

# Crosby Independent School District



## Crosby Elementary School

## 2024-2025 Campus Improvement Plan

# Mission Statement

Crosby Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers and community members actively involved in our students' learning.

# Vision

Teaching Today's Kids for Tomorrow's Future

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# Comprehensive Needs Assessment

# Demographics

## Summary

**All Students:**676

**Hispanic:** 310

**White:** 237

**African American:** 83

**American Indian:** 0

**Hawaiian/Pacific Island:** 0

**Asian:** 4

**2 or More Races:** 38

**Eco Dis:** 54.99%

## Strengths

Crosby Elementary is growing. The students enrolling are from a variety of demographic and ethnic backgrounds. To better serve all students, CES has an Accelerated Instruction (AI) /RTI program for Math and Reading in all grade-levels. Struggling students are serviced in this program in order to close gaps and keep students on grade-level. This program at CES is designed to focus on the individual student's data and provide assistance to help each student make progress in their area of concern. Accelerated Instruction is designed to meet the needs of our students that are performing on grade level or above. AI challenges students' learning and engages them in an enriched curriculum. The purpose of this design of RTI and AI time is to develop critical thinkers and to increase the number of students performing at the Meets and Masters level on STAAR.

### Demographics Needs:

**Attendance:** Although CES has incentives for students to attend school by rewarding students every 9 weeks with perfect attendance, attendance is still a problem for some students and families. As a district there is an attendance policy in place. At times, CES has asked the campus SRO to make a home visit in regards to attendance. Attendance clerk makes phone calls home and teachers reach out to families with multiple absences. Attendance clerk also posts daily attendance, tardies and early outs on a display board in the front office. CES will focus during the 2024-25 school year on increasing the daily overall attendance rate.

Good attendance is directly related to student achievement. Therefore, we need our students to be in attendance so that they may achieve academic success. Crosby Elementary School will create a positive culture with high expectations, a welcoming environment, excellent management, good teachers, a solid curriculum, strong parent involvement and engagement, and learning environments that are culturally relevant and respectful of the skills and knowledge students bring to school.

Attendance Plan for 2024-2025 School Year:

- Weekly Attendance Reports
- Work with CISD Staff/Officers to enforce attendance policies.

- Educate parents/guardians in the importance of school attendance on student achievement.
- Implement incentives school wide to foster a culture of attendance.
- Individual student recognition each 9 weeks for students with perfect attendance.
- Perfect attendance students for 1st semester, 2nd semester and year recognized at school awards assemblies.
- Homeroom with the best attendance percentage is celebrated at grade-level awards every 9 weeks.

# Student Learning

## Summary

Crosby Elementary School will administer DRA for grades 1, 2, and 3. Fourth through fifth grade Tier 2 and 3 students will be administered the Rigby assessment. Amplify is used as a universal screener for grades 1-2 in reading. Renaissance 360 is used as a universal screener for grades 3-5. Crosby Elementary School's reading interventions include Renaissance 360 (BOY screener), a push-in intervention program, co-teaching with interventionists, campus-wide intervention and acceleration program. Crosby Elementary School's math intervention programs will include IXL Math, push-in intervention program, a push-in intervention program, campus-wide intervention and acceleration program. Support for Emergent Bilingual students utilize best practices in technology integration aimed at strengthening skills in vocabulary, reading fluency, and reading comprehension.

## Strengths

Crosby Elementary School's Accelerated Instruction Plan for the 2024-2025 school year will support the campus goal of growth for all students. This program provides Tier 2 and Tier 3 intervention for students who qualify, targeted skills groups for students who need remediation and enrichment for students who need extension activities.

Crosby Elementary School utilizes local and state assessments, work samples, progress with language development and multiple other sources of data to inform instructional decisions, interventions and differentiated instruction opportunities. Disaggregating data allows interventionists, classroom teachers and campus administration to work together in an effort to identify areas of focus and strengths to improve our overall Tier 1 instruction.

Needs:

Continue targeted training to improve Tier 1 instruction.

Continue professional development for ELAR teachers to build a stronger foundation with the SAVVAS curriculum adopted by the district for grades 1-5.

Continue professional development with Math teachers to meet target scores in Academic Achievement and Student Growth.

# School Processes & Programs

## Summary

Crosby Elementary School disaggregates data from local and state assessments. This practice drives instruction and addresses student needs, as well as provides goal-setting. Response to intervention is delivered and monitored to ensure learning deficits are addressed and student progress is made. Intervention occurs by the classroom teacher and interventionists. Differentiated instruction provides learning opportunities for each student. Campus leaders support instructional practices by offering instructional feedback to teachers. As a result, professional development strategies are monitored to ensure strategies are being used with fidelity. Scientifically-based research and best practice strategies are being implemented by the campus. Using Pearson, DRA, Rigby, age and content appropriate manipulatives, and practices such as LLI and Reading A-Z are research-based strategies to improve instruction and learning.

One hundred percent of all teachers on the CES campus are highly qualified. Crosby Elementary has a staff of caring team players, willing to do whatever it takes to ensure academic success for all of our students. Teachers have come from within Crosby ISD and outside the district as well.

Our Schoolwide Title I program plans consist of parent involvement activities including Meet the Teacher Night, Open House, STEAM Night, ESL Night, Parent Compact Conferences, and regular parent nights to identify and clarify the curriculum utilized for all of the campus, and curriculum-specific professional development.

