

Crosby Independent School District



Charles R. Drew Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

It is the mission of Charles R. Drew Elementary School to provide a safe, positive, and nurturing educational environment for all stake-holders. We will foster the development of each child's intellectual, physical, and social character as they grow to become responsible, contributing members of society.

Vision

The vision at Charles R. Drew Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

Value Statement

We at Charles R. Drew Elementary School believe each child is an individual and has the right to a free and appropriate education through the different facets of systems in Crosby ISD. We believe we have the obligation of meeting the educational, emotional, and social needs of all students.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	7
School Processes & Programs	9
Perceptions	11
Data Documentation for CNA	12
Improvement Planning Data	13
Accountability Data	13
Student Data: Assessments	13
Student Data: Student Groups	13
Student Data: Behavior and Other Indicators	14
Employee Data	14
Parent/Community Data	14
Support Systems and Other Data	14
Goals	15
Goal 1 : Charles R. Drew Elementary will increase achievement and success for every st...	16
Goal 2 : College or Career Ready Graduates of Charles R. Drew Elementary will be prepa...	31
Goal 3 : Human Capital: Charles R. Drew Elementary will recruit, hire, develop, and retai...	34
Goal 4 : District-wide climate of high expectation and teamwork: Charles R. Drew Eleme...	37
Goal 5 : Charles R. Drew Elementary will develop Co-Curricular programs which enhanc...	41
Goal 6 : Community Relations Through communications and customer service Charles R...	44
Goal 7 : Charles R. Drew Elementary will be a good steward of taxpayers' money	46
Goal 8 : Charles R. Drew Elementary will maintain quality and safe facilities and adequat...	47
Goal 9 : Public Education Reform Charles R. Drew Elementary will support and/or partici...	51
Title I Summary	52
Title I - Previous	53
2.1 Campus Improvement Plan developed with appropriate stakeholders	53
2.2 Regular monitoring and revision	53
2.3 Available to parents and community in an understandable format and language	53
2.5 Increased learning time and well-rounded education	53
2.6 Address needs of all students, particularly at-risk	53
Title I - Updated	53
Title I Personnel	53
Committees	55
2024-2024 Site Based Decision Making Team	56



Comprehensive Needs Assessment

Demographics

Summary

Student Groups:

Hispanic: 61.13%

White: 8.64%

African American: 27.74%

Two or More: 2.49%

At-Risk: 58.47%

Socio-Economic Status: 79.57%

SPED: 11.13%

Gifted & Talented: 2.82%

Emergent Bilingual 32.56%

English as a Second Language: 5.59%

Strengths

Overall student population is small, which translates into class sizes being small. Unlike the previous years, enrollment has increased to 562 students. With 25% of our student body enrolled in the Dual Language program, 75% of our teachers are certified bilingual or ESL educators in the state of Texas. Students and staff are exposed to multiple diverse backgrounds based on Drew's demographic make up. There is a new construction community in our zone (Single-family homes). Increased communication with bilingual parents by maintaining a bilingual secretary and front office staff. Strong support staff and interventionists provide resources and guidance with curriculum.

Student Learning

Summary

At Charles R. Drew Elementary student data is disaggregated in many ways. In an effort to examine data in more detail, we categorize our overall results by sub-populations, grade levels, content areas, student strengths and areas of growth, and by assessment type. Student data is reported through state and local assessments, student work samples, progress with language development, and progress with language development, and progress with students in the special education programs. When multiple sources of data are examined, student achievement data provides teachers, students, and administrators with valuable information to make informed decisions about interventions, tutorial programs, differentiated instruction, and opportunities for celebrations.

When data is disaggregated by ethnicity, gender, socioeconomic status, special programs, and other categories, the campus leadership team alongside teachers and students are able to identify areas to focus attention and strengthen the entire system of learning.

