

Crosby Independent School District



Crosby Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Crosby Middle School strives to create a safe and academically stimulating environment for a diverse student body where students can reach their full potential with a sense of accomplishment while developing a love for learning and the tools for academic success. In addition to the productive make-up of our academic program, CMS cultivates character building, citizenship and conflict resolution as a foundation to our overall educational experience. While we strive to meet the needs of individual students as they learn to be tolerant, functional members of a multicultural society, we will also try to instill a love of learning and a desire to excel that will result in productive citizens. Through rigorous, engaging curriculum we have achieved much; nevertheless, we will continue to raise competencies in all academic areas for every student. Improving academic achievement for all students is the fundamental focus of our caring, highly qualified staff.

Vision

Our vision focuses on having highly qualified educators working collaboratively across all grade levels and subjects, concentrating on the diverse backgrounds and cultural needs of our students while providing effective academic preparation for their achievement. We want to tap into the potential of all learners and capitalize on their talents and interests. We want to help them discover how education impacts their future and realize how lifelong learning can maximize their capacity for growth and opportunities for many years to come.

Value Statement

At Crosby Middle School, we value every person involved in educating students and preparing them for the future. This includes family members, community members, educators, support staff, and administrators. Every student receives the best that we can provide in our efforts to aid in their success.

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Comprehensive Needs Assessment

Demographics

Summary

Here is a summary of the demographics for the school located in Crosby, TX, 77532-8009:

Principal : Jose Lozano

School Population (2024 - 2025) :

- Total Students: 1,555
- 6th Grade: 508 (32.67%)
- 7th Grade: 488 (31.38%)
- 8th Grade: 559 (35.95%)

Student Demographics :

- Female: 737 (47.40%)
- Male: 818 (52.60%)

Ethnicity :

- Hispanic-Latino: 845 (54.34%)

Race :

- American Indian - Alaskan Native: 4 (0.26%)
- Asian: 4 (0.26%)
- Black - African American: 171 (11.00%)
- White: 489 (31.45%)
- Two-or-More: 42 (2.70%)

Student Programs :

- Dyslexia: 125 (8.04%)
- Gifted and Talented: 131 (8.42%)
- Section 504: 139 (8.94%)
- Special Education (SPED): 229 (14.73%)

Bilingual/ESL :

- Emergent Bilingual (EB): 352 (22.64%)
- English as a Second Language (ESL): 59 (3.79%)
- Alternative ESL Language Program: 274 (17.62%)

Title I Part A :

- Schoolwide Program: 1,555 (100.00%)

Student Indicators :

- At-Risk: 817 (52.54%)

- Economic Disadvantage Total: 973 (62.57%)
- Free Meals: 902 (58.01%)
- Reduced-Price Meals: 71 (4.57%)

Special Education Services :

- Learning disability: 116 (50.66%)
- Autism: 23 (10.04%)

Staff Information :

- Administrative Support: 11 (9.65%)
- Teacher: 90 (78.95%)
- Educational Aide: 13 (11.40%)

Please note that these numbers are based on the preliminary Fall PEIMS file loaded on 11/01/2023.

Strengths

Based on the data from 2024-2025 data, here are some of the demographic strengths of the school:

1. **Diverse Student Body**: The school has a diverse student body representing various ethnicities and races. This diversity can enrich the learning experience for all students by exposing them to different cultures and perspectives.
2. **Bilingual solid and ESL Programs**: The school has many Emergent Bilingual (EB) students and offers an Alternative ESL Language Program. These programs can help non-native English speakers improve their language skills and succeed academically.
3. **Comprehensive Special Education Services**: The school offers special education services, including programs for students with learning disabilities and autism. This indicates that the school can provide support and resources for students with diverse learning needs.
4. **High Participation in Schoolwide Program**: All students participate in the Title I Part A Schoolwide Program. This program aims to improve academic achievement and includes strategies to support parental involvement and enhance the quality of teachers.
5. **Economic Support**: A significant number of students receive free meals or reduced-price meals, indicating that the school is providing necessary support to economically disadvantaged students.
6. **Dedicated Staff**: The school has a high percentage of teachers compared to administrative and support staff, suggesting a strong focus on instruction and student learning.

These strengths can contribute to a positive and supportive learning environment for all students.

Student Learning

Summary

STAAR Performance Summary

Reading Language Arts (RLA)

Grades 6-8

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

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

Mathematics

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	67	35	10	32	10	1	56	23	2
2024 State	69	37	13	39	11	3	60	26	7
2023	69	34	11	34	8	2	59	27	4
Grade 7	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters

2024	55	35	10	32	10	1	56	23	2
2024 State	53	32	10	24	9	2	42	21	5
2023	59	35	9	25	12	4	53	22	3

Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	70	41	6	54	24	3	61	36	5
2024 State	70	40	15	40	14	3	61	30	8
2023	75	39	5	56	16	4	71	34	3

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

Science

Grade 8	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	68	36	12	33	11	2	52	18	3
2024 State	68	42	16	33	12	3	51	23	6
2023	75	52	16	40	19	2	67	39	6

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

Social Studies

Grade 8

Grade 8	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2024	43	23	10	26	3	0	25	8	3
2024 State	57	31	16	25	9	4	38	14	5
2023	50	27	10	21	9	0	33	11	2

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

2024 Identification of Schools for Improvement

A student group that misses the target in at least the same three indicators is identified for target support and improvement for three consecutive years.