Crosby Elementary School conducts monthly safety drills. CES Front Office Staff has the Raptor Software that includes V-Soft Identification Program. CES participates in the Backpack Buddy Program. CES also partners with Crosby High School's football team and Instructional Practices class. These programs from the high school also provide mentors for our students.

All classroom teachers at CES have a Macbook; iPad; document camera; Every student is issued an iPad. We also have access to district IT support for any programs that teachers need professional development.

All teachers have and are using Parent Square and send out a weekly newsletters to parents. Campus leadership utilizes Skyward, SMORE, Parent Square and social media to communicate with parents.

## Strengths

Staff participates in PLCs, staff meetings and professional development. Professional Learning Communities allow teachers and campus administration an opportunity to disaggregate student data, determine outcomes of assessments, and make campus decisions regarding instruction. Professional development supports the teachers in understanding student data and how the information will drive the classroom instruction.

Needs:

Continue to provide professional development on Pearson curriculum adopted by the district for ELAR teachers.

Continue to train and support staff on effective ways to integrate technology in the classroom.

Continue to build and strengthen lessons in Math across all grade levels.

# Perceptions

## Summary

Parent involvement is high at CES. Parents are eager to be part of the school. There is a very committed and dedicated group of parents who would like to volunteer on a weekly basis. Crosby Elementary has a staff of caring team players, willing to do whatever it takes to ensure academic success for all of our students. CES works to provide an environment conducive to learning. The campus staff members are a team and are working collaboratively to continue to build a school based on the academic success of students and positive relationships. PBIS is established to encourage and support this positive student/teacher/community culture and climate. Faculty and Staff will work to build school/parent relationships through positive communication.

## Strengths

Parent and Community involvement at Crosby Elementary is strong. CES offers many opportunities for our parents and community members to join in the partnership of educating children. We have Meet the Teacher, Open House, STEAM night, a minimum of five musical presentations, Assemblies, Fund Raisers, Field Day Activities, Turkey Trot, Book Fairs, PTA events, and many other opportunities for parental involvement.



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rti) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

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

## Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data



# Goals

# Goal 1 Crosby Elementary School will make academic achievement and student performance its priority.

## Performance Objective 1 High Priority

Crosby Elementary School teachers will offer rigorous coursework while keeping the individual needs of students in mind.

**Evaluation Data Source:** Student performance on state assessments.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School teachers will continue to offer rigorous coursework while keeping the individual needs of students in mind.

### Strategy 1

Technology will be implemented into the classroom to enhance students' learning.

**Strategy's Expected Result/Impact:** Teachers using programs and devices during instruction.

**Staff Responsible for Monitoring:** Instructional Technologists

Principal  
Assistant Principal  
Teachers

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

Universal screeners will be used for math and reading for grades 1-2. District Assessments will be used for grades 3-5.

**Strategy's Expected Result/Impact:** Student progress

**Staff Responsible for Monitoring:** Interventionists

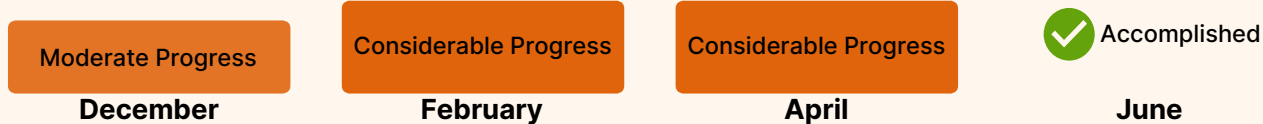
Principal  
Assistant Principal  
Teacher

**Title I:** 2.5

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 3

DRA assessments, Rigby and Amplify will be used to monitor reading progress.

**Strategy's Expected Result/Impact:** Performance of elementary students on grade level reading standards.

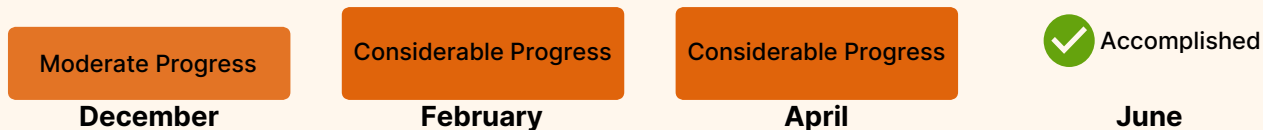
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Interventionists  
Teacher

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 4

Data driven instruction will be used to monitor all core subjects. Teachers will receive feedback and identify strategies to improve instruction.

**Strategy's Expected Result/Impact:** Student performance on tests and accountability.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teacher

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

## Performance Objective 2 High Priority

Monitor student performance throughout the year to ensure progress on state tests.

**Evaluation Data Source:** Progress and pass rates of students on state tests used for accountability.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to monitor student performance throughout the year to ensure progress on state tests.

### Strategy 1

Teachers will enter students' assessments in Eduphoria to track achievement and progress.

**Strategy's Expected Result/Impact:** STAAR pass rates and progress measures

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Curriculum Coordinators

Instructional Coaches

Interventionists

**Title I:** 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

Schedule ongoing data meetings throughout the school year to discuss strengths and weaknesses.

