

Crosby Independent School District



Crosby Kindergarten Center

2024-2025 Campus Improvement Plan

Mission Statement

Crosby Kindergarten Center provides a safe, nurturing environment that promotes social, emotional, and cognitive growth. We strive to provide all student with the tools needed to develop a love for lifelong learning.

Vision

Crosby Kindergarten Center is building a strong foundation for all students.

Value Statement

At Crosby Kindergarten Center we believe in fostering a nurturing and inclusive environment where every child is valued and encouraged to explore, learn, and grow. We believe that all students, staff, and stakeholders should be treated with consideration, dignity, and integrity. We cherish diversity, building partnerships, and ensuring the well-being of everyone.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Overall, the needs of CKC include planning purposeful activities which include technology resources. A clear RTI system needs to be established and teachers should feel supported by interventionist to aid with small group interventions and AI (accelerated instruction). There should be a process for paraprofessionals to learn behavioral and instructional strategies. The campus needs to be intentional with communication and recruitment of parent volunteers.

Demographics

Summary

Demographics

Demographic Summary

All Students: 685

Hispanic: 422

White: 166

African American: 71

American Indian: 1

2 or More Races: 22

Asian: 2

Crosby Kindergarten is an Early Childhood campus that educates approximately 685 prekindergarten and kindergarten students including a pre-school program for children with disabilities (ECSE). Students are also served in our Bilingual Dual One and Two Way instruction. We serve students through Face to Face instruction. Our student population includes 24% white, 62% Hispanic, 10% African American, .29% Asian, .15% American Indian, and 3% multi-race. 67% of our enrollment is economically disadvantaged. 29% of our students are limited English proficient. At Crosby Kindergarten Center 16% of students are enrolled in our ECSE program.

Crosby Kindergarten currently has 13 Pre-Kindergarten teachers, 5 of those are bilingual and 17 Kindergarten teachers, 6 serve the Bilingual program. There are a total of 6 special education teachers. Of those, two are ECSE teachers, three are structured learning teachers, and one is a special education inclusion teacher. The campus will be adding an additional Structured Learning Teacher and a Gen Ed Behavioral Support Teacher this school year. There is one general education interventionist and one bilingual interventionist on campus. The school has one PE teacher and one music teacher. There are three new teachers to the district this school year. The campus is supported by 14 special education paraprofessionals and 8 instructional paraprofessionals. There is one nurse and one nurse's aide. The office staff includes 1 receptionist, a bilingual administrative assistant, and a registrar/ attendance clerk. The administrative team consists of one principal, one assistant principal, and one counselor.

Strengths

Crosby Kindergarten Center is rapidly growing due to the many neighborhoods settling in Crosby. This is the first year Crosby Kindergarten serves two elementary schools rather than all four as in previous years. The students enrolling are from a variety of demographic and ethnic backgrounds. This diversity allows students and teachers to learn to interact together with students from different cultures and backgrounds. This prepares students for their future in a diverse society.

Student Learning

Summary

For the 2024-25 school year, Crosby Kindergarten Center will administer the Amplify Reading and Math to Kindergarten and CLI to Pre-Kindergarten students. Amplify and CLI Engage Assessments are universal screeners that will be administered to pre-kindergarten and kindergarten students three times a year. Accelerated Instruction progress monitoring is assessed weekly. Multiple data points from Amplify/CLI, DRA, unit assessment, running records, and anecdotal records are collected and evaluated by teachers to formulate a learning plan for each student specific to their academic needs whether that be intervention or acceleration.

Strengths

Strengths:

Crosby Kindergarten Teachers have become more familiar with the use of data to improve instruction and target the specific needs of individual students. Student data is reviewed by all teachers on a regular basis and two times per nine weeks during data meetings. Students are provided with a well rounded overall teaching strategies for learning to read in addition to targeted specific interventions. Crosby Kindergarten Accelerated Instruction Plan for the 2024-25 school year provides Tier 2 and Tier 3 intervention for students who need remediation and enrichment in the areas of reading and math.

Needs:

- 74% kindergarten students scored on grade level or above on the EOY DRA Reading Summative Assessment. The goal is to increase the percentage to 80% by June 2025.
- 35% percent of kindergarten students scored on grade level or above on the EOY TX-KEA Assessment in Mathematics. The goal is to increase this score to 83% by June 2025.
- 92% of Pre-Kindergarten students scored proficient on the EOY CLI Engage Circle PM Assessment in Emergent Literacy Reading. The goal is to increase the percentage from 92% to 95% by June 2025.
- 93% of Pre-Kindergarten students scored proficient on the EOY CLI Engage Circle PM Assessment in Emergent Mathematics. the goal is to increase the percentage from 93% to 95% by June 2025.