TARGET: WHITE

White	
Academic Achievement Status: Reading/ Language Arts	
2022	50%
2023	3
2024	1
Academic Achievement Status: Mathematics	
2022	49%

2023	1
2024	1
Academic Growth Status: RLA	
2022	69%
2023	0
2024	2
Academic Growth Status: Mathematics	
2022	65%
2023	1
2024	0
Student Success (Student Achievement Domain Score (STAAR Component Only))	
2022	50%
2023	0
2024	0

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	N	Y	N				N	Y	N	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N	Y	Y	N				N	Y	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N	N				N	N	N	N

Target Student Improvement - White

Reading

- White students are performing above the overall average in Reading (All Students = 44% in 2023–2027), but...
- They did not meet any of the target goals for Reading from 2023 to the Long-Term phase.
- While they steadily improve (59% → 80%), this subgroup still missed every benchmark, indicating steady growth without reaching federal goals.

Math

- In Math, White students met the first interim goal (2023–2027).
- However, similar to Reading, they did not meet subsequent or long-term targets.
- They are above average in performance but fall short of meeting long-term expectations.
- **Weaknesses:**
 - Reading: Despite scoring relatively high, they did not meet any reading targets.
 - Math: Met the initial goal but did not sustain that trajectory.

This group may not be the lowest performing, but they are **not meeting growth expectations**, which is still a red flag in accountability reporting. They benefit from:

- Tier I instruction refinement
- Data-driven enrichment
- Targeted small-group instruction to stretch high-performing students toward state goals

Strengths

Here is an analysis of the strengths and weaknesses based on the STAAR results for the 8th, 7th, and 6th grades:

Strengths:

High Achievement in Algebra I EOC: The 8th-grade students have shown excellent performance in the Algebra I EOC, with 100% approaching grade level and 97% meeting grade level. This is a significant strength as Algebra I is a foundational subject for higher-level math courses.

Strong Performance by White Students: White students in all grades have consistently scored above 50% in meeting grade levels across all subjects. This indicates effective instruction and learning among these students.

Good Performance in Reading: Across all grades, more than 50% of students meet the grade level in Reading. This suggests that reading comprehension skills are being effectively taught and learned at the school.

School Processes & Programs

Summary

Curriculum and Instruction

Crosby Middle School believes academic success stems from curriculum and instruction that focuses on the students and offers them a variety of methods to match every learning style to maximize their potential. Our curriculum is constantly updated to meet state standards so that students are prepared for the next level of their educational endeavors. Vertical teaming allows our teachers to work with each other at every grade level to ensure the curriculum sequence is accurate and flows smoothly from one level to the next while sharing techniques to maximize best practices in the classroom.

School Context and Organization

CISD is located just east of Houston and is beginning to experience enrollment and growth due to urban sprawl. The east side of Houston is moving into the district with Highway 90 completed, which provides easy access to downtown Houston. An increase in pipe yards around Highway 90 and interests expressed by the oil and gas industry have influenced enrollment. The housing market has become very positive, and many new houses are being built. We have seen a continued increase in enrollment for the 23-24 school year. This shows more than a 12% growth in a three-year period, which validates the positive economic indicators for this area.

Technology

While we have made strides with technology for instructional purposes in the classroom, we aim to facilitate even higher levels of computer literacy integration across the curriculum. We are continually enhancing our curriculum and incorporating a variety of new technologies to raise the interest of our students and increase their level of learning as they prepare for high school and post-secondary readiness, as well as increase their knowledge of how technology can be used positively for academic growth. The Columbus Initiative successfully distributed MacBooks and iPads to all secondary teachers and placed Apple TVs in campus classrooms, providing teachers and curriculum coordinators with the opportunity to develop lessons utilizing graphics, organization, and virtual displays to make content accurate and accessible. With the delivery of iPads to middle school students, we provide them access to content through various forms of technology and media to make concepts meaningful and relevant to them, their worlds, and their futures.

Strengths

Curriculum and Instruction

Students needing academic assistance are identified and addressed through small group instruction, interventions, and strategies that target deficiencies. Formative assessments allow teachers to monitor student performance and plan instruction throughout the year. Additionally, DAT administrators, interventionists, instructional coaches, and department heads review data at meetings held routinely to determine how content area instruction can be improved to meet student needs. As rigor and grade level expectations remain a challenge for Special Education students, we are making systemic changes with our inclusion of students in general education instructional settings through our push-in model, co-teach model, and in-class support model at the secondary level. Teachers receive training on accommodations that will help individual students receive support for their academic performance. Staff development focuses on curriculum, data disaggregation, student engagement, and closing performance gaps.

Additional Strengths:

- Qualified curriculum coordinators in Math and ELA who provide innovative instructional ideas to our teachers to meet student needs.

- Qualified Instructional Coaches in Math and ELA areas monitor student data and update student intervention needs accordingly.
- District and campus expectations for the scope and sequence and YAGS in each core area.
- District and campus expectations that teachers know and address the TEKS in various ways multiple times throughout the year.
- District and campus expectations that teachers prepare meaningful lesson plans addressing the TEKS and ELPS.
- We are utilizing options such as the 5E lesson model or backward lesson design.

Technology

- Leadership that promotes and encourages the use of technology for instruction and student engagement
- Increased use of student electronics for instruction and assignments
- Increased use of applications for instructional purposes
- Continuous in-district training opportunities
- Schoology /School Status

Perceptions

Summary

Crosby Middle School believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students are taught that excellence is a desired habit and that practice increases excellence. Our school motto is "We Dare to Dream, Believe, Achieve," and we believe every student will earn the respect of their peers and teachers through hard work and focusing on academic excellence. Our goal is to push for GROWTH. Faculty and staff receive yearly training to ensure our campus develops and maintains a healthy, culturally diverse climate appropriate to all our students' needs. We insist that our faculty members utilize multiple teaching strategies and best practices to reach all students.