**Strategy's Expected Result/Impact:** STAAR

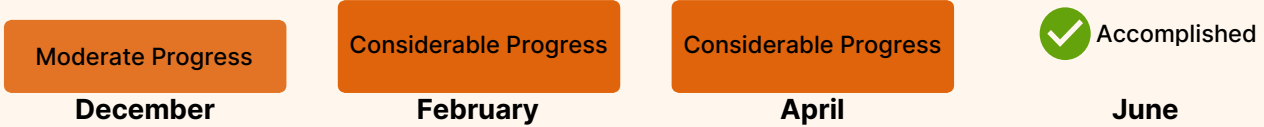
Student Achievement

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Curriculum Coordinators  
Interventionists  
Instructional Coaches

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 3

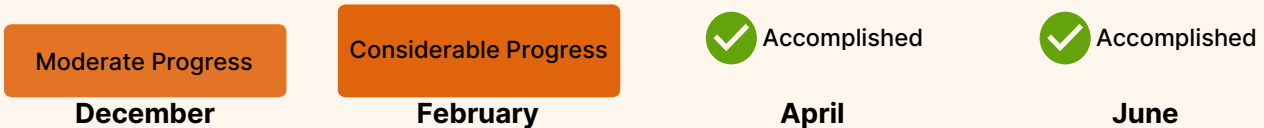
Conduct TTESS WalkThroughs to observe that teachers are meeting district expectations for instruction.

**Strategy's Expected Result/Impact:** STAAR  
Progress Measure  
Pass Rates

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Curriculum Coordinators

**Title I:** 2.5

### Formative Reviews



### Strategy 4

Teacher will use the district scope and sequence and teach targeted TEKS each week.

**Strategy's Expected Result/Impact:** Performance on unit assessments

**Staff Responsible for Monitoring:** Teachers  
Principal  
Assistant Principal

**Title I:** 2.5


**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


## Formative Reviews

Considerable Progress


December

 Accomplished

February

 Accomplished

April

 Accomplished

June

## Performance Objective 3 High Priority

Crosby Elementary School will provide meaningful professional development opportunities for all staff.

**Evaluation Data Source:** Staff successfully attends and implements strategies taught in the PD sessions.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will continue to provide meaningful professional development opportunities for all staff.

### Strategy 1

Staff development offered throughout the year will target strategies to reach all students.

**Strategy's Expected Result/Impact:** Staff Retention  
Student Achievement

**Staff Responsible for Monitoring:** Interventionists  
Principal  
Assistant Principal

**Title I:** 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Accomplished

June

### Strategy 2

The RTI process will continue to be implemented. Staff will continue to be trained on the model, standards and specific Tier 2 and Tier 3 interventions. Teachers serving the students in GT will also be trained for Accelerated Instruction.

**Strategy's Expected Result/Impact:** STAAR  
Student Achievement

**Staff Responsible for Monitoring:** Interventionists  
Principal  
Assistant Principal

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


### Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Performance Objective 4 High Priority

All student groups taking the STAAR Reading Assessments will perform to Meets or Masters for the grade level cut scores. Third grade STAAR performance will meet HB 3 Board Goal targets.

**Evaluation Data Source:** 2025 STAAR Reading assessment data will be reviewed to determine attainment of the performance objective.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to monitor student performance throughout the year to ensure progress on state tests.

## Strategy 1

Student performance will be monitored through the use of classroom based student assessments and STAAR tests. This information will establish a baseline for a student's general understanding of the subject material. Teachers and intervention specialists will also utilize universal screeners to assess the current academic level of the student within the content. Following this assessment sequence, student intervention groups will be established to address deficit areas students have within the content.

**Strategy's Expected Result/Impact:** Student intervention groups will be formed and focused instruction will take place.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Interventionists

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


### Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Strategy 2

Data teams consisting of teachers, interventionists, assistant principal, and the principal will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.

**Strategy's Expected Result/Impact:** The intervention groups should remain fluid, meaning as students master struggling concepts, they exit the intervention. Likewise, as other students begin to struggle with the content, they are added to the intervention group so their lack of understanding can be corrected.

**Staff Responsible for Monitoring:** Classroom Teachers  
Interventionists  
Assistant Principal  
Principal

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Strategy 3

Throughout the year, teachers and interventionists will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom.

**Strategy's Expected Result/Impact:** Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.

**Staff Responsible for Monitoring:** Teachers  
Interventionist

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Strategy 4

Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.

**Strategy's Expected Result/Impact:** Progress monitoring forms within eSpEd of the RtI contents

Beginning of the Year universal screener, district benchmarks

**Staff Responsible for Monitoring:** Teachers

Interventionists

Assistant Principals

Principals

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Strategy 5

HB1416: Current 4th and 5th grade students that did not meet the passing standard for the 2024 Reading STAAR assessment will receive 15-30 hours of additional targeted support for Reading before the April 2025 Reading STAAR assessment.

**Strategy's Expected Result/Impact:** Close academic learning gaps for all 4th and 5th grade students increasing the percentage of students scoring meets and masters on the 2025 Math STAAR tests.

**Staff Responsible for Monitoring:** Interventionists

Teachers

Assistant Principal

Principal

**Title I:** 2.4, 2.5, 2.6

### Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

## Performance Objective 5 High Priority

All student groups taking the STAAR Math Assessments will increase their perform to Meets or Masters grade-level. Third grade STAAR performance will meet the HB3 Board Goal targets.

**Evaluation Data Source:** 2024-2025 STAAR Math assessment data will be reviewed to determine attainment of the performance objective.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** All student groups taking the STAAR Math Assessments will increase their perform to Meets or Masters grade-level. Third grade STAAR performance will meet the HB3 Board Goal targets.