School Processes & Programs

Summary

Crosby Kindergarten Center houses all of the Pre Kindergarten and Kindergarten students in Crosby ISD. Crosby Kindergarten has an on going commitment to excel at instructing the 21st century learner. Each teacher has been provided a MacBook, an Apple TV, and an ipad in an effort to provide quality instruction to our 21st century learners. The teachers are provided Professional Development opportunities on a regular basis that pertains to the prekindergarten and kindergarten curriculum. Teachers are also provided with resources to view additional trainings that are recorded and house in the Schoology system. Crosby Kindergarten Center has a general education and bilingual Interventionist to assist teachers with all of their curriculum, instruction, and planning needs. Each teaching team also has a team leader to assist with curriculum, instruction and planning needs. Each Grade level has a Department head to assist with curriculum, instruction and planning needs. Each new teacher to the district is assigned a mentor to assist with any needs a new teacher might have.

Strengths

Instructional

Crosby Kindergarten Center has two Interventionists. The positions provide instructional professional development and help to all teachers in the area of curriculum and instruction. The interventionists also provide targeted and prescriptive intervention based on the needs of the students. Team planning is held weekly that focuses on the weekly planning of lessons. Crosby Kindergarten Center implements regularly scheduled Professional Learning Communities. Teachers use the science of teaching reading for the language arts component of instruction. Teachers have many resources available: SAVVAS, GoMath, Reading A-Z, Journeys, BrainPop, Stemsopes are the primary sources of instructional materials. School ipads are provided to all Kindergarten students, allowing classrooms to be 1:1. All teachers utilize Remind to connect via text or email with parents. Campus Leadership uses social media and the CKC website to communicate schoolwide information to parents.

Safety

Safety is the top priority at Crosby Kindergarten Center. We conduct monthly fire drills and other important drills; such as, lockout, lock down, and shelter in place in the event a threatening situation may happen. The implementation of safety drills ensures that the staff and students understand the safety expectations when a situation arises. At the beginning of the school year, all staff is trained on the procedures and expectations for each drill. The safety committee meets after each drill to discuss success and areas of improvement. The front office staff uses V-Soft Identification Program to verify visitors and notify the campus if a potential child predator is trying to enter the campus.

Family Engagement Plan

Crosby Kindergarten Center has a Family Engagement Plan which offers parent education, family nights, school parties, and graduations for kindergarten students.

Crosby Kindergarten Center will provide a safe, respectful, and nurturing environment where families learn from each other and ensure opportunities for continuous participation in school-wide events. Examples of events and support include:

- Meet the Teacher Night

- Book Fair
- Site based Decision-Making Team
- Turkey Trot
- Bilingual Parent Nights
- Parent/Teacher Conferences
- Classroom Parties
- Musical Programs

Crosby Kindergarten Center Family Engagement Plan develops partnerships with community agencies and faith-based organizations to establish resources that provide services to students and parents. Some of the resources will be:

- Backpack Buddy Program to provide weekend meals to needy students
- Toys for Tots
- Food Drive for St. Vincent De Paul
- Lions Club

Crosby Kindergarten promotes family participation in decision-making. Their contributions are vital to a well-rounded and well thought out plan that will facilitate support for all stakeholders and impact positive student achievement. Parents will be invited to participate and serve in:

- Campus Site Based Decision Making Committee
- LPAC Campus Representative

Crosby Kindergarten Center educators value the family involvement in the education of their child. For this reason, parents will be provided resources at family nights to enhance and extend learning. Examples of how Crosby Kindergarten Center equips families with tools to enhance and extend learning include:

- Parent/ Teacher Conferences
- Report Cards & Progress Reports available online through Parent Portal
- Campus Website and Apps
- Facebook
- Marquee
- Weekly Newsletters
- Email
- Remind

Needs:

Continued training in the areas of accelerated instruction, guided reading, and shared read. Needs identified in math are professional development in number fluency and hands on learning.

Perceptions

Summary

Crosby Kindergarten has an instructional program designed to develop the whole child with emphasis on the unique strengths and needs of each individual. Teachers build strong relationship with both students and parents. The teachers communicate regularly with parents to promote a partnership in the education of each child. Social skills as well as academics are an important part of the early childhood process. Opportunities for social skills lessons are available to all students by the counselor. Based on feedback from 23-24, teachers requested an increase in social skills lessons and behavior support.

Strengths

Crosby Kindergarten Center is seen by parents and students alike as a school that educates the whole child through fun engaging activities. We stress the importance of learning and how to be a successful member of a diverse society. Overall, the campus has a positive, caring atmosphere where everyone cares and assists each other.



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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

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

Parent/Community Data

Parent surveys and/or other feedback

Parent engagement rate

Support Systems and Other Data

Processes and procedures for teaching and learning, including program implementation

Communications data

Study of best practices



Goals

Goal 1 Crosby Kindergarten Center will make academic achievement and student performance its priority.