We work hard at maintaining a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with the campus in educating their children. We also provide translations of printed materials in all languages spoken in the school. We take pride in celebrating the cultural diversity experienced on our campus and actively seek ways to involve parents and community members of all backgrounds to participate in the day-to-day functions of the campus.

Crosby Middle School participates in several district-wide and community-wide events. Such events include:

- Community-Wide Pep Rally
- Homecoming Parade
- Veterans Day Parade
- District-Wide Veterans Day Assembly
- Crosby ISD / Crosby Middle School Autumn Fest
- Christmas Parade
- Rodeo Parade
- Barrett Station Homecoming Parade
- Chamber of Commerce events
- Cougar Day Celebration
- Crosby Education Foundation Gala
- Community clean-up day sponsored by the Crosby JROTC and LOTC

Strengths

As with the district, CMS believes in respecting tradition while developing higher personal and academic expectations for students as an integral component of our student-centered philosophy. CMS also promotes a family-oriented environment for all stakeholders: students, parents, and faculty. These factors are addressed through the PBIS program, a campus-wide initiative. Teachers will work with students to develop positive and stable routines that will have an impact on their academic endeavors as well as their social interactions and character. Teachers and administrators have established firm guidelines and expectations for behavior in all areas of the campus, including classrooms. Monthly character education traits are identified, targeting specific areas of academic need based on the PRIDE model developed by the PBIS committee. Using an incentive-based system, teachers and students can grow and develop working relationships that benefit everyone involved by positively meeting established expectations. Throughout this process, teachers and students are expected to display respect toward one another on an ongoing basis.

CMS involvement does not end with community events. We are actively engaged in reaching out to the community and family members, as well as seeking to involve parents and community members in a variety of endeavors that will provide enrichment for CMS students.

Additional activities include:

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- Active and productive participation in the Crosby Education Foundation.
- Multiple means of communication with students, families, and community members.
- Encourage parents to use Family Access to monitor student assignments and grades.
- Encourage parents to understand STAAR results and their importance to academic success.
- Host various parent nights/events to educate our parents on programs and classes offered at CMS.
 - Orientation/Meet the Teacher by grade level
 - ESL Information Night - Fall and Spring
 - Honors Information Night
 - School-Wide - Open House
 - Incoming Student Scheduling & Verification Information Sessions
 - Campus and District Verification
- Provide opportunities for parent participation and volunteer support.
 - Cheer Parents
 - Dance Parents
 - Autumn Fest
 - Band Parents
 - Volleyball Parents
 - Winter Showcase
 - 8th Grade Social
 - Spring Show



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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

Crosby Middle School will prioritize academic achievement and student performance. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

Performance Objective 1

Communication from Campus Leadership will articulate Crosby Middle School expectations for performance in respective areas.

Evaluation Data Source: Implementation of campus programs

Strategy 1

The Principal will work with the campus improvement committee to create district goals and communicate them to stakeholders at campus meetings and family events.

Strategy's Expected Result/Impact: Implementation of strategies to address goals.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2 Targeted Support Strategy

Data Analysis Teams consisting of Campus Instructional Leadership and District Leadership representatives will meet to communicate each department's strengths and needs.

Strategy's Expected Result/Impact: Campus/Department programs are implemented to address students' needs.

Staff Responsible for Monitoring: Principals

Associate Principal

Assistant Principals

Teachers

Director of Curriculum & Instruction

Title I: 2.4

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Performance Objective 2 High Priority

Increase 6th-8th grade student groups' performance to 90% Approaches, 70% Meets, and 30% Masters Grade Level on 2024-2025 STAAR exams for Reading, Math, Science, and Social Studies.

Evaluation Data Source: STAAR 2024-2025

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Reading Language Arts teachers will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Instructional Coaches will attend planning sessions as needed to ensure the use of curriculum guides and the production of high-quality lessons.

Strategy's Expected Result/Impact: Increase in unit tests, milestone, and 24-25 STAAR scores.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches, Teachers

Title I: 2.4, 2.5, 2.6

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 2 Targeted Support Strategy

Mathematics teachers in grades 6-Algebra will use common planning time to prepare Tier I instruction through a backward design process that breaks down the TEKS at the beginning of every unit.

Strategy's Expected Result/Impact: Math Teachers will use Lowman Education curriculum materials and multiple representations to provide instruction that is aligned with the rigor of STAAR.

Staff Responsible for Monitoring: Campus Administrator, District Curriculum Coordinators, Interventionists, Instructional Coaches, Teachers

Title I: 2.4, 2.5, 2.6

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3 Targeted Support Strategy

Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school, e.g., using math warm-ups preparing for STAAR.

Strategy's Expected Result/Impact: Accelerate/remediate instruction to enhance student achievement and academic growth.

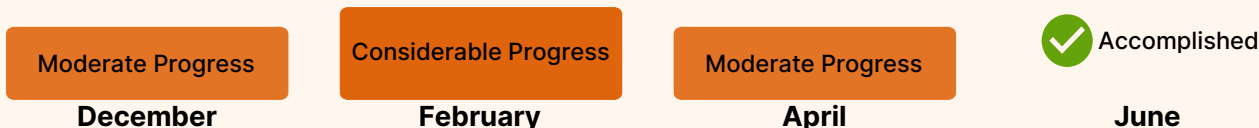
Staff Responsible for Monitoring: Campus administrators, Interventionists, Instructional Coaches, Teachers, AND TCLAS tutors.

Funding Sources: Level Up Funds Local Funds, , Snacks Local Funds,

Title I: 2.4, 2.5, 2.6

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3

Implement high learning expectations and strategies for all students by supporting, accelerating, and differentiating instruction so that student groups will meet or exceed growth on STAAR and TELPAS (6th-8th).