### Strategy 1

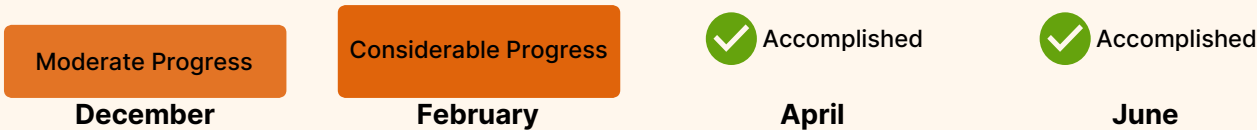
Student performance will be monitored through the use of classroom based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Teachers and intervention specialists will also utilize universal screeners to assess the current academic level of the student within the content. Following this assessment sequence, student intervention groups will be established to address deficit areas students have within the content.

**Strategy's Expected Result/Impact:** Student intervention groups will be formed and focused instruction will take place.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Interventionists

**Title I:** 2.4, 2.5, 2.6

#### Formative Reviews



### Strategy 2

Data teams consisting of teachers, interventionists, assistant principal, and the principal will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.

**Strategy's Expected Result/Impact:** The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their lack of understanding can be corrected.

**Staff Responsible for Monitoring:** Classroom Teachers  
Interventionists  
Assistant Principal  
Principal  
Curriculum Coordinators

**Title I:** 2.4, 2.5, 2.6


## Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Strategy 3

Throughout the year, teachers and interventionists will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom.

**Strategy's Expected Result/Impact:** Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.

**Staff Responsible for Monitoring:** Teachers  
Interventionists

**Title I:** 2.4, 2.5, 2.6


## Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Strategy 4

Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.

**Strategy's Expected Result/Impact:** Progress monitoring forms within eSpEd of the RtI contents

Beginning of the Year diagnostic screeners, unit tests, milestones

**Staff Responsible for Monitoring:** Teachers  
Interventionists  
Assistant Principal  
Principal

**Title I:** 2.4, 2.5, 2.6


## Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Strategy 5

HB1416: Current 4th & 5th grade students that did not meet the passing standard for the 2024 Math STAAR assessment will receive 15-30 hours of additional targeted support for Math before the April 2025 Math STAAR assessment.

**Strategy's Expected Result/Impact:** Close academic learning gaps for all 4th and 5th grade students increasing the percentage of students scoring meets and masters on the 2025 Math STAAR tests.

**Staff Responsible for Monitoring:** Interventionists  
Teachers  
Assistant Principal  
Principal

**Title I:** 2.4, 2.5, 2.6

### Formative Reviews



Accomplished

**December**



Accomplished

**February**



Accomplished

**April**



Accomplished

**June**

## Performance Objective 6

All student groups taking the STAAR Science Assessments will increase their perform to Meets grade-level.

**Evaluation Data Source:** 2025 STAAR Science assessment data will be reviewed to identify attainment of the performance objective.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** All student groups taking the STAAR Science Assessments will increase their perform to Meets grade-level.

## Strategy 1

Student performance will be monitored through the use of classroom based student assessments, milestones and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Following this assessment sequence, student intervention groups will be established to address deficit areas students have within the content.

**Strategy's Expected Result/Impact:** Student intervention groups will be formed and focused instruction will take place.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Interventionists

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Moderate Progress


December

Moderate Progress

February

Moderate Progress

April

 Continue/Modify

June

## Strategy 2

Data teams consisting of teachers, interventionists, assistant principal, and the principal will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.

**Strategy's Expected Result/Impact:** The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students begin to struggle within the content, they are added to the intervention group, to correct their lack of understanding.

**Staff Responsible for Monitoring:** Classroom Teachers  
Interventionists  
Assistant Principal  
Principal

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Strategy 3

Throughout the year, teachers and interventionists will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom.

**Strategy's Expected Result/Impact:** Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.

**Staff Responsible for Monitoring:** Teachers  
Interventionists

**Title I:** 2.4, 2.5

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


## Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Strategy 4

Campuses will continue to monitor the RTI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.

**Strategy's Expected Result/Impact:** Progress monitoring forms within eSpEd of the RTI contents

Beginning of the Year diagnostic screeners, unit tests, milestones and monthly RTI meetings

**Staff Responsible for Monitoring:** Teachers

Interventionists

Assistant Principal

Principal

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


## Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Performance Objective 7

Crosby Elementary School addresses the needs of the students in the Gifted and Talented (GT) program.

**Evaluation Data Source:** An annual review/alignment of the Texas State Plan for the Education of Gifted and Talented Students.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School addresses the needs of the students in the Gifted and Talented (GT) program.

## Strategy 1

Teachers are required to obtain 30 hours of GT training. Additionally, teachers acquire 6 hours of annual GT update training.

**Strategy's Expected Result/Impact:** Professional development hours obtained and documented.

**Staff Responsible for Monitoring:** Teachers

Principal

Assistant Principal

**Title I:** 2.4, 2.5

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

Moderate Progress

**December**

Considerable Progress

**February**

✓ Accomplished

**April**

✓ Accomplished

**June**

**Strategy 2**

Students identified for GT services will receive support and enhanced instruction through project based learning.

**Strategy's Expected Result/Impact:** Students performing at advanced levels.

**Staff Responsible for Monitoring:** Teachers

Principal

Assistant Principal

**Title I:** 2.4

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

Moderate Progress

**December**

✓ Accomplished

**February**

✓ Accomplished

**April**

✓ Accomplished

**June**

**Performance Objective 8**

Crosby Elementary School will address identified needs in the ESL program.

**Evaluation Data Source:** The records of numerous assessment data, including TAPR, STAAR, TELPAS, and RDA will be measured.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will address identified needs in the ESL program.