Performance Objective 1

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

Evaluation Data Source: Student performance on campus and district assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: The campus will continue planning with staff as well as programs to enhance the learning in the classrooms.

Strategy 1

Teachers will integrate technology into the classroom to enhance student learning.

Strategy's Expected Result/Impact: Teachers will use programs and devices to deliver instruction such as Savvas, Zearn, McGaw Hill, Epic, Starfall, And Teach Town.

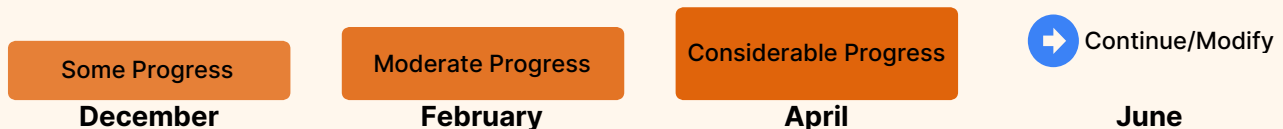
Staff Responsible for Monitoring: Principal, Assistant Principal, teachers

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



Strategy 2

A universal screener will be utilized three times a year for all kindergarten students.

Strategy's Expected Result/Impact: Progress Monitoring using CLI, Amplify, DRA, and Teach Town

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 3

Science of Teaching Reading strategies will be implemented in all classrooms.

Strategy's Expected Result/Impact: Students will read at grade level expectancy measured by the Kindergarten DRA assessment.

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

Some Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Performance Objective 2

Crosby Kindergarten Center will monitor student performance throughout the year to ensure progress on assessments for all students.

Evaluation Data Source: Progress and pass rates of students on campus and district assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: The team will participate in training to administer Amplify to ensure we are receiving accurate data, reflecting student performance accurately.

Strategy 1

Teachers will meet throughout the year to discuss data, review strengths, and address areas of concern.

Strategy's Expected Result/Impact: Student achievement and progress monitoring meeting

Staff Responsible for Monitoring: Principal
Assistant Principal
Interventionists
Teachers


Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math


Formative Reviews

Some Progress
December

Moderate Progress
February

 Accomplished

April

 Continue/Modify

June

Strategy 2

Conduct a minimum of 10 walk-throughs to ensure fidelity of programs, instructional practices, and district expectations.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
District Administrators biweekly

Title I: 2.5


TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress
December

Moderate Progress
February

Considerable Progress
April

 Accomplished

June

Strategy 3

Teachers will enter lesson plans in Eduphoria.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.6


TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction


Formative Reviews

Some Progress
December

Moderate Progress
February

 Accomplished

April

 Accomplished

June

Performance Objective 3

Crosby Kindergarten Center 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we will identify the needs of the campus and plan trainings accordingly while ensuring teachers are also equips to lead trainings.

Strategy 1

New to campus teachers will be assigned mentors.

Staff Responsible for Monitoring: Principal

New Teachers

Mentors

Counselor

Title I: 2.5

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Strategy 2

Professional Learning Communities will meet regularly according to the school calendar (Red Box PD days), weekly planning meetings.

Strategy's Expected Result/Impact: Student Achievement

Staff Retention

Staff Responsible for Monitoring: Principal

Assistant Principal

Title I: 2.6

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

ESF Levers: Lever 5: Effective Instruction


Formative Reviews

Some Progress


December

Moderate Progress

February

 Accomplished

April

 Continue/Modify

June

Performance Objective 4

The overall campus goal is for students to be first grade ready in reading, with an emphasis on phonological awareness for all students.

Evaluation Data Source: DRA Reading assessment data, Accelerated Instruction weekly assessments, TX-KEA.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with STR strategies and ensure we are targeting phonological awareness as that area continued to be a weakness for our campus.

Strategy 1

Students will receive individualized, strategic small group instruction which includes guided reading and accelerated instruction.

Strategy's Expected Result/Impact: Student Progress & Achievement

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

Some Progress


December

Moderate Progress

February

 Accomplished

April

 Accomplished

June

Performance Objective 5 High Priority HB3 Goal

80% of all students will be at or above benchmark in math, using EOY math assessments such as CLI and Amplify.

Evaluation Data Source: EOY Math Assessment Data/Amplify/CLI

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We will continue and modify strategies to get to this goal.

Strategy 1

Meet after assessments to discuss and compare student growth and determine next steps for students.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
Interventionists

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Students below benchmark will receive Tier 2 or Tier 3 intervention in a small group setting.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
Teacher
Interventionist

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 6 High Priority

Attendance will be 96% in the 2024-25 school year by monitoring attendance with weekly attendance reports and following the districts attendance policy.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We will be consistent with our attendance committee meetings and determine the best avenue to getting parents to understand the importance of attendance.