Evaluation Data Source: Increase in Unit Tests, Milestones, TELPAS, and STAAR scores

Strategy 1 Targeted Support Strategy

Using SummitK12, Unit Test, and Milestone data, teachers will analyze the strengths and weaknesses to determine instructional strategies during the Professional Learning Committee.

Strategy's Expected Result/Impact: Improve instruction for student achievement, academic progress, and linguistic growth.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches, Teachers

Title I: 2.4, 2.5, 2.6

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy

Teachers in all grade levels will collaborate effectively to discuss lessons and strategies and implement the 4 C's to 21st-century skills (Communication, Collaboration, Critical Thinking, and Creativity) in Professional Learning Communities.

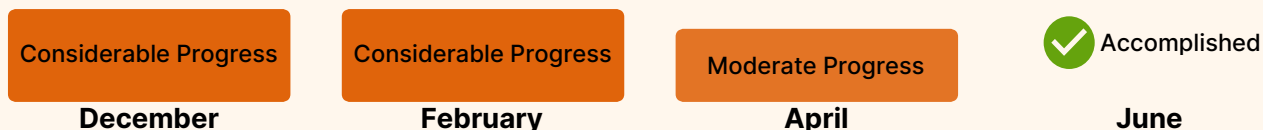
Strategy's Expected Result/Impact: Improve instruction for student achievement, academic progress, and social and linguistic growth.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches, Teachers

Title I: 2.5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

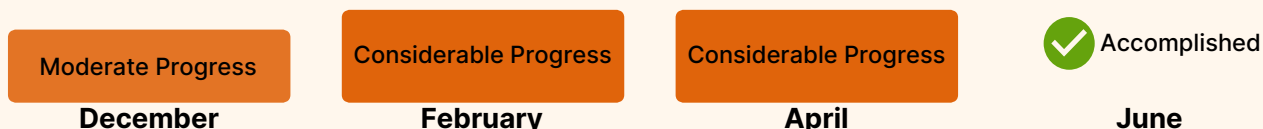
Teachers will provide practice and model the online TELPAS program SummitK12 throughout the year. The Emergent Bilinguals will practice online practice in all competencies assessed on the TELPAS -listening, speaking, reading, and writing using the online tools.

Strategy's Expected Result/Impact: A 30% increase in listening, speaking, reading, writing, and overall composite TELPAS scores.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches, Teachers

Funding Sources: Headphones for Summit K12 usage Local Funds,

Formative Reviews



Performance Objective 4

Increase student performance on STAAR by 10% in Reading and Math.

Evaluation Data Source: Increase in Milestones, Unit Tests and STAAR scores.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Analyze Milestone and Unit test data after each administration to determine Tier 2 and Tier 3 instructional needs and Tier 1 acceleration.

Strategy's Expected Result/Impact: Monitor and assess if student academic growth was made.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches, Teachers

Title I: 2.5, 2.6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Moderate Progress

April



Accomplished

June

Strategy 2

RTI plan will be held for all 6th- 8th-grade students who score below district criteria on Milestone and Unit Tests to determine the need for an intervention plan with progress monitoring.

Strategy's Expected Result/Impact: Increase student academic achievement.

Staff Responsible for Monitoring: Campus Administrator, Interventionists, Instructional Coaches

Title I: 2.5, 2.6

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Moderate Progress

April



Accomplished

June

Performance Objective 5

Increase in school-wide attendance through a proactive and engaging approach, ensuring that every student is present and actively participating in their education.

Evaluation Data Source: Attendance Records - monthly, six weeks, and semester.

Strategy 1

Establish a Student-Parent Communication System

Strategy's Expected Result/Impact: By implementing a robust communication system between students, parents, and the school, we aim to keep parents informed about their child's attendance and create a student support network. This will result in improved attendance rates and a stronger sense of community within the school.

Staff Responsible for Monitoring: Attendance Specialist, Office Staff, Campus Administrators

Title I: 4.2

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

Formative Reviews



Strategy 2

Implement Early Warning Systems

Strategy's Expected Result/Impact: Early Warning Systems will identify at-risk students and provide timely interventions, leading to reduced absenteeism and increased student success.

Staff Responsible for Monitoring: Attendance Specialist, Office Staff, Campus Administrators

Title I: 4.2

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

Formative Reviews



Strategy 3

Implement an Incentive Program for Attendance

Strategy's Expected Result/Impact: The incentive program will motivate students to maintain regular attendance, reducing absenteeism and improving academic outcomes.

Staff Responsible for Monitoring: Attendance Specialist, Office Staff, Campus Administrators

Funding Sources: Student rewards Local Funds,

Title I: 4.2

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

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 4

Analyze and Address the Root Causes of Absenteeism

Strategy's Expected Result/Impact: By identifying and addressing the root causes of absenteeism, we aim to create targeted solutions that will lead to improved attendance and academic outcomes.

Staff Responsible for Monitoring: Attendance Specialist, Office Staff, Campus Administrators

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Performance Objective 6

Improve academic performance in reading and math for white students to meet the target by the end of the academic year, measured through milestone/unit assessments and STAAR results (TSI).

Evaluation Data Source: Milestone/ Unit assessments /STAAR

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Implement targeted small-group instruction in reading and math focused on skill gaps identified through formative assessments.

Strategy's Expected Result/Impact: Increase in reading and math scores among white students, specifically targeting a target improvement by the end of the academic year.

Reduced achievement gap for white students, with greater alignment to grade-level standards and improved engagement in targeted subjects.

Staff Responsible for Monitoring: Instructional Coaches- will oversee data collection and monitor strategy implementation.

Department Head/ Teachers: Ensures fidelity of small-group instruction within teams.