**Strategy 1**

Crosby Elementary School will maintain and adjust ESL services according to student needs, academic deficits and the master schedule.

**Strategy's Expected Result/Impact:** ESL program that services ESL students. The education plan for individual students reflected in the LPAC action plan.

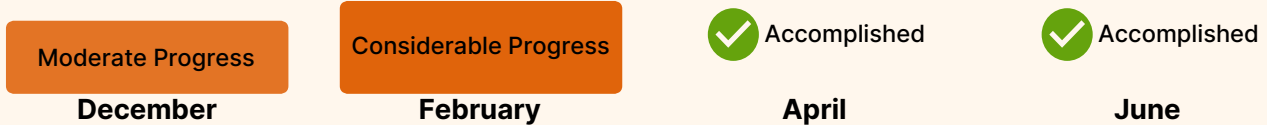
**Staff Responsible for Monitoring:** Teachers  
Counselor  
Principal  
Assistant Principal  
ESL Coordinator

**Title I:** 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 2

Increase ESL parent communication, awareness and involvement.

**Strategy's Expected Result/Impact:** Attendance in parent communication meetings.

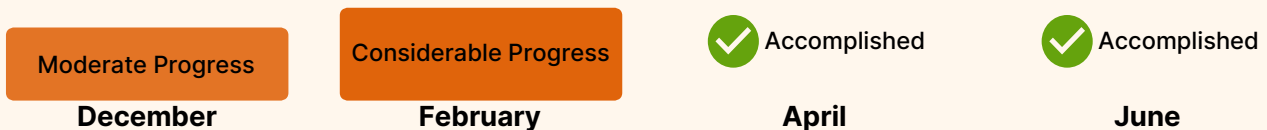
**Staff Responsible for Monitoring:** Teachers  
Principal  
Assistant Principal  
ESL Coordinator

**Title I:** 4.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 3

Continue ongoing training in the ELPS, ESL strategies and Sheltered Instruction Strategies.

**Strategy's Expected Result/Impact:** Teachers effectively use strategies learned in professional development sessions.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
ESL Coordinator

**Title I:** 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Performance Objective 9 High Priority

During the 2024-25 school year, students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments.

**Evaluation Data Source:** Successful implementation of the ARD committee recommendations, STAAR Assessment Scores

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments.

## Strategy 1

In-class support will be provided for Special Education Students.

**Strategy's Expected Result/Impact:** Performance of Special Education students on grade level standards with support or accommodations.

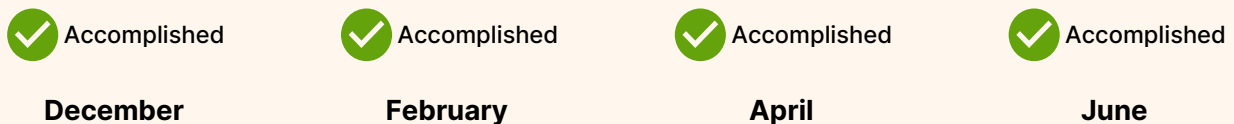
**Staff Responsible for Monitoring:** Principal  
Special Education Director  
Teachers

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 2

Continue the usage of LLI in grades 1-5 as curriculum support especially for AI.

**Strategy's Expected Result/Impact:** Special Education students' achievement

**Staff Responsible for Monitoring:** Teachers  
Special Education Director  
Principal

**Title I:** 2.6

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Moderate Progress


December

Considerable Progress

February

Considerable Progress

April

 Continue/Modify

June

## Strategy 3

Professional development will be delivered to classroom teachers, paraprofessionals and special education teachers with a focus on inclusion instructional strategies.

**Strategy's Expected Result/Impact:** Professional development provided with instructional strategies being witnessed in the classrooms.

**Staff Responsible for Monitoring:** Special Education Director  
Principal

**Title I:** 2.5


**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


### Formative Reviews

Moderate Progress


December

 Accomplished

February

 Accomplished

April

 Accomplished

June

## Strategy 4

Walk-throughs will be conducted to observe instruction in the inclusion setting.

**Strategy's Expected Result/Impact:** Feedback will be provided to the classroom teachers based on best practices for special education students.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Title I:** 2.5

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


## Formative Reviews

Considerable Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

## Performance Objective 10 High Priority

Students with specific needs will receive individual attention and support through targeted instruction.

**Evaluation Data Source:** All students will perform successfully on measures of evaluation.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Students with specific needs will receive individual attention and support through targeted instruction.

### Strategy 1

Students will receive in-class support through staff qualified to address their needs.

**Strategy's Expected Result/Impact:** Progress on evaluation measures


**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Title I:** 2.5, 2.6


**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction


### Formative Reviews

 Accomplished


December

 Accomplished

February

 Accomplished

April

 Accomplished

June

### Strategy 2

RTI model will be used for struggling students to receive help through small group instruction with certified teachers serving as interventionists.

**Strategy's Expected Result/Impact:** Student performance as measured by state tests and progress from previous year.

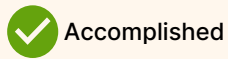
**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Title I:** 2.4, 2.5, 2.6

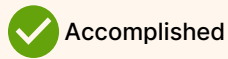
**TEA Priorities:** Build a foundation of reading and math

**ESF Levers: Lever 5: Effective Instruction**

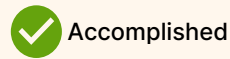
**Formative Reviews**



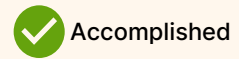
**December**



**February**



**April**



**June**

**Performance Objective 11**

Attendance will increase by monitoring weekly attendance reports and following the district's attendance policy.