Strategy 1

Monitor attendance with weekly reports. Teachers will reach out to parents of student who miss two or more days.

Strategy's Expected Result/Impact: Increased student face to face attendance.

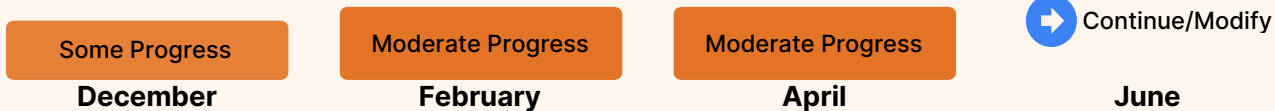
Staff Responsible for Monitoring: Principal
Assistant Principal
Attendance Clerk
Teachers

Title I: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Reward classrooms who have 10 days of perfect attendance as well as individual students with perfect attendance for every 9 week increment.

Strategy's Expected Result/Impact: We will see an increase in overall student attendance.

Staff Responsible for Monitoring: Attendance Clerk
Receptionist
Principal
Assistant Principal

Title I: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 7

Students with specific needs will receive individualized support from teacher and interventionists.

Evaluation Data Source: All students will perform successfully in class and on measures of evaluation.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: CKC will continue to support students based on their data and needs.

Strategy 1

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

Strategy's Expected Result/Impact: Student Progress

Staff Responsible for Monitoring: Principal

Assistant Principal

Inclusion Teacher

Special Ed Paraprofessionals

Case Managers

Title I: 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Response to intervention will be used for students who are identified using assessment data. Students will receive small group instruction through interventionist or paraprofessionals.

Strategy's Expected Result/Impact: Student Progress

Staff Responsible for Monitoring: Principal

Assistant Principal

Interventionist

Paraprofessionals

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Accelerated Instruction time will be specifically geared to meet students specific academic needs.

Strategy's Expected Result/Impact: Evaluation of data regularly to meet needs of students

Staff Responsible for Monitoring: Teachers

Interventionist

Principal

Assistant Principal

Instructional Paraprofessionals

Title I: 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Goal 2 Human Capital: Crosby Kindergarten Center will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1

With the efforts of the Human Resources Department, Crosby Kindergarten Center 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 campus staff

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we will identify targeted needs for new teachers and continued learning for the staff which includes teachers and paraprofessionals.

Strategy 1

New to campus teachers will meet weekly with their planning team to plan lessons.

Strategy's Expected Result/Impact: Staff retention and student achievement

Staff Responsible for Monitoring: Teachers
Teacher Mentors

Title I: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Strategy 2

New teacher mentors will be assigned to support first year teachers and new to CISD teachers.

Strategy's Expected Result/Impact: Retention of quality staff

Staff Responsible for Monitoring: Mentors
Principal

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Moderate Progress

February

 Accomplished

April

 Accomplished

June

Strategy 3

Teachers will be provided high quality training and leadership opportunities.

Strategy's Expected Result/Impact: Inspiring and motivating campus culture

Staff Responsible for Monitoring: Principal
Assistant Principal
Coordinators

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

Formative Reviews

Some Progress


December

Moderate Progress

February

 Accomplished

April

 Continue/Modify

June

Strategy 4

Create and implement a mentor training program for paraprofessionals.

Strategy's Expected Result/Impact: Paraprofessionals feeling equip to work with all students with both behaviors and instructionally.

Staff Responsible for Monitoring: Principal
Paraprofessional Mentors

Title I: 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Performance Objective 2

Interviews are done by committee of staff members dedicated to the success of CKC and knowledgeable about the programs of the campus.

Evaluation Data Source: Interview committees are diverse but appropriate to the program for which the person is interviewing.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Next year we will discuss if the interview questions need to be revised to best fit the role and determine what response we are seeking in an effort to rate candidates better.

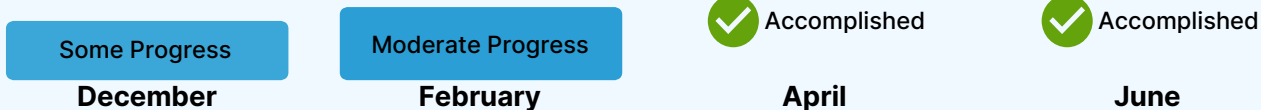
Strategy 1

Interview committees are diverse but appropriate to the program for which the person is interviewing.

Strategy's Expected Result/Impact: Campus buy in and feeling of ownership.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Goal 3

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

Performance Objective 1

Crosby Kindergarten Center will achieve a rating of Recognized or Exemplary in all areas evaluated under the Annual High Quality Early Childhood Program Self-assessment Rubric.

