Increased recruitment and retention of substitutes Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 16 Details	Reviews			
Strategy 16: Implement a four day hybrid student work week. Teachers and staff will have most Fridays off allowing one Friday a month for professional development. Strategy's Expected Result/Impact: Increased recruitment and retention Staff Responsible for Monitoring: Superintendent Cabinet Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: District-Wide Climate of High Expectations and Teamwork

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1: A variety of decision-making activities will allow stakeholders an opportunity to impact programs that serve the students of Crosby ISD.

Evaluation Data Sources: Stakeholder feedback and participation in groups that support the academic mission of Crosby ISD.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Community and parent representatives will be given the opportunity to serve on district or campus level decision-making committees as referenced in the District and Campus Family Engagement Plan. Strategy's Expected Result/Impact: Empower parents and community to be collaborative participants in District initiatives. Staff Responsible for Monitoring: Campus Principals District Executive Leadership	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Allow opportunity for input through interactive communication outlets including social media sites, Q&A links, and surveys. Strategy's Expected Result/Impact: Enhance collaborative and responsive culture between internal and external stakeholders. Staff Responsible for Monitoring: District Leadership Director of Technology	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Encourage community attendance at District Board Meetings and encourage appropriate communication channels with the Board of Trustees. Strategy's Expected Result/Impact: Increased awareness of district-level decision-making process Staff Responsible for Monitoring: Superintendent Board Clerk	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: District-Wide Climate of High Expectations and Teamwork

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 2: CISD will work to effectively address and combat bullying in the educational environment by implementing proactive measures, fostering respect and empathy, creating awareness through educational programs, and promoting a safe and inclusive culture where every individual feels valued and protected from any form of bullying.

Evaluation Data Sources: Campus Culture Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: District counselors will maintain an anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the schools. Strategy's Expected Result/Impact: Number of students reporting to be victimized by a bully. Staff Responsible for Monitoring: Counselors District Therapist Director of Student Services	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Crosby ISD will implement two district-wide age appropriate survey for all students in 3rd thru 12th grade. Strategy's Expected Result/Impact: Collect data from surveys to ensure that our students voices are heard. Staff Responsible for Monitoring: Counselors District Therapist Administration teams Director of Student Services	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Accomplished	Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: District-Wide Climate of High Expectations and Teamwork

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 3: Crosby ISD will develop strategies to address the needs of the school community.

Evaluation Data Sources: Surveys and focus group responses to monthly questions.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: All district personnel who come in contact with students will complete on-line and/or face-to-face training regarding child abuse, neglect reporting, suicide prevention, sexual harassment, and bullying. Students will also be counseled in the areas of conflict resolution, violence prevention, and the dangers of dating violence. Strategy's Expected Result/Impact: Identification of students in need and referral for counseling assistance. Staff Responsible for Monitoring: Executive Director of Human Resources Director of Student Services District Lead Counselor Campus Counselors	Formative			Summative
	Dec	Feb	Apr	June
				
	Accomplished	Accomplished	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Texas Behavior Support Initiative will be implemented and sustained district-wide to analyze discipline issues and apply corrective action, as well as emotional support for students. Programs used to address discipline management are PBIS and PASS. Strategy's Expected Result/Impact: Reduction in time of students missing class for social/emotional conflict. Staff Responsible for Monitoring: Director of Student Services District Behavior Coordinator	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: TRIAD services will be used to train, help, and support students with emotional, behavioral, family and social problems. Strategy's Expected Result/Impact: Support will be provided to students who have social/emotional problems that interfere with their academic success. Staff Responsible for Monitoring: District Lead Counselor Campus Counselors	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished

Strategy 4 Details		Reviews			
Strategy 4: District personnel will receive support from counselors and McKinney Vento specialists on their campus to ensure a successful school year for unaccompanied minors or any family experiencing homelessness . Strategy's Expected Result/Impact: Students under the McKinney Vento students and their families will receive support from the entire district. Staff Responsible for Monitoring: Director of Student Services Counselors McKinney Vento Campus Specialist Transportation Child Nutrition		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: District-Wide Climate of High Expectations and Teamwork
Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 4: Crosby ISD Staff Advisory Committees will be established in the areas of curriculum, communications, finance, operations, human resources and the Superintendent's Teacher Advisory Committee to provide stakeholder input and collaborate on district initiatives and expectations.