Based on the released 2023-2024 STAAR results:

	May 2024 STAAR Mathematics, Grade 3				May 2023 STAAR Mathematics, Grade 3				May 2022 STAAR Mathematics, Grade 3			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Drew Elementary School	81	46.91%	18.52%	6.17%	58	63.79%	29.31%	3.45%	71	40.85%	15.49%	1.41%
Economic Disadvantage	61	44.26%	19.67%	6.56%	44	61.36%	27.27%	4.55%	55	38.18%	14.55%	0%
Asian	1	100%	100%	100%	-	-	-	-	-	-	-	-
Black/African American	29	34.48%	10.34%	3.45%	22	63.64%	36.36%	4.55%	30	-	13.33%	3.33%
Hispanic	35	45.71%	17.14%	2.86%	25	56%	24%	4%	34	35.29%	14.71%	0%
Two or More Races	6	66.67%	16.67%	16.67%	-	-	-	-	3	33.33%	33.33%	0%
White	10	70%	40%	10%	11	81.82%	27.27%	0%	4	25%	25%	0%
Currently Emergent Bilingual	13	53.85%	15.38%	15.38%	7	42.86%	0%	0%	7	28.57%	0%	0%
Special Ed Indicator	24	20.83%	4.17%	4.17%	8	0%	0%	0%	15	0%	0%	0%

The overall mathematics performance for Drew Elementary in 2024 shows a decline from 2023, particularly in the Approaches and Meets categories. While there are some subgroup improvements, such as in White and Emergent Bilingual students, the overall results indicate the need for focused intervention, particularly for the Black/African American, Hispanic, and Special Education subgroups. Despite some improvement from 2022, the drop from 2023 highlights the need for strategies targeting foundational math skills and differentiated support across all subgroups to boost performance at the Meets and Masters levels.

	May 2024 STAAR Reading Language Arts, Grade 3				May 2023 STAAR Reading Language Arts, Grade 3				May 2022 STAAR Reading, Grade 3			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Drew Elementary School	83	57.83%	24.10%	6.02%	58	75.86%	44.83%	10.34%	71	66.20%	36.62%	12.68%
Economic Disadvantage	63	52.38%	25.40%	4.76%	44	75%	40.91%	6.82%	55	67.27%	38.18%	10.91%
Asian	1	100%	100%	100%	-	-	-	-	-	-	-	-
Black/African American	30	36.67%	6.67%	0%	22	72.73%	40.91%	9.09%	30	60%	33.33%	10%
Hispanic	36	66.67%	30.56%	2.78%	25	76%	44%	8%	34	70.59%	41.18%	14.71%
Two or More Races	6	83.33%	50%	0%	-	-	-	-	3	33.33%	33.33%	33.33%
White	10	70%	30%	0%	11	81.82%	54.55%	18.18%	4	100%	25%	0%
Currently Emergent Bilingual	13	53.85%	30.77%	7.69%	7	57.14%	14.29%	0%	7	71.43%	28.57%	14.29%
Special Ed Indicator	24	20.83%	8.33%	0%	8	12.50%	0%	0%	15	33.33%	0%	0%

The 2024 data shows a concerning trend of declining performance, especially among Black/African American and Special Education students. The continued gaps in performance between subgroups suggest that additional supports are needed, particularly in targeted reading interventions, differentiated instruction, and perhaps a focus on foundational reading skills. There is a clear need to focus on raising the performance of lower-performing groups while maintaining the gains made by others.