Evaluation Data Source: Each area of the High Quality Early Childhood Program Self-assessment Rubric will be rated as Recognized or Exemplary.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: The campus principal will seek out professional development to ensure the campus is continuing to focus on areas of the Annual High Quality Early Childhood Program Self-Assessment Rubric.

Strategy 1

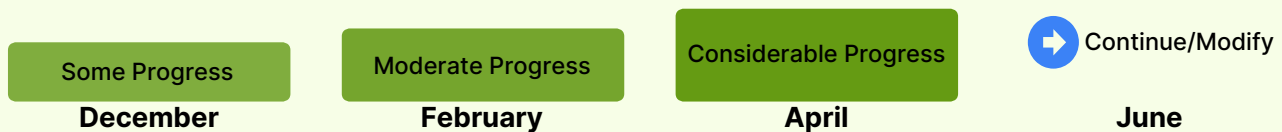
Students will participate in college and career readiness activities, as defined by the High Quality Early Childhood Program Self-assessment Rubric.

Strategy's Expected Result/Impact: All areas evaluated with the High Quality Early Childhood Program Self-assessment Rubric will receive a recognized or exemplary rating.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Crosby Kindergarten Center students will be exposed to social skills lessons that will prepare them for high school, college and work force success.

Evaluation Data Source: Teachers will model. Counselor will provide lessons.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

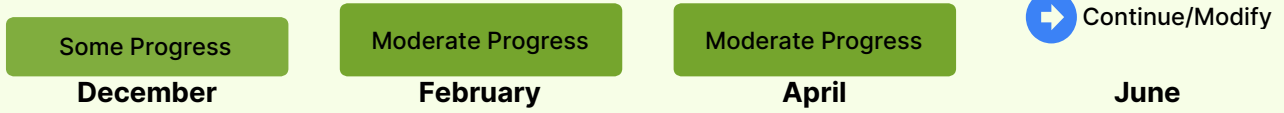
The counselor will provide students with social skills lessons.

Strategy's Expected Result/Impact: Student awareness of social norms and expectations.

Staff Responsible for Monitoring: Counselor
Principal

TEA Priorities: Connect high school to career and college

Formative Reviews



Goal 4

District-Wide Climate of High Expectation and Teamwork
Crosby Kindergarten Center 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 to inform parent of campus events and information.

Evaluation Data Source: Information is provided on campus Facebook, Twitter, campus website, and Parent Square. Parents are encouraged to actively engaged in student learning via campus and teacher newsletters. Parents are informed of events through a parent communication app from the teacher.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Next year we would like to do more than inform. We would like to get our parents to attend events and volunteer.

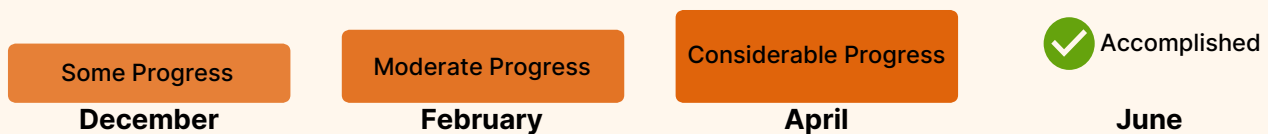
Strategy 1

Crosby Kindergarten Center will hold regular events to showcase students talents. (following current COVID protocols)

Staff Responsible for Monitoring: Principal, Assistant Principal, specials Teacher.

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Campus staff will investigate all reports of bullying.

Evaluation Data Source: Crosby Kindergarten Center will address bullying in any form and provide information about bullying to parents.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Next year, we will share more information on bullying to students and parents and provide resources for them to feel supported.

Strategy 1

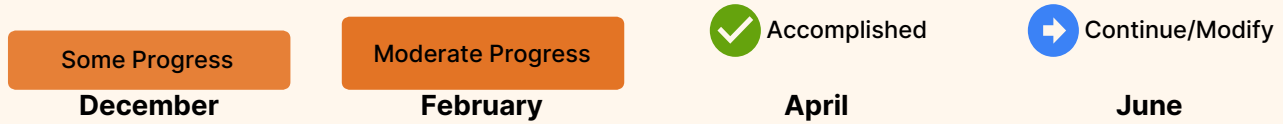
The campus will implement an anti-bullying campaign.

Strategy's Expected Result/Impact: Number of students who report being victimized by a bully

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 3

Crosby Kindergarten Center will implement methods for addressing the needs of students with special programs.

Evaluation Data Source: Teachers and staff members will be aware of special issues that can affect students; such as, Backpack buddy.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Next year, the process and follow through will be much more evident with a new counselor implementing access for staff and families.