Strategy 1 Details	Reviews			
Strategy 1: Each member of the Superintendent's Cabinet developed a staff advisory committee for the 24-25 school year. Strategy's Expected Result/Impact: Increased staff voice throughout the district. Staff Responsible for Monitoring: Superintendent's Cabinet	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Crosby ISD will develop Co-Curricular programs that enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 1: Crosby ISD will increase the opportunities for students to participate in school sponsored organizations.

Evaluation Data Sources: The number of students involved in extra-curricular activities will continue to increase.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue next year

Strategy 1 Details	Reviews			
Strategy 1: Student organizations will be showcased. Strategy's Expected Result/Impact: New members will join student organizations. Staff Responsible for Monitoring: CISD Administration Crosby High School Principal Crosby Middle School Principal Elementary Principals Sponsors	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: The number of student organizations available for students to join will increase. Strategy's Expected Result/Impact: The number of student organizations will increase from the previous year. Staff Responsible for Monitoring: CISD Administration Crosby High School Principal Crosby Middle School Principal Elementary Principals Sponsors	Formative			Summative
	Dec	Feb	Apr	June
				
	Some Progress	Considerable	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Students in grades 6 - 12 will participate in UIL competitions. Strategy's Expected Result/Impact: Students will compete in UIL competitions. Staff Responsible for Monitoring: Campus Principals Activity Sponsors/Coaches	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished

Strategy 4 Details		Reviews			
Strategy 4: Campuses will encourage students to participate in activities that interest them (FFA, Dance, Art, Choir, etc.) Strategy's Expected Result/Impact: Students will participate and remain committed to their activities and organizations. Staff Responsible for Monitoring: Campus Principals: Elementary, Middle, and High School Activity Sponsors/Coaches		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 5 Details		Reviews			
Strategy 5: Crosby ISD will utilize the Honest Game educational software to ensure that our schools can proactively plan students' academic eligibility for college sports. The automated system aligns school departments, students, and families by tracking learning outcomes across all student activities. Strategy's Expected Result/Impact: Honest Game builds academic roadmaps for high school student-athletes who want to play sports in college. The software will connect communication between school departments, students, and parents, while also streamlining administrative tasks for staff. The College Athletic Report on Eligibility (CARE)(r) will provide individualized guidance to students based on their high school transcript on how they can maintain and/or gain qualifier eligibility for NCAA and NAIA sports. Staff Responsible for Monitoring: Athletic Director Assistant Athletic Director Counselors Funding Sources: Title IV Funds - Title - \$7,500		Formative			Summative
		Dec	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 6: Community Relations

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

Performance Objective 1: Maintain positive relationships between district employees and community through authentic, consistent, and honest communication.

Evaluation Data Sources: Increased collaboration and discourse between District and community

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase parent involvement in district initiatives.

Strategy 1 Details	Reviews			
Strategy 1: District and campuses will utilize the Crosby ISD Website and Parent Connect System to efficiently deliver important information to staff and parents through text, email, and phone calls when appropriate. Strategy's Expected Result/Impact: Efficient delivery of information to stakeholders. Staff Responsible for Monitoring: Superintendent, Director of Communications and Community Relations, Principals, Webmaster	Formative			Summative
	Dec	Feb	Apr	June
				
	Some Progress	Considerable	Considerable	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Create a community newsletter designed to deliver important information to community members, who may not have students in the District. Strategy's Expected Result/Impact: The District will be able to provide updates and information to community members who may not have students in district. This additional newsletter will supplement the weekly newsletter that goes to parents and staff. Staff Responsible for Monitoring: Superintendent, Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Grow our social media site followers so that we can dispense important information to a wider range of parents. Strategy's Expected Result/Impact: Increase opportunity for utilizing social media as an information channel, especially during emergency situations. Continue to celebrate Crosby ISD's brand and image to the wider Southeast Texas community. Staff Responsible for Monitoring: Superintendent, Director of Communications and Community Relations, Webmasters, Campus Administration, Campus staff as assigned	Formative			Summative
	Dec	Feb	Apr	June
				