	May 2024 STAAR Mathematics, Grade 4				May 2023 STAAR Mathematics, Grade 4				May 2022 STAAR Mathematics, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Drew Elementary School	141	64.54%	43.26%	12.06%	163	62.58%	42.94%	25.15%	154	68.83%	40.26%	20.13%
Economic Disadvantage	106	60.38%	37.74%	10.38%	120	58.33%	41.67%	24.17%	121	65.29%	38.02%	16.53%
Black/African American	25	40%	32%	8%	31	48.39%	32.26%	3.23%	29	48.28%	20.69%	6.90%
Hispanic	102	69.61%	44.12%	13.73%	120	65%	44.17%	27.50%	110	74.55%	44.55%	22.73%
Two or More Races	-	-	-	-	3	66.67%	33.33%	33.33%	2	50%	50%	0%
White	14	71.43%	57.14%	7.14%	9	77.78%	66.67%	66.67%	13	69.23%	46.15%	30.77%
Currently Emergent Bilingual	70	67.14%	41.43%	10%	66	60.61%	34.85%	18.18%	77	71.43%	38.96%	16.88%
First Year of Monitoring	6	100%	83.33%	50%	7	100%	100%	42.86%	5	100%	100%	60%

Second Year of Monitoring	-	-	-	-	-	-	-	-	1	100%	100%	100%
Special Ed Indicator	25	16%	8%	0%	22	4.55%	0%	0%	22	18.18%	4.55%	0%

Overall, while there are encouraging signs of improvement in certain areas, particularly among economically disadvantaged and Hispanic students, the decline in mastery rates across several groups, especially Black/African American and special education students, highlights a pressing need for targeted interventions. As Drew Elementary School continues to foster a positive culture focused on excellence, strategic efforts must be implemented to ensure all students achieve their full potential.

	May 2024 STAAR Reading Language Arts, Grade 4				May 2023 STAAR Reading Language Arts, Grade 4				May 2022 STAAR Reading, Grade 4			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Drew Elementary School	141	85.82%	43.97%	15.60%	162	72.84%	38.89%	16.67%	153	81.70%	52.29%	26.80%
Economic Disadvantage	106	83.02%	38.68%	12.26%	119	71.43%	36.13%	10.92%	120	80%	45.83%	24.17%
Black/African American	25	84%	36%	12%	30	60%	23.33%	3.33%	29	65.52%	37.93%	10.34%
Hispanic	102	85.29%	41.18%	14.71%	120	75%	40.83%	18.33%	109	85.32%	54.13%	28.44%
Two or More Races	-	-	-	-	3	66.67%	33.33%	0%	2	50%	50%	50%
White	14	92.86%	78.57%	28.57%	9	88.89%	66.67%	44.44%	13	92.31%	69.23%	46.15%
Currently Emergent Bilingual	70	85.71%	32.86%	7.14%	66	74.24%	28.79%	9.09%	76	82.89%	44.74%	18.42%
First Year of Monitoring	6	100%	100%	50%	7	100%	100%	71.43%	5	100%	100%	80%
Second Year of Monitoring	-	-	-	-	-	-	-	-	1	100%	100%	100%
Special Ed Indicator	25	60%	12%	0%	22	31.82%	0%	0%	21	33.33%	4.76%	4.76%

The overall Reading Language Arts performance for Drew Elementary in 2024 indicates improvement compared to 2023, especially in the Approaches and Meets categories. Subgroups such as Black/African American, Hispanic, Emergent Bilingual, and Special Education students showed notable growth. However, the 2024 results still do not fully match the stronger performance of 2022, especially at the Meets and Masters levels. This suggests a need for further targeted support to help students reach higher levels of achievement, particularly focusing on mastering reading skills.

Strengths

The intervention programs on our campus provide additional support to students who need extra assistance to see their growth. The students that are benefiting the most are our Tier 2 and Tier 3 students because they are able to meet in small group settings with an additional certified teacher to provide extra support for their gaps. We are also working with students during Accelerated Instruction times throughout the day for grades 1-5 to support with targeted small group instruction.

Needs: The campus is identified for targeted support and improvement as a result of the White student group missing indicators for three consecutive years. A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. The campus will identify strategies to support the identification as a targeted support campus.