Administration: Facilitate monthly data reviews and ensure alignment with the Effective Schools Framework.

Title I: 2.4, 2.5

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

Formative Reviews



Strategy 2 Targeted Support Strategy

Implement a Data-Driven Instructional Review Process to analyze assessment data, adjust instruction, and provide targeted support for white students not meeting progress milestones.

Strategy's Expected Result/Impact: Timely identification of student skill gaps, allowing for responsive and adaptive instructional adjustments.

Staff Responsible for Monitoring: Instructional Coaches- will oversee data collection and monitor strategy implementation.

Department Head/ Teachers: Ensures fidelity of small-group instruction within teams.

Administration: Facilitate monthly data reviews and ensure alignment with the Effective Schools Framework.

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

Formative Reviews



Goal 2

Crosby Middle School will ensure that all graduates are College and/or Career-ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or workforce success.

Performance Objective 1

Crosby Middle School students will enroll in and earn high school credits prior to entering their 9th grade year.

Evaluation Data Source: Master Schedule (High School Credits)
CTE Programs of Study

Summative Evaluation: Met Performance Objective

Strategy 1

Students enrolled in Honors Algebra I will earn their 1st math high school credit which puts them on the path to college readiness.

Strategy's Expected Result/Impact: Increased number of students who are college ready.

Staff Responsible for Monitoring: Principal
Associate Principal
Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Accomplished
June

Strategy 2

Crosby Middle School students will begin their CTE program of study in the 7th or 8th grade. This will allow students to earn high school credits as middle schoolers and begin their journey to being career ready.

Strategy's Expected Result/Impact: Increase number of students that are career-ready by graduation.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principals
Counselors
CTE Teachers

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 3

Conduct college week to encourage students' application to college and higher education opportunities.

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

Staff Responsible for Monitoring: Counselors, Campus Administrators

Title I: 2.5

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

No Progress

April



Accomplished

June

Performance Objective 2

Articulate a process for students to plan their course path through high school.

Evaluation Data Source: Number of students registering for endorsements and adhering to the chosen endorsement.

Summative Evaluation: Met Performance Objective

Strategy 1 Targeted Support Strategy

Provide classes to enrich students' use of computer skills and career readiness.

Strategy's Expected Result/Impact: Students will use technology to research careers, colleges, and career options.

Staff Responsible for Monitoring: Teachers

Title I: 2.5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Some Progress

April



Accomplished

June

Strategy 2

Inform students and community of post high school opportunities created by preparation in high school.

Strategy's Expected Result/Impact: Students understand the endorsements and select the appropriate one during 9th-grade registration.

Staff Responsible for Monitoring: Counselors

Title I: 2.5

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 3

Counselors and campus administrators align middle school CTE courses with the high school to streamline students' course paths.

Strategy's Expected Result/Impact: 7th/8th grade students will enroll in at least one CTE course to receive high school credit before exiting Crosby Middle School.

Staff Responsible for Monitoring: Campus Administrators, Counselors, and CTE Director

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December

Moderate Progress

February

Some Progress

April



Accomplished

June

Goal 3

With the efforts of the Human Resources Department, Crosby Middle School seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Performance Objective 1

With the support and collaboration of the Human Resources Department, Crosby Middle School seeks to create a culture of employee accountability at all levels and a shared direction among personnel.

Evaluation Data Source: Recruitment and retention of Highly Qualified campus administration and department staff.

Summative Evaluation: Met Performance Objective

Strategy 1

Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research retention best practices. Collaboration of campus administrators on the implementation of next steps.

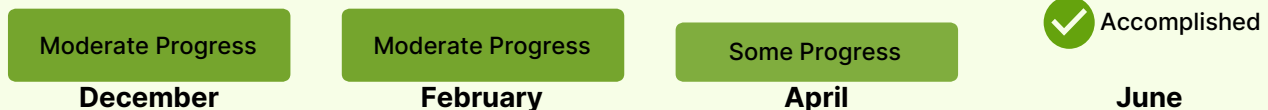
Strategy's Expected Result/Impact: Decrease in turnover of high performing teachers. Teacher Exit Interviews.

Staff Responsible for Monitoring: Principal and campus administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 2

Provide high quality training, mentoring, and leadership development opportunities for campus administrators and aspiring leaders.

Strategy's Expected Result/Impact: Inspiring, motivating, and effective campus, departmental, and district leadership.

Staff Responsible for Monitoring: Assistant Superintendent for HR, Executive Directors of Education, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 3

Crosby Middle School will celebrate teachers throughout the year with creative ways to increase a positive, welcoming environment.

Strategy's Expected Result/Impact: Staff Morale Boost

Staff Responsible for Monitoring: Administration

Funding Sources: Teacher celebrations Local Funds,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Performance Objective 2

New teachers will engage in monthly meetings with administration to discuss important topics and concepts to assist with transitioning into the teaching profession.

Evaluation Data Source: New teachers will remain for more than three (3) years in the teaching profession.

Strategy 1

New teachers will work with a campus-level mentor to assist with content and campus procedures.

Strategy's Expected Result/Impact: Appraisal and contract renewal of first year teachers.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 2

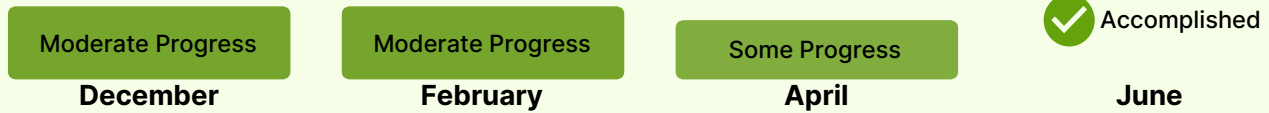
New teachers will receive district level support through staff development activities pertinent to first year teachers once a month

Strategy's Expected Result/Impact: Appraisal and contract renewal of first year teachers

Staff Responsible for Monitoring: Assistant Superintendent of Instruction

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

Formative Reviews



Performance Objective 3

Crosby Middle School will provide resources that offer staff professional development opportunities designed to integrate multiple teaching techniques in a concerted effort, to engage all students according to their individual learning styles, to ensure they are exposed to subject content and offered multiple opportunities and ways to master the subject content.