**Evaluation Data Source:** The increase in attendance will be noted on the state accountability records.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Attendance will increase by monitoring weekly attendance reports and following the district's attendance policy.

**Strategy 1**

Student attendance incentive programs will be implemented at the campus level.

**Strategy's Expected Result/Impact:** Campus attendance rates will increase from the previous school year.

**Staff Responsible for Monitoring:** Attendance Clerk  
Principal

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

Moderate Progress

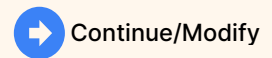
**December**

Considerable Progress

**February**

Considerable Progress

**April**



**June**

**Performance Objective 12**  **High Priority**

Crosby Elementary School teachers will offer rigorous coursework while keeping the individual needs of students in mind.

**Evaluation Data Source:** Student performance on state assessments.

**Strategy 1**

Technology will be implemented into the classroom to enhance students' learning.

**Strategy's Expected Result/Impact:** Teachers using programs and devices during instruction.

**Staff Responsible for Monitoring:** Instructional Technologists

Principal

Assistant Principal

Teachers

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

## Strategy 2

Universal screeners will be used for math and reading for grades 1-2. District Assessments will be used for grades 3-5.

**Strategy's Expected Result/Impact:** Student progress

**Staff Responsible for Monitoring:** Interventionists

Principal

Assistant Principal

Teacher

**Title I:** 2.5

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

## Strategy 3

DRA assessments, Rigby and Amplify will be used to monitor reading progress.

**Strategy's Expected Result/Impact:** Performance of elementary students on grade level reading standards.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Interventionists

Teacher

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 4

Data driven instruction will be used to monitor all core subjects. Teachers will receive feedback and identify strategies to improve instruction.

**Strategy's Expected Result/Impact:** Student performance on tests and accountability.

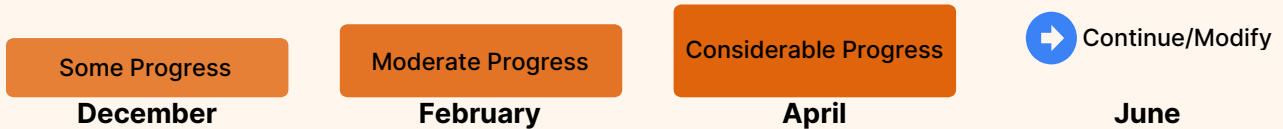
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teacher

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



# Goal 2

College or Career Ready graduates of Crosby Elementary School will be prepared for success after high school by being adequately prepared for either college or work force success.

## Performance Objective 1

Increase opportunities for students, parents and the community to learn about colleges and careers.

**Evaluation Data Source:** Feedback from parents, students, staff. Number of students entering college. Number of students entering professional careers.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Increase opportunities for students, parents and the community to learn about colleges and careers.

### Strategy 1

Conduct College and Career Awareness week with collaboration from CHS counselors.

**Staff Responsible for Monitoring:** Counselor  
Principal  
Classroom Teachers

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

 Accomplished


December

 Accomplished

February

 Accomplished

April

 Continue/Modify

June

### Strategy 2

Conduct campus college week.

**Strategy's Expected Result/Impact:** Students participating in activities

**Staff Responsible for Monitoring:** Counselor  
Classroom Teacher  
Principal

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

 Accomplished

**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

## Strategy 3

Designated College Days each week on campus. Students and Staff can wear their favorite college gear to school.

**Strategy's Expected Result/Impact:** Students identifying and understanding the importance of a college education after high school.

**Staff Responsible for Monitoring:** Counselor  
Classroom Teachers

**TEA Priorities:** Connect high school to career and college

## Formative Reviews

 Accomplished

**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

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

## Performance Objective 1

Crosby Elementary School seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

**Evaluation Data Source:** Recruitment and Retention of Highly Qualified Central Campus Staff.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

### Strategy 1

Review absence data to determine effectiveness of campus strategy.

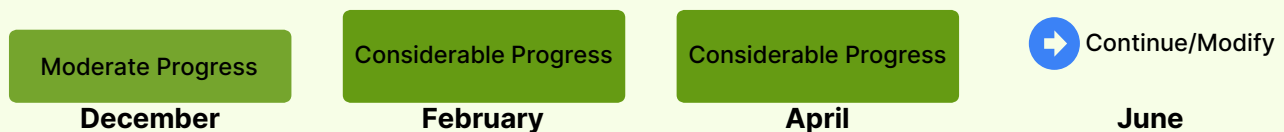
**Strategy's Expected Result/Impact:** Campuses will have a decrease in their teacher absence rate.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews



### Strategy 2

Provide high quality training, mentoring and leadership opportunities.

**Strategy's Expected Result/Impact:** Inspiring, motivating and effective campus

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Interventionists  
Content Coordinators

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

Some Progress

**December**

Moderate Progress

**February**

Moderate Progress

**April**



Continue/Modify

**June**

# Goal 4

District-Wide Climate of High Expectation and Teamwork  
Crosby Elementary School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

## Performance Objective 1

Opportunities will be provided for parents to be informed of district and campus events and information.

**Evaluation Data Source:** Parent feedback and participation in school events and district programs.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Opportunities will be provided for parents to be informed of district and campus events and information.

### Strategy 1

Parent Square, SMORE, Blackboard and Skyward Parent Access will inform parents of events through text, calls, and e-mails.