	Some Progress	Considerable	Considerable	Accomplished

Strategy 4 Details	Reviews			
Strategy 4: Encourage student groups to participate in community events as representatives of Crosby ISD. Strategy's Expected Result/Impact: High visibility of Crosby ISD student groups at Crosby/Barrett Station community events. Staff Responsible for Monitoring: Superintendent, Director of Communications and Community Relations, Campus Leadership, Community Liaison, Sponsors, Directors, Coaches	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Reviews			
Strategy 5: Recognize that all district employees are key communicators by providing district employees with regular updates and explanations of organizational decisions or changes. Strategy's Expected Result/Impact: Staff members are able to articulate the vision of the District effectively to public stakeholders. Staff Responsible for Monitoring: Superintendent, Director of Communications and Community Relations, District Leadership, Campus Leadership	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: Recruit brand ambassadors from among staff members and students. Strategy's Expected Result/Impact: Utilize staff members and students to share photos and videos and stories of the important and great things happening around the district. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Community Relations
 Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

Performance Objective 2: Crosby ISD will strive to maintain positive media relations and provide media outlets with press releases, updates, and student recognition content with fidelity to accuracy and timeliness.

Evaluation Data Sources: Accurate media coverage of organizational topics that ultimately shape public opinion.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to cultivate positive media relations with media outlets.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate interview opportunities between District leadership and media outlets. Strategy's Expected Result/Impact: Visibility of District leadership as advocates for the goals of Crosby ISD Collaboration between District and Press outlets. Staff Responsible for Monitoring: Superintendent Superintendent's Secretary Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Community Relations

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

Performance Objective 3: Effectively use a variety of communication outlets to engage all stakeholders.

Evaluation Data Sources: Evaluation of communication system metrics will be analyzed to identify strengths and weaknesses of communication mechanisms used by Crosby ISD.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to expand ways to reach all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Ensure communication through website, press outlets, social media platforms, Parent Square system, Skyward, Microsoft Teams and Schoology. Strategy's Expected Result/Impact: Increased opportunity for information sharing Keep stakeholders informed about District/Campus news Increased parent involvement Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Administration Director of Communications Campus Leadership Director of Technology Webmasters Funding Sources: Parent Square , Schoology - Title I	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Utilize surveys and forums, whenever possible, to solicit engagement data and feedback from all stakeholders. Strategy's Expected Result/Impact: Increased data-driven decision- making. Staff Responsible for Monitoring: District Leadership Director of Communications Campus Leadership Director of Technology	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Promote Board Governance procedures and processes to internal and external stakeholders to educate, empower, and encourage collaboration. Strategy's Expected Result/Impact: Increased knowledge of organizational processes. Create cooperative culture between district leadership and other public audiences. Create culture of collaboration and engagement Staff Responsible for Monitoring: Superintendent District Leadership Campus Leadership Board Clerk	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Create an Employee Perks Program to benefit staff members and also raising profile of Crosby and Barrett Station businesses. Strategy's Expected Result/Impact: Staff members benefit from discounts, while businesses in Crosby and Barrett Station feel better connected to Crosby ISD. We are the biggest employer in the area. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Community Relations

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

Performance Objective 4: Public Information Act requests will be processed in a responsive and efficient manner to promote organizational transparency and compliance.

Evaluation Data Sources: TPIA requests will be completed in a timely manner and with strict adherence to legal requirements.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to respond timely to all TPIA requests.

Strategy 1 Details	Reviews			
Strategy 1: Streamline Public Information Act request process accordance with requirements as set forth by the Texas Public Information Act. Strategy's Expected Result/Impact: Timely and efficient responsiveness to requests made for information. Staff Responsible for Monitoring: Superintendent District Directors Campus Leadership Legal Counsel	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Facilitate access to information and feedback via the district website. Strategy's Expected Result/Impact: Website used as a meaningful source of information and feedback from Crosby ISD stakeholders. Staff Responsible for Monitoring: District Leadership Director of Technology Webmaster	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Community Relations

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

Performance Objective 5: The Crosby Education Foundation will support the academic mission of Crosby ISD.