Evaluation Data Source: Staff members will participate in professional development and be provided the necessary materials to successfully deliver quality Tier 1 instruction.

Summative Evaluation: Met Performance Objective

Strategy 1

Identify teachers in need of resources to improve instruction.

Strategy's Expected Result/Impact: Identified teachers will be able to deliver more rigorous instruction.

Staff Responsible for Monitoring: Crosby Middle School Administrators, Curriculum Coordinators

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

Teachers and administrators who attend professional conferences must share knowledge with their departments.

Strategy's Expected Result/Impact: Teachers and administrators will benefit from shared practices.

Staff Responsible for Monitoring: CMS Administrators, Department Chairs, Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Accomplished
June

Goal 4

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

Performance Objective 1 High Priority

Various decision-making activities will allow stakeholders to impact programs that serve the students of Crosby Middle School.

Evaluation Data Source: Stakeholder feedback and participation in groups that support the academic mission and CIP progress of Crosby Middle School.

Dates: Development / Review

-October 31, 2024

-December 19, 2024

-April 3, 2025

Summative Evaluation: Met Performance Objective

Strategy 1 Targeted Support Strategy

Community and parental representatives can serve on decision-making committees at the campus level as outlined in the Campus Family Engagement Plan.

Strategy's Expected Result/Impact: Empower parents and the community to be collaborative participants in campus initiatives.

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 2

Allow opportunity for input through interactive communication outlets, including social media sites, Q&A links, and surveys.

Strategy's Expected Result/Impact: Enhance collaborative and responsive culture between internal and external stakeholders.

Staff Responsible for Monitoring: Campus administrators / AV Teacher

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

Formative Reviews



Strategy 3 Targeted Support Strategy

Parents and community representatives at Crosby Middle School serve on the Campus Site-Based Decision-Making Committee to help develop and monitor the Campus Improvement Plan (CIP). They participate in formal reviews held in October, December, February, April, and June to evaluate progress, provide input, and ensure strategies support student success.

Title I: 2.5

ESF Levers: Level 1: Strong School Leadership and Planning

Formative Reviews



Goal 5

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

Performance Objective 1

Crosby Middle School offers a variety of elective courses and extracurricular activities as an incentive to stimulate students' character development and continued interest in learning.

Evaluation Data Source: Continue providing educational programs and extracurricular activities to enhance the educational experience throughout the school year, focusing on cultural diversity and students' character development while fostering student pride in their campus and an increased desire to learn.

Summative Evaluation: Met Performance Objective

Strategy 1

Provide cultural and community awareness: Black History Month program, Cinco de Mayo program, Barrett Station Parade, and Crosby Fair & Rodeo Parade.

Strategy's Expected Result/Impact: Students will appreciate cultural differences.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Sponsors

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

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 2

Provide LOTC (Leadership Officer Training Corps) class to promote patriotism and service.

Strategy's Expected Result/Impact: Students will learn good citizenship.

Staff Responsible for Monitoring: Principal, Counselors, LOTC Instructor

Title I: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Some Progress

April



Accomplished

June

Strategy 3

Promote extra-curricular academic achievement through the U.I.L. program.

Strategy's Expected Result/Impact: Students and staff will appreciate additional academic commitments beyond the classroom.

Staff Responsible for Monitoring: UIL Coordinator, Athletic Coaches, Sponsors

Title I: 2.5, 2.6

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Moderate Progress

April



Accomplished

June

Strategy 4

Provide faculty mentors to At-Risk students.

Strategy's Expected Result/Impact: Students will have an opportunity to receive guidance and support from an adult mentor.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers

Title I: 2.6

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 5

Provide dance classes and an opportunity to participate on the Star Steppers dance team.

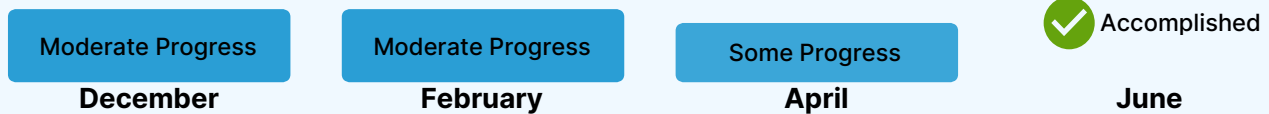
Strategy's Expected Result/Impact: Students will have an opportunity to practice dance skills as well as try out for the Star Steppers dance team.

Staff Responsible for Monitoring: Star Stepper Sponsor/Coach

Title I: 2.5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 6

Continue implementing Crosby Middle School Cougar Pride and PBIS through various activities.

Strategy's Expected Result/Impact: Students will experience a sense of belonging to and acceptance by the school community; a growth in personal and social accomplishments; and will gain a stronger feeling of school pride.

Staff Responsible for Monitoring: Campus Administrators, Counselors, PBIS Committee, Staff Members

Funding Sources: Student rewards Local Funds,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 6

Community Relations Through communications and customer service, Crosby Middle School will create an informative, responsive, and welcoming culture.

Performance Objective 1

Crosby Middle School will build a strong working relationship with the Crosby Education Foundation through grant writing to meet the educational needs of students and teachers while promoting and participating in other CEF endeavors.