School Processes & Programs

Summary

The campus at Charles R. Drew Elementary has an administration team composed of the principal, assistant principal, and counselor. Primary teachers are self-contained, while 2nd-5th are departmentalized. Our paraprofessionals support morning and afternoon duties. Grade levels have a common planning time for planning and the discussion of student data. Campus PLCs provide an avenue to foster communication between staff members. PLC topics include student data discussions, curriculum and instructional strategies, and support teachers professional learning. When new students arrive on campus information is tracked to identify immediate needs. Grade level chairs serve as the lead people on each grade level who distribute books and meet biweekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to Eduphoria data reports and content scope and sequences.

The Accelerated Instruction Time (AI) addresses the needs of struggling students. AI is embedded in the master calendar at the beginning of each year. In 6-9 week increments, a campus accelerated instruction schedule is created based on AI needs. The district's curriculum and pacing guides, are available to all teachers. The district curriculum and pacing guide is implemented by teachers with the support of the districts elementary instructional coaches.

We have five interventionists on our campus. One interventionist is trained in dyslexia intervention and focuses on reading with our K-5 grade students. Our other interventionist focuses on math with our first through fourth grade students; The next interventionist focuses on reading with our fourth and fifth grade Dual Language & English students. Our other interventionist pulls students in need of extra practice in reading. Our third interventionist focus on primary reading (K-2) and LLI intervention.

A consistent, well-trained in content, and highly qualified staff is a critical part of a successful school. We recruit new staff members by going to job fairs in nearby areas. New staff is given information on supports given by a campus as well as a district. New teachers are assigned a mentor teacher to support them.

Charles R. Drew Elementary provides services for special education, gifted and talented and ESL.

- The district supports the organization by providing the teachers with content based planning days.
- The district provides the opportunity to attend professional development.
- The school provides opportunities for dual language teachers to meet together to share/brainstorm ideas.
- The school provides a schedule to facilitate the ability for students to attend clubs and morning intervention for growth.
- The school provides an opportunity for special teachers to attend conferences to improve student growth in the area of Music, PE, and Art.
- The school provides weekly PLC meetings for teacher professional development.
- The administrators provide feedback from learning walks.

The data reflects that student to teacher ratio ranges from 1:18 to 1:22, the average student to teacher ratio is 1:21.

According to the master schedule, teachers are given 60 minutes of conference time per day. This allows them the opportunity to meet with parents, grade level meetings, planning, ARDs, 504 meetings without interrupting instructional time.

Students are provided ample time to participate in Specials (Art, Music, PE)

GT students are provided enrichment time during the grade level Accelerated Instruction

Strengths

The Master Schedule is dedicated to protecting instructional time

Academic vocabulary is consistent across grade levels

Increased vertical team meetings will promotes instructional consistency across the campus

Increase Tier 1 instructional rigor within reading, math and science

Perceptions

Summary

Charles R. Drew Elementary School encompasses a diverse community of households and incomes. When new students arrive, an administrator or counselor greets the student along with two fellow classmates and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Charles R. Drew Elementary places a priority on parent involvement and strengthening community. Events are offered throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include, but are not limited, Family Math & Literacy Night, Bilingual Night, Open House, National Elementary Honors Society Induction, and GT Expo. Our community encourages us to continue providing activities and involving their participation.

Strengths

Charles R.Drew Elementary offers a wide variety of activities to include parents throughout the year.



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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments 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
- ☒ 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.
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1 Charles R. Drew Elementary will increase achievement and success for every student.

Performance Objective 1 High Priority

Charles R. Drew Elementary's attendance rate for the 24-25 school year will increase to 96%.

Evaluation Data Source: monitoring attendance with weekly attendance reports and following the district attendance policy.

Strategy 1

PAWS-Weekly attendance awards for the top attendance class in each grade level with the highest attendance rate in the school.

Strategy's Expected Result/Impact: Higher school attendance rate.

Staff Responsible for Monitoring: Attendance Clerk
Assistant Principal
Principal

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

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 2

Class and grade level incentives will be implemented to encourage attendance. Groups will be recognized during the weekly newsletter and on the Monday announcements.