Evaluation Data Sources: Teachers will take advantage of grant opportunities and instructional tools funded by CEF. The District will celebrate the major fundraisers and distribution events.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Encourage teachers to apply for grants through CEF. Strategy's Expected Result/Impact: Crosby ISD students will benefit from expanded and enhanced instructional materials. Staff Responsible for Monitoring: CEF Coordinator		Formative			Summative
		Dec	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details		Reviews			
Strategy 2: CEF fundraising events will be used as a venue to connect district staff with community and business members. Strategy's Expected Result/Impact: Grant funding will provide teachers with instructional materials to extend lessons. Increased awareness of Crosby ISD's academic mission and cooperation between district and community. Staff Responsible for Monitoring: CEF Coordinator		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Considerable	 Accomplished	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 7: Crosby ISD will be a good steward of taxpayers' money

Performance Objective 1: The district will participate in efforts by organizations connected statewide to support schools.

Evaluation Data Sources: Impact of legislation on CISD.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue next year

Strategy 1 Details		Reviews			
Strategy 1: CISD will maintain memberships in statewide organizations that work to ensure adequate and equitable funding for public schools. Strategy's Expected Result/Impact: Adequate and equitable funding Staff Responsible for Monitoring: Superintendent, Chief Financial Officer		Formative			Summative
		Dec	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 7: Crosby ISD will be a good steward of taxpayers' money

Performance Objective 2: The budgeting process will ensure fiscal responsibility in meeting the district needs.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for next year

Strategy 1 Details	Reviews			
Strategy 1: A balanced or surplus General Fund budget will be presented to the Board for approval. Strategy's Expected Result/Impact: A balanced or surplus General Fund budget will be approved. Staff Responsible for Monitoring: Superintendent and Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: The business office will review each purchase to verify budgeted funds are available. Strategy's Expected Result/Impact: The budget will be monitored and followed. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Discontinue
Strategy 3 Details	Reviews			
Strategy 3: The district will increase fund balance yearly to work toward meeting and maintaining TEA's recommended fund balance levels. Strategy's Expected Result/Impact: CISD will increase fund balance yearly. Staff Responsible for Monitoring: Superintendent and Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: A facility assessment will provide a thorough roadmap for prioritizing repairs, renovations, or construction projects to ensure that the school environment is conducive to learning and safe for students, teachers, and staff. Strategy's Expected Result/Impact: Implementation of a long-range facility plan. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Crosby ISD will be a good steward of taxpayers' money

Performance Objective 3: Achieve a proficient understanding and application of Ed-Fi data standards, tools, and integration within the organization to improve data interoperability.

Evaluation Data Sources: PEIMS data submissions

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: All PEIMS submissions where submitted on time

Strategy 1 Details	Reviews			
Strategy 1: Set up the Ed-Fi Operational Data Store (ODS) and the Ed-Fi API on your local machine or server. This setup is crucial for testing and building proficiency with the standard's core tools. Strategy's Expected Result/Impact: Student Data from Ed-Fi matches XML Data and all PEIMS submissions are submitted on time Staff Responsible for Monitoring: Director of Accountability PEIMS Coordinator SIS Specialist	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue				

Goal 8: Crosby ISD will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1: All buildings will operate in a comfortable and safe atmosphere.

Evaluation Data Sources: Facilities will operate efficiently without interruption.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to address strategies not completed this year

Strategy 1 Details	Reviews			
Strategy 1: Director of Maintenance, Executive Director of Operations, and Chief Financial Officer will monitor and address building needs and replace chillers at Crosby Middle School. Strategy's Expected Result/Impact: Chillers will be replaced to ensure the building temperatures are comfortable for the campus community. Staff Responsible for Monitoring: Director of Maintenance Executive Director of Operations Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Monthly Bullying Plan will be implemented throughout the 24-25 school year Strategy's Expected Result/Impact: Monthly activities will be planned and implemented throughout the 24-25 school year. Staff Responsible for Monitoring: Director of Student Services Counselors Anti-Bullying Campus Committee	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Two-way radios will be distributed throughout the district to provide communication in the event of an emergency. Strategy's Expected Result/Impact: Two-way radios will provide a means of communication throughout the district. Staff Responsible for Monitoring: Executive Director of Operations	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: New Work Order System - RevoTRAC - will be implemented to track and create a more efficient process for sending and processing work order throughout the district. Strategy's Expected Result/Impact: RevoTRAC will create a more efficient process for work orders. Staff Responsible for Monitoring: Executive Director of Operations Director of Maintenance Maintenance department	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Crosby ISD will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 2: District facilities will be safe and secure for faculty, staff, students and community members.