Evaluation Data Source: Teachers will use tools funded by Crosby

Summative Evaluation: Met Performance Objective

Strategy 1

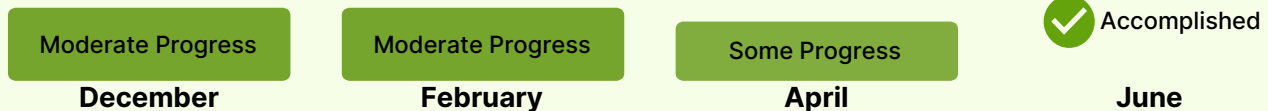
Administration will encourage the writing of grants from the Crosby Education Foundation.

Strategy's Expected Result/Impact: Every year the amount of teachers involved with writing grants will grow.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 2

Offer engaging family nights or school events to encourage parental involvement.

Evaluation Data Source: Sign-in sheets, parent surveys or comments, and observations of events. These methods allow us to measure the level of participation from parents, which is crucial to enhancing the educational experience of our students.

Summative Evaluation: Met Performance Objective

Strategy 1

Parents will participate in a Social Committee to plan the 8th grade dance/social.

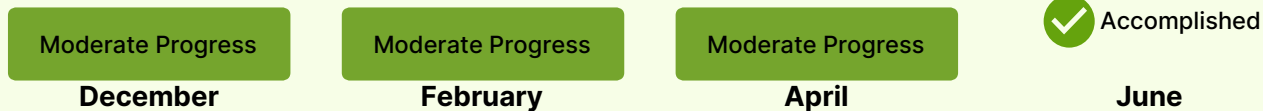
Strategy's Expected Result/Impact: Parental Involvement in campus activities and implementation of Parent Volunteer Organization

Staff Responsible for Monitoring: 8th grade Assistant Principal and Lead Counselor

Title I: 4.1, 4.2

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

Formative Reviews



Strategy 2

Host Family Nights/Events for parents to be involved in student learning/recognition.

Strategy's Expected Result/Impact: To increase parent involvement and engagement

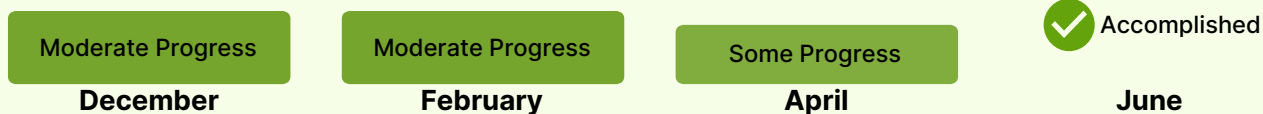
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Interventionists, Teachers

Funding Sources: Family night supplies Local Funds, , Family night supplies Title I,

Title I: 4.1, 4.2

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

Formative Reviews



Performance Objective 3

Encourage and inform parents about upcoming events.

Evaluation Data Source: Sign-in sheets, call records, emails, and School status.

Summative Evaluation: Met Performance Objective

Strategy 1

To increase parent involvement, utilize technology such as email, parent square, callouts, marquee, and the school website.

Strategy's Expected Result/Impact: An increase in parental and community involvement

Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Teachers

Title I: 4.2

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

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Performance Objective 4

Encourage our partners in education, stakeholders, and parent volunteers to provide feedback on our school program strengths and needs.

Evaluation Data Source: Sign-in sheets, call records, emails, and School status.

Summative Evaluation: Met Performance Objective

Strategy 1

Invite parents and community members to participate on campus/district committees (e.g. CPOC, DEIC, SHAC, Safety)

Strategy's Expected Result/Impact: An increase in parental and community involvement

Staff Responsible for Monitoring: Principal, Associate Principal, and Counselor

Title I: 4.2

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

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 2

Encourage feedback from parents and community stakeholders on our Campus Parent and Family Engagement Policy and Title 1 Parent Compact.

Strategy's Expected Result/Impact: To improve the overall learning climate

Staff Responsible for Monitoring: Principal, Associate Principal, and Counselor

Title I: 4.1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Goal 7

Crosby Middle School will be a good steward of taxpayers' money.

Performance Objective 1

The budget will be reviewed annually to ensure expenditures are efficiently used and support the assessed needs of the campus and organizations.

Evaluation Data Source: Feedback from business office and individual organizations.

Summative Evaluation: Met Performance Objective

Strategy 1

The budget will be reviewed annually to ensure expenditures are efficiently used and support the assessed needs of the campus.

Strategy's Expected Result/Impact: All priority needs both academic and operational are funded.

Staff Responsible for Monitoring: Principal and Associate Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 2

The budgeting process will ensure efficiency in funding campus needs.

Evaluation Data Source: Budget and expenses are approved by appropriate personnel as required.

Summative Evaluation: Met Performance Objective

Strategy 1

The campus budget will be approved by the CMS Site Based Decision-Making Committee.

Strategy's Expected Result/Impact: The balance of spending and revenue inflow will be maintained at a sustainable level.

Staff Responsible for Monitoring: Principal, administrator, and bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Strategy 2

Campus bookkeeper will review each purchase request to verify it is correct before submitting it for approval.

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

Staff Responsible for Monitoring: Campus Bookkeeper, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Performance Objective 3

Requested budgets will include justification from sponsors, organizational leaders, and department chairs

Evaluation Data Source: Justifications provided and thorough.

Summative Evaluation: Met Performance Objective

Strategy 1

Develop a process to use in preparing each sponsor, leader, or department chair that explains what type of justification is expected.

Strategy's Expected Result/Impact: Feedback from sponsors, leaders, department chair, and Business Office.