Strategy 1

Campus personnel will complete online training regarding child abuse, neglect, and suicide prevention.

Strategy's Expected Result/Impact: Counseling referrals for students in special situations or circumstances.

Staff Responsible for Monitoring: Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

Positive Behavior Intervention and Supports (PBIS) will be implemented campus wide.

Strategy's Expected Result/Impact: Reduction of time students spend out of the classroom

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress


December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Goal 5

Crosby Kindergarten Center will partner Co-Curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 1

Crosby Kindergarten Center will increase the opportunities for students to participate in school sponsored activities and events.

Evaluation Data Source: Evaluate the number of school sponsored activities and events

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we will offer additional family nights. This year, we maintained but did not increase the number of opportunities for all students.

Strategy 1

Students will have opportunities to participate in after school events, such as concerts and family nights.

Strategy's Expected Result/Impact: Students will participate in after school events.

Staff Responsible for Monitoring: Principal
Music Teacher

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Integrate arts, music, and physical education programs to provide a holistic learning environment.

Evaluation Data Source: Master schedule

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Next year we would like to incorporate additional art opportunities for all students.

Strategy 1

Students will receive required physical activity minutes as well as music and art opportunities.

Strategy's Expected Result/Impact: Students will receive a minimum of 30 minute of physical activity daily, biweekly music instruction, sensory activities for PreK and opportunities for art instruction throughout the year.

Staff Responsible for Monitoring: Principal
Elective Teachers

Title I: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 3

Crosby Kindergarten Center will invite Crosby High School School student organizations to collaborate with prekindergarten and kindergarten students.

Evaluation Data Source: Newsletters, social media posts

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we would like to be more proactive in getting our CHS clubs to assist with events like trunk or treat or even mentoring students.

Strategy 1

Student groups will offer support to prekindergarten and kindergarten students at events such as the Turkey Trot and student support at arrival and dismissal times.

Strategy's Expected Result/Impact: Students will develop a sense of community from their older peers such as students in the CHS health and education practices, as well as experiencing AG day and visits from high school students as mentors.

Staff Responsible for Monitoring: Principal

Title I: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Goal 6

Community Relations

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

Performance Objective 1

The Crosby Education Foundation will be used as an avenue to enhance instruction and provide additional funding resources.

Evaluation Data Source: Teachers will use tools funded by CEF.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: The campus will encourage more team grants to service more students.

Strategy 1

Teachers will write grants and use the resources received from CEF grants.

Strategy's Expected Result/Impact: Implementation of grant funded instructional materials.

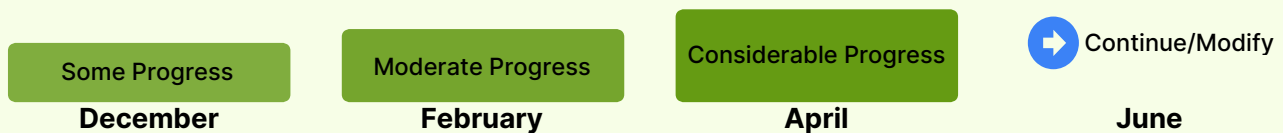
Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.5

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 2

Parent Square communication will enhance and encourage community involvement at Crosby Kindergarten Center.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: We will continue to use Parent Square but will model for teachers how to

implement other features of the program.

Strategy 1

Parent Square will be used to communicate with parents weekly.

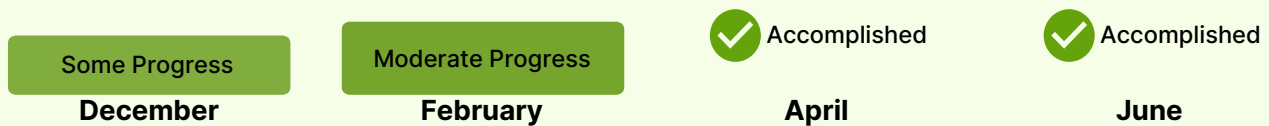
Strategy's Expected Result/Impact: Increased campus/parent communication.

Staff Responsible for Monitoring: Principal
Assistant Principal
Professional Staff

Title I: 4.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3

Crosby Kindergarten Center will achieve a rating of Recognized or Exemplary in all areas evaluated under High Quality Early Childhood Program Self-Assessment Rubric.

Evaluation Data Source: Each area of the Local Evaluation Rubric will be rated as Recognized or Exemplary.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: In collaboration with the leadership committee, we will identify and focus on areas in the HQEC Self-Assessment Rubric to be recognized or exemplary.

Strategy 1

Students and stakeholders will participate in Community and Parental involvement activities as defined by the CISD Local Evaluation Rubric.

Strategy's Expected Result/Impact: All areas evaluated under the HB5 rubric will receive a recognized or exemplary rating.