Evaluation Data Sources: The number and type of incidents occurring that pose a disruption to the buildings, staff, students or the community will be minimized and/or eliminated.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: I will continue to monitor the strategies that were not accomplished this school year.

Strategy 1 Details	Reviews			
Strategy 1: Security personnel will monitor the districts' grounds and provide security to all campuses. Strategy's Expected Result/Impact: In addition to their presence within campuses, Constables will monitor district grounds to ensure the safety of all district stakeholders. Additionally, a CISD security staff member is assigned to Crosby High School to monitor student and staff parking, the perimeter of the campus, and video surveillance. Staff Responsible for Monitoring: Campus Principals Executive Director of Operations Lead Constable	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Exterior door audits will be performed to identify risks to building safety. Strategy's Expected Result/Impact: Buildings will remain secure during and after school hours. Staff Responsible for Monitoring: Director of Maintenance Executive Director of Operations Campus Safety Coordinator	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
Strategy 3: Panic Button (Nav 360-EMS) will be promoted as an avenue to report emergency, illegal, or suspicious activity to emergency services. Strategy's Expected Result/Impact: Staff will use the Nav 360-EMS panic mechanism to report emergency, illegal, or suspicious activity which will then be relayed to law enforcement and campus administration to investigate. Staff Responsible for Monitoring: Executive Director of Operations Director of Communications and Community Relations Director of Technology School Resources Officers Cabinet Members Campus Principals		Formative			Summative
		Dec	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details		Reviews			
Strategy 4: Parent Cyber Safety Class will be conducted during Spring 2025. Strategy's Expected Result/Impact: Parents will be informed of the appropriate use of technology and safety rules for the student. Staff Responsible for Monitoring: Executive Director of Operations Director of Technology		Formative			Summative
		Dec	Feb	Apr	June
		 No Progress	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details		Reviews			
Strategy 5: Ensuring all areas of the campus are viewable with campus cameras, work to eliminate any blind spots. Strategy's Expected Result/Impact: Replacement and additional cameras will be purchased and installed to support campus video surveillance. Staff Responsible for Monitoring: Executive Director of Operations Director of Technology School Resource Officers Assistant Principals Front Office Staff		Formative			Summative
		Dec	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: Vestibules on all campuses will prevent visitors from entering freely. Strategy's Expected Result/Impact: 100% of all campus front entrance to all schools will be secured, allowing for only authorized visitors to gain entry. Staff Responsible for Monitoring: Executive Director of Operations Director of Maintenance Front Office Staff Campus Principals Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	 Accomplished
Strategy 7 Details	Reviews			
Strategy 7: Reunification plans will be created and practiced by campus staff members Strategy's Expected Result/Impact: Teachers will know the process for relocating to "relocation sites" in the event of a catastrophic event Staff Responsible for Monitoring: Principals Campus Safety Coordinator Executive Director of Operations	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: Purchase AEDs for all district facilities, which ensures that all schools have two working AEDs on site. Strategy's Expected Result/Impact: The installation of AEDs will bolster the overall emergency response capabilities within the district. Staff Responsible for Monitoring: Chief Financial Operator Executive Director of Operations Director of Student Services Nurses Funding Sources: Title IV - Title - \$43,930	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 9 Details	Reviews			
Strategy 9: District Therapist will be trained on BOTVIN Life Skills to assist with student who have been assigned to DAEP for disciplinary problems. Strategy's Expected Result/Impact: The recidivism rate of students will decrease and the number of students assigned to DAEP will decrease. The number of students making wrong choices will decrease. Staff Responsible for Monitoring: Director of Student Service District Therapist Funding Sources: Botvin training materials and resource kits (grades 6-12) - Title - \$1,230	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 9: Public Education Reform
 CISD will support and/or participate in litigation and/or legislative efforts that support a strong public education system.