**Strategy's Expected Result/Impact:** Parent Square information received.

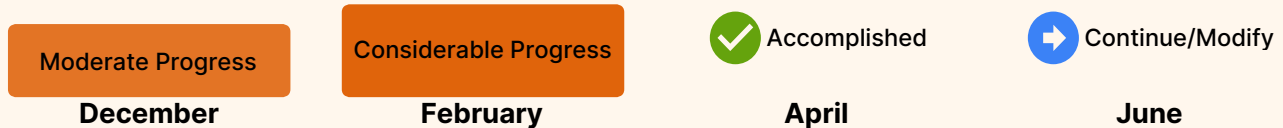
**Staff Responsible for Monitoring:** Principal  
Classroom Teachers

**Title I:** 4.1, 4.2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



### Strategy 2

Facebook and Twitter will be used as communication tools to inform the community of campus and district events.

**Strategy's Expected Result/Impact:** Informed Community, Attendance at School and District events.

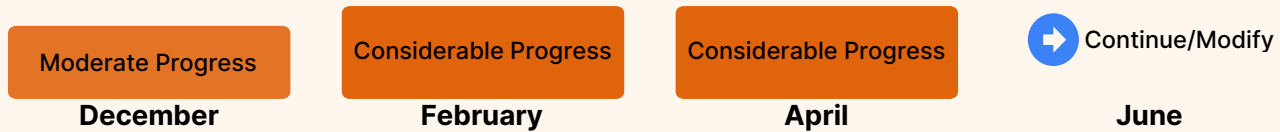
**Staff Responsible for Monitoring:** Principal

**Title I:** 4.1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews



## Performance Objective 2

A Bullying Plan will be implemented campus-wide.

**Evaluation Data Source:** Crosby ISD will address bullying in any form.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** A Bullying Plan will be implemented campus-wide.

### Strategy 1

The campus counselor will implement an anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the school.

**Strategy's Expected Result/Impact:** Number of students reporting to be victimized by a bully.

**Staff Responsible for Monitoring:** Counselors

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Performance Objective 3

Crosby Elementary School will implement methods for addressing needs of students for special programs.

**Evaluation Data Source:** Teachers and staff members will be aware of special issues that can affect students.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will implement methods for addressing needs of students for special programs.

### Strategy 1


All campus personnel who come in contact with students will complete on-line training regarding child abuse and neglect reporting.

**Strategy's Expected Result/Impact:** Identification of students in need and referral for counseling assistance.


**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Recruit, support, retain teachers and principals


### Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

## Strategy 2


Campus personnel will complete on-line training for suicide prevention.

**Strategy's Expected Result/Impact:** Students identified in need of counseling assistance.


**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Recruit, support, retain teachers and principals


### Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

## Strategy 3

Texas Behavior Support Initiative will be implemented district-wide to analyze discipline issues and apply corrective action, as well as emotional support for students. Programs used to address discipline management are: PASS, PBIS.

**Strategy's Expected Result/Impact:** Reduction in time of students missing class for social/emotional conflict.

**Staff Responsible for Monitoring:** Assistant Principal  
Counselor  
Principal  
Classroom Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Moderate Progress

**December**

Considerable Progress

**February**

Considerable Progress

**April**



Accomplished

**June**

# Goal 5

Crosby Elementary School will develop Co-Curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

## Performance Objective 1

Crosby Elementary School will increase the opportunities for students to participate in school sponsored organizations.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will increase the opportunities for students to participate in school sponsored organizations.

### Strategy 1

Student organizations will recruit new members.

**Strategy's Expected Result/Impact:** New members will join student organizations.

**Staff Responsible for Monitoring:** Student Organization Sponsors

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

### 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:** Principal  
Student Organization Sponsors

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

 Accomplished

**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

## Strategy 3

Campuses will encourage students to participate in activities that interest them.

**Strategy's Expected Result/Impact:** Students will participate and remain committed to their activities and organizations.

**Staff Responsible for Monitoring:** Principal  
Student Organization Sponsors  
Classroom Teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

 Accomplished

**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

# Goal 6

## Community Relations

Through communications and customer service Crosby Elementary School will create an informative and responsive culture and a welcoming environment.

### Performance Objective 1

Communication will enhance and encourage community involvement in schools.

**Evaluation Data Source:** Increased participation will be recognized in social media, as well as attendance at school and district events.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Communication will enhance and encourage community involvement in schools.

### Strategy 1

All phone calls and email will be returned within 1 school day.

**Strategy's Expected Result/Impact:** Community response and participation will increase.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
All Staff

**Title I:** 4.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Considerable Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

### Performance Objective 2

Crosby Elementary School staff will participate in community events.

**Evaluation Data Source:** A strong alliance of community organizations and schools will be maintained.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School staff will participate in community events.

## Strategy 1

Campus staff will participate in community parades and events.

**Strategy's Expected Result/Impact:** The bond between the community and the campus will strengthen.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Performance Objective 3

Crosby Elementary School parents will be invited to participate in school sponsored events.

**Evaluation Data Source:** Number of parents that attend

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School parents will be invited to participate in school sponsored events.

## Strategy 1

Parents will be invited to activities such as grade-level music performances, Special Education IEP meetings, ESL parent nights, and parent-teacher conferences, book fairs, 504 meetings, STEAM nights, PTA events, class parties, field days, field trips, turkey trot, award ceremonies, and 5th grade promotion ceremony.