Staff Responsible for Monitoring: Principal

Title I: 4.1, 4.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

Goal 7 Crosby Kindergarten Center will be a good steward of taxpayers' money

Performance Objective 1

Crosby Kindergarten Center will have a balanced budget by utilizing funds to maximize staff training and student academic success.

Evaluation Data Source: Balanced budget

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Next year the the campus principal will strive to plan with teams and committees to make purchases early in the year to ensure students and principals are getting the most benefit from campus funds.

Strategy 1

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

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

Staff Responsible for Monitoring: Principal
CFO

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

Formative Reviews



Performance Objective 2

Crosby Kindergarten Center will maintain current inventories of classroom instructional supplies and furniture.

Evaluation Data Source: Inventories are updated yearly.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: The campus principal would like to begin meeting with teams and the C&I teams to begin cleaning classrooms and removing items that are not in use anymore. This also goes for outdated and/or broken furniture.

Strategy 1

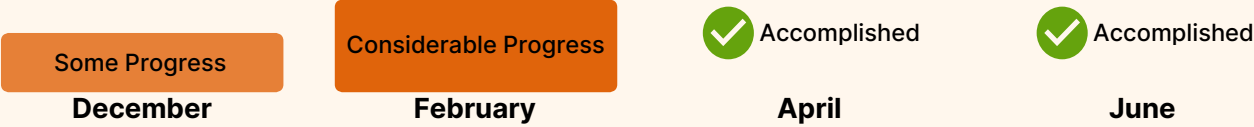
Maintain current inventories of classroom furniture and instructional supplies.

Strategy's Expected Result/Impact: Maintain current inventories of classroom furniture and instructional supplies.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Goal 8 Crosby Kindergarten Center 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 Source: Facilities will operate efficiently without interruption.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Campus administrators will ensure there is follow up and further collaboration with maintenance to ensure the upkeep of the grounds

Strategy 1

Monitor and address building needs promptly.

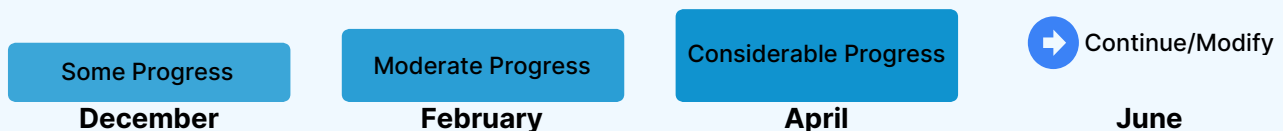
Strategy's Expected Result/Impact: Minimize campus injuries and ensure the campus is functioning at its optimal capacity.

Staff Responsible for Monitoring: Principal
Assistant Principal
Principal's Secretary

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Constables will be visible and assist as necessary.

Strategy's Expected Result/Impact: SROs and campus administration will ensure campus is secure throughout the day.

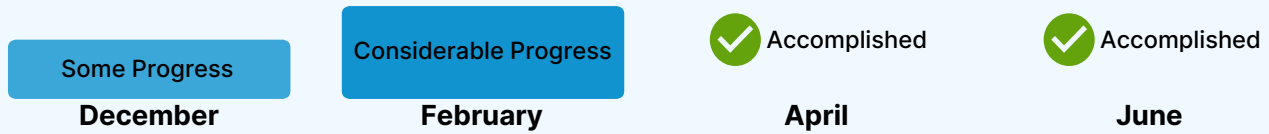
Staff Responsible for Monitoring: Principal
School Resource Officer

Title I: 2.5

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

Crosby Kindergarten Center buildings 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: CKC will continue identifying areas we can make safe for all visitors.

Strategy 1

Fire Marshall inspections will be conducted with a campus administrator prompting immediate compliance.

Strategy's Expected Result/Impact: Areas of risk will be minimized or eliminated

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews



Performance Objective 3

Crosby Kindergarten Center will review safety procedures on campus regularly.

Evaluation Data Source: Review of safety will be part of the beginning of year training each year. Drills will be done monthly on campus. Campus safety committee will meet after each drill.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we will be proactive with meetings and trainings to ensure continued safety.

Strategy 1

Establish a campus safety committee that routinely meets to review required district and state safety protocols.

Strategy's Expected Result/Impact: Staff awareness to include all departments on campus. This would include child nutrition this year.

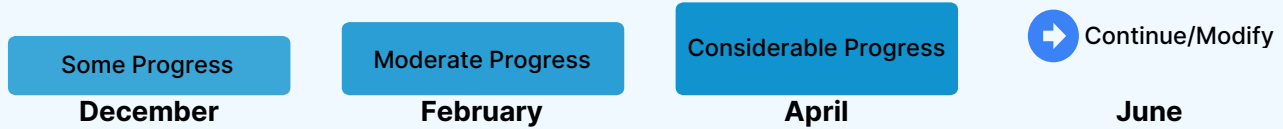
Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 4.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 4

Establish campus committees to include staff and parents for collaborative implementation of plans.