Staff Responsible for Monitoring: Principal and Associate Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

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

Performance Objective 1 High Priority

Create and maintain a safe, secure, healthy campus environment that promotes student self-discipline, character, self-esteem, and school and community pride.

Evaluation Data Source: Guidance schedule, QR sign-in, reduction in discipline referrals, counselor log, compliance certificates, teacher lesson plans, and training.

Summative Evaluation: Met Performance Objective

Strategy 1

Provide student anti-bullying lessons, peer mediation, character education guidance lessons, character-strong activities & restorative circles.

Strategy's Expected Result/Impact: To decrease bullying and peer conflict and to improve social skills.

Staff Responsible for Monitoring: Counselor

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

Formative Reviews



Strategy 2

Meet with new students on campus to develop a positive, trusting relationship.

Strategy's Expected Result/Impact: Boost student self-esteem and reduce possible anxiety.

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

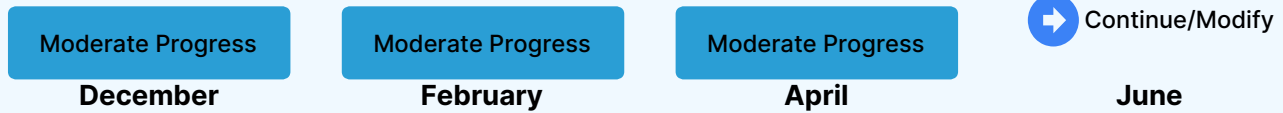
Provide teacher training on utilizing restorative circles in the classroom.

Strategy's Expected Result/Impact: To assess student well-being and to assess student social, emotional, and/or behavioral concerns.

Staff Responsible for Monitoring: Counselors

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

Formative Reviews



Strategy 4

Implement Restorative Practices strategies as a disciplinary intervention.

Strategy's Expected Result/Impact: Reduction in the number of discipline referrals.

Staff Responsible for Monitoring: Campus Administrators and counselors.

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 2

Decrease discipline referrals by 10% by promoting safety, having Restorative Circles, and providing Character traits for students.

Evaluation Data Source: Skyward discipline referrals and Restorative Circle observation.

Strategy 1

Complete all safety drills at least twice yearly (e.g. Lockout, Lockdown, Shelter In Place, Fire Drill, Reverse Evacuation, Severe Weather).

Strategy's Expected Result/Impact: These drills will be practiced to make staff and students aware of emergency protocols.

Staff Responsible for Monitoring: Safety Administrator and Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Some Progress

April



Accomplished

June

Strategy 2

Provide professional development on the impact of trauma and behavioral/mental health.

Strategy's Expected Result/Impact: To better prepare and educate staff on recognizing the signs of mental health and trauma.

Staff Responsible for Monitoring: Principal, District Safety, and Counselors.

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Some Progress

April



Accomplished

June

Strategy 3

Improve the safety and security of campus as evidenced by 100% correction rate of all discrepancies identified on safety security audit.

Strategy's Expected Result/Impact: To create a safe and secure environment for learning.

Staff Responsible for Monitoring: Safety Administrator, Staff, and Principal

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

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 4

Establish a threat assessment and MERT teams on campus to discuss safety concerns and procedures.

Strategy's Expected Result/Impact: To create a safe and secure environment for learning.

Staff Responsible for Monitoring: Campus administrator, Teachers, Nurse, Counselors, Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

Some Progress

February

Some Progress

April



Accomplished

June

Goal 9

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

Performance Objective 1

CMS will support board decisions and be current with state and local campaigns for appropriate funding and policies to benefit CISD.

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

Summative Evaluation: Met Performance Objective

Strategy 1

The principal will update staff members on local and state legislation affecting Crosby Middle School.

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews





Title I Summary

Title I - Previous

1.1 Comprehensive Needs Assessment

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

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

2.1 Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan has 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 Plan is housed on the District and campus website. Copies are also available on the campus.

2.4 Opportunities for all children to meet State standards

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

2.5 Increased learning time and well-rounded education

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

2.6 Address needs of all students, particularly at-risk

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

3.1 Annually evaluate the schoolwide plan

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

4.1 Develop and distribute Parent and Family Engagement Policy

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

4.2 Offer flexible number of parent involvement meetings

Campus meetings are held at various times throughout the school year.

5.1 Determine which students will be served by following local policy

Crosby Middle School is a Title 1 campus.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Interventionist	Interventionist		1



Committees

Committees

2024-2025 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 1, 2025 @ 7:00 AM	Library	--	--
April 16, 2025 @ 7:00 AM	Library	--	--
December 19, 2024 @ 7:00 AM	Library	--	--
October 31, 2024 @ 7:15 AM	CMS	--	--

Members

First Name	Last Name	Position	Committee Role
Michelle	Loftin	Bookkeeper	Staff
Kristy	Kussman	Principal Secretary	Staff
Ustacyous	Eagleton	CTE	Teacher
Joyce	Baecker	Science	Teacher
Sharon	Curry	ELAR	Teacher
Jarmese	Roberts	Math	Teacher
Mona	Bell	SPED	Teacher
Brandi	Killough	Band	Teacher
Robin	Creed	Counselor	Staff
Chelsea	Nelson	Parent	Parent
Peter	Thielen	Social Studies	Teacher
Charlotte	Thielen	Algebra	Teacher
Rhea	Baptiste	Coach	Teacher
Niesha	Davis	Instructional Coach	Teacher
Elicia	Gonzalez	Community	Business Owner
Christ	Nightingale	PASS Para	Paraprofessional
Allison	Weaver	Associate Principal	Administrator

Kyle	Leonard	Assistant Principal	Administrator
Sandra	Christopher	Assistant Principal	Administrator
Javian	Taylor	Assistant Principal	Administrator