Performance Objective 1: The Superintendent, with support of the CISD School Board, will actively campaign on the state and local level for appropriate funding and policies to benefit Crosby ISD.

- Evaluation Data Sources:** Legislation passed that supports the efforts of public school students, particularly in Crosby ISD
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** Continue to the Performance Objective

Strategy 1 Details	Reviews			
Strategy 1: The board will be advised of legislation affecting public schools Strategy's Expected Result/Impact: Board meeting discussions. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: The Superintendent will articulate effects of proposed legislation on Crosby schools to legislators. Strategy's Expected Result/Impact: Impact on legislation. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I - Previous

1.1: Comprehensive Needs Assessment

As reflected in the District Comprehensive Needs Assessment, the following priorities have been established for Crosby ISD:

1. The district has established a goal of 96% attendance. To reach this goal, the attendance policies need adequate monitoring, organization, structure, and implementation from both the district and campus levels.
2. Improvement of Tier I instruction in Reading and Writing across the campus/district - Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with State identified student learning expectations.
3. Improvement of targeted instructional teaching & interventions in reading and math based upon individual and sub-group needs/gaps.
4. In an effort to recruit and retain qualified teachers, professional development focusing on instructional strategies needs to be aligned across the district and maintained at both the district and campus levels.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District and Campus Improvement plans have been reviewed, revised, and updated with input from stakeholders representing all areas of the academic program.

2.2: Regular monitoring and revision

The Schoolwide plan is formatively reviewed in December, February, and April. A summative review of the Schoolwide plan occurs in June.

2.3: Available to parents and community in an understandable format and language

The Comprehensive Needs Assessments and Campus and District Plans are housed on the District website and available from each campus and the District office.

2.4: Opportunities for all children to meet State standards

Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.) Student progress will be monitored through a variety of formative and summative assessment methods. Academic support and/or interventions will be implemented with all student groups when the need is identified.

2.5: Increased learning time and well-rounded education

Crosby ISD will maintain TEKS aligned instruction in all classrooms and will provide tutorial and intervention programs for all students who are in need of additional support. Additionally, a variety of extra-curricular and co-curricular activities will be offered that complement the academic program.

2.6: Address needs of all students, particularly at-risk

Crosby ISD will offer a wide variety of programs that address the academic, behavioral, social-emotional, and health/wellness needs of students. Staff members monitor the accomplishments and needs of each learning group, with emphasis on student groups that are at risk of not meeting state academic standards and/or dropping out of school. A variety of support programs are implemented on an ongoing basis to support the needs of any and all students.

3.1: Annually evaluate the schoolwide plan

The Schoolwide plan is formatively reviewed in December, February, and April. A summative review of the Schoolwide plan occurs in June.

4.1: Develop and distribute Parent and Family Engagement Policy

Crosby ISD maintains its Parent and Family Engagement Policy by reviewing and revising the policy each year. The district's Site Based Decision-Making Committee completes this process.

4.2: Offer flexible number of parent involvement meetings

District and campus meetings are held at various times throughout the school year.

5.1: Determine which students will be served by following local policy

All campuses in Crosby ISD are Title I campuses. There are no Target Assistance Schools.

Title I - Updated

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1	Parent Square , Schoology		\$0.00
Sub-Total					\$0.00
Title !!					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Certified Teachers		\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Lowman Education and TEKSnology		\$0.00
1	2	4	Lowman Education Mathematics curriculum materials grades (6-Algebra I)		\$0.00
1	2	7	EduSmart		\$0.00
1	6	2	ThinkCERCA		\$0.00
3	1	2	Job Fair Participation fees and travel		\$5,000.00
3	1	6	Technology		\$5,000.00
3	1	8	Transportation		\$1,000.00
3	4	3	Registration fees and travel		\$5,000.00
3	4	7	Technology		\$5,000.00
3	4	9	Transportation		\$1,000.00
Sub-Total					\$22,000.00
Title					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Title IV Funds		\$7,500.00
8	2	8	Title IV		\$43,930.00
8	2	9	Botvin training materials and resource kits (grades 6-12)		\$1,230.00
Sub-Total					\$52,660.00