Evaluation Data Source: Site based decision making committee

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Next year we will get feedback from parents and the committees to ensure we are maintaining a safe environment for all.

Strategy 1

Plan meeting dates/times after establishing members.

Strategy's Expected Result/Impact: Increased collaboration between parents and staff to monitor campus improvement plan, parent engagement plans, and upcoming events.

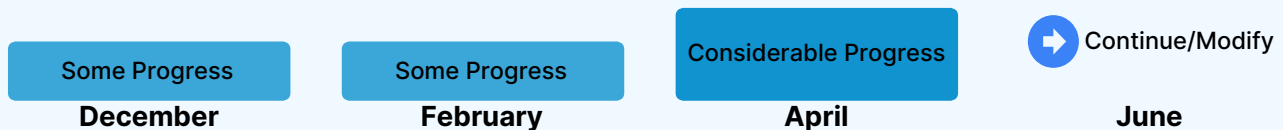
Staff Responsible for Monitoring: Principal

Title I: 4.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Goal 9

Public Education Reform

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

Performance Objective 1

Host informational sessions and workshops to empower stakeholders to advocate for public education.

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: Create a method of communication to streamline participation and support to implement legislative efforts.

Strategy 1

Campus administrators will advise campus staff and parents of legislation affecting public schools.

Strategy's Expected Result/Impact: Leadership Meeting Discussion

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Educate staff and parents about the importance of public education reform and the ongoing legislative efforts affecting our community.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Plan and implement ways to educate all families on the importance of public education reform.

Strategy 1

Offer in-person and virtual meetings to keep community informed of any legislative changes.

Strategy's Expected Result/Impact: Informed stakeholders of Crosby Kindergarten Center

Staff Responsible for Monitoring: Principal

Title I: 4.1

ESF Levers: Lever 2: Strategic Staffing


Formative Reviews

Some Progress


December

Some Progress

February

 Accomplished

April

 Continue/Modify

June



Title I Summary

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. Crosby ISD attendance rates are vulnerable due to illnesses at the early childhood grade levels. The district/campus 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 1 instruction in Reading and Writing across the campus/district. Training and ongoing support for all Tier 1 teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with the State identified student learning expectations.
3. Improvement of targeted instructional teaching and interventions in Reading and Math based upon individual and sub-group needs/gap.
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. For the 24-25 school year, emphasis will be placed on supporting teachers and instructional staff with strategies and best practices that can be implemented in the classroom.

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 in 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 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 and Crosby Kindergarten Center will maintain TEKS aligned instruction in all classrooms and will provide 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 and Crosby Kindergarten Center 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 campus site-based decision making committee will review data from a variety of sources to determine campus needs going into the new school year. Revisions will be made as necessary.

4.1 Develop and distribute Parent and Family Engagement Policy

The campus site-based committee will collaborate to create a Parent and Family Engagement Policy which would benefit all students. A separate Pre-K PFE will be created to ensure compliance. When approved, the campus will distribute the compact and publish the PFEs on the campus website.

4.2 Offer flexible number of parent involvement meetings

The campus will offer a variety of meetings to include parents with multiple modes of attending ie. in-person, virtual, etc.

5.1 Determine which students will be served by following local policy

Does not apply to CKC students. The campus will continue monitoring student progress to ensure they are ready for elementary school.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
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Adriana Ramirez	Teacher	Title 1	1
Jordan Steele	Teacher	Title I	1



Committees

Committees

2024-2025 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 29, 2024 @ 4:30 PM	CKC Flex Room	--	--

Members

First Name	Last Name	Position	Committee Role
Karina	Patterson	Teacher	Professional Staff
Cherie	Pannell	Teacher	Professional Staff
Tymbree	Jones	Teacher	Professional Staff
Ana	Hartley	Bilingual Teacher	Professional Staff
Vanessa	Lopez	Teacher	Professional Staff
Raquel	Williamson	Principal Secretary	Paraprofessional
Rodolfo	Garcia	SpEd Aide	Paraprofessional
Phaedra	Jackson	Math Specialist	District Representative
Devon	Bradley	Educational Technology	District Representative
Shearlyn	Arisman	Community Member	Community Member
Kimberly	Davila	Parent of enrolled student	Business Representative
Brenda	Salas	Parent of enrolled student	Parent
Comethia	Blanchard	Parent of enrolled student	Parent
Lakittah	Eagleton	Counselor	Counselor
Stacey	Williams	Assistant Principal	Administrator
Herlinda	Minor	Principal	Administrator