Strategy's Expected Result/Impact: Higher student attendance rate.

Staff Responsible for Monitoring: Attendance Clerk
Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

Considerable Progress



Continue/Modify

Strategy 3

Parental Attendance Contract

Strategy's Expected Result/Impact: Improved attendance rate for students with attendance issues

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 4

1st semester and all year Perfect Attendance Incentives/Awards

Strategy's Expected Result/Impact: Improved attendance rate for all students

Staff Responsible for Monitoring: Principal
Assistant Principal
Attendance Clerk
Attendance Committee

Funding Sources: Supplies Awards Ceremonies Title I, \$3,000

Title I: 2.5, 2.6

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

Performance Objective 2

Charles R. Drew Elementary teachers will offer rigorous coursework while keeping the individual needs of students in mind.

Evaluation Data Source: Student performance on state assessments, including advanced performance.

Strategy 1

Increase supplemental Guided Reading materials in grades K-5.

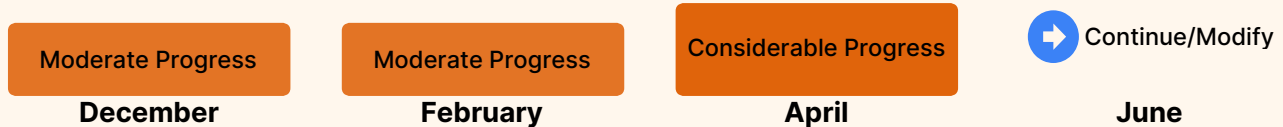
Strategy's Expected Result/Impact: Lesson plans will be monitored on a biweekly basis for guided reading instruction using the guided reading materials.
Guided reading campus and district goals will be set for accountability purposes.

Staff Responsible for Monitoring: Administrators,
Team Leader

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

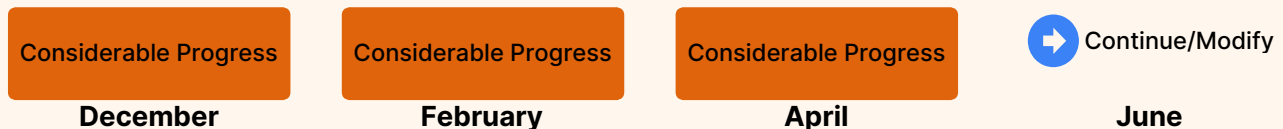
Differentiated instruction will be implemented to address instructional needs of students in a classroom.

Strategy's Expected Result/Impact: Lesson plans will reflect differentiated instruction included Accelerated Instruction.

Staff Responsible for Monitoring: Administrators,
Team Leader

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

Gifted/Talented programming will address needs of gifted learners utilizing the Envision program or the Texas Performance Standards Projects.

Strategy's Expected Result/Impact: Project based learning

Staff Responsible for Monitoring: Administrators
GT Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Performance Objective 3

Charles R. Drew Elementary will provide meaningful professional development opportunities for all staff.

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

Strategy 1

Drew Elementary will continue to investigate and implement meaningful, quality professional growth.

Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be collected through Eduphoria.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 2

Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty.

Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue

Staff Responsible for Monitoring: Administrators
Counselor

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 3

Technology training on utilizing instructional technology programs, Macbooks and tablets.

Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be acquired from eduphoria.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 4

Guided Reading/small group reading instruction/literature group training will be provided to strengthen reading instruction for Hispanic and economically disadvantaged populations.

Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 5

Two Hour Data Dig three times a year to help with Accelerated Instruction (BOY/MOY/EOY)

Strategy's Expected Result/Impact: Teachers becoming familiar with using data to help drive instruction.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 4 High Priority HB3 Goal

Charles R. Drew Elementary 3rd grade students that score meets grade level or above on STAAR Reading will increase to 50% or above (HB3 Early Childhood Reading Goal). Charles R. Drew Elementary 3