**Strategy's Expected Result/Impact:** Increased family engagement

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**Title I:** 4.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

# Goal 7 Crosby Elementary School will be a good steward of taxpayers' money

## Performance Objective 1

The budgeting process will ensure efficiency in funding the district needs.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** The budgeting process will ensure efficiency in funding the district needs.

### Strategy 1

The principal will review each purchase to verify it is reasonable and necessary.

**Strategy's Expected Result/Impact:** Campus pending correlates to allocations for campus needs.

**Staff Responsible for Monitoring:** Principal  
CISD CFO

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning


### Formative Reviews

Moderate Progress


December

Considerable Progress

February

 Accomplished

April

 Accomplished

June

# Goal 8 Crosby Elementary School will maintain quality and safe facilities and adequately plan for future needs.

## Performance Objective 1

Crosby Elementary School will operate in a comfortable and safe atmosphere.

**Evaluation Data Source:** Facilities will operate efficiently without interruption.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will operate in a comfortable and safe atmosphere.

### Strategy 1

Campus administration will monitor and address building needs

**Strategy's Expected Result/Impact:** Calls from concerned staff and parents will be minimized.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

Campus will have access to constables assigned to monitor them.

**Strategy's Expected Result/Impact:** Proactive patrolling translates to few, if any, incidents on campus; Response time of officers will be immediate.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

## Performance Objective 2

Crosby Elementary School will be safe and secure for faculty, staff, students and community members.

**Evaluation Data Source:** 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:** Met Performance Objective

**Next Year's Recommendation:** Crosby Elementary School will be safe and secure for faculty, staff, students and community members.

### Strategy 1

Security audits will be performed to identify risks to building safety.

**Strategy's Expected Result/Impact:** The presence of security is proactive in preventing harm to district stakeholders.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

Fire Marshall inspection will identify areas at risk of causing harm to students or staff.

**Strategy's Expected Result/Impact:** Areas of risk will be minimized and/or eliminated prior to inspection.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Some Progress


December

Some Progress

February

Moderate Progress

April

 Continue/Modify

June

## Strategy 3

3) Perform fire, tornado, lock down, and evacuation drills frequently.

**Strategy's Expected Result/Impact:** Students will be able to protect themselves during in actual emergency event and know correct procedures

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April

 Accomplished

June

# Goal 9

## Public Education Reform

Crosby Elementary School will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

### Performance Objective 1

The principal will be aware and advocate for appropriate funding to benefit the students and stakeholders of Crosby Elementary School.

**Evaluation Data Source:** Legislation passed that supports the efforts of public school students, particularly in Crosby ISD

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** The principal will be aware and advocate for appropriate funding to benefit the students and stakeholders of Crosby Elementary School.

### Strategy 1

Campus staff and administrators will be advised of legislation affecting public schools.

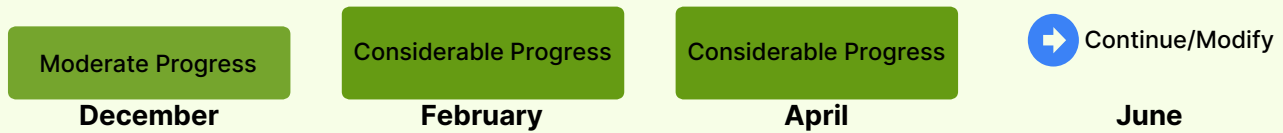
**Strategy's Expected Result/Impact:** Leadership meeting discussions

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews





# Title I Summary

# Title I - Previous

## 1.1 Comprehensive Needs Assessment

Collaborated with interventionist, campus attendance clerk, classroom teachers, assistant principal, counselor, content coordinators, parents.

## 2.1 Campus Improvement Plan developed with appropriate stakeholders

CIP is developed with the input of all members that helped create the campus needs assessment.

## 2.2 Regular monitoring and revision

Stakeholders will review and revise the CIP 3 times a year.

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

The CIP will be made available on campus website once approved by the CISD School Board.

## 2.4 Opportunities for all children to meet State standards

Students will be instructed on their level through Tier 1 Instruction, RTI and AI. Students needing in-class support, resource instruction, PASS or life skills will be identified and served according to individual needs.

## 2.5 Increased learning time and well-rounded education

Transisiton times have been minimized in the master schedule. Transition times durign AI/RTI have been minimized as well. Teacher are spending less amount of time with direct teach and incorporating small group instruction in order to meet student needs.

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

All students take a BOY universal screener in Reading. This allows students to be placed in the correct enrichment, accelerated instruction, or response to intervention group. Groups are fluid and continue to change based from data gathered from district assessments through-out the year.

## 4.1 Develop and distribute Parent and Family Engagement Policy

Family Engagement Plan and CES Compact are given out at BOY Title 1 Meeting during Open House. The plan was developed and updated by campus admin, counselor, paraprofessionals and teachers. It is reviewed by the Site Based Decision Making committee yearly.

## 4.2 Offer flexible number of parent involvement meetings

Parents will have an opportunity to be involved on the campus by attending Meet the Teacher, Open House, PTA general Meetings, parent-teacher conferences, turkey trot, Veteran's day performances, Grandparents week, Book Fairs, STEAM nights, ESL Family Nights, GT Expos, Awards Ceremonies, Class Parties, 5th grade Promotion Ceremony and Walk, field days, field trips, Title 1 Meetings

# Title I - Updated

## Title I Personnel

Name	Position	Program	FTE
Interventionists	Interventionists	Title I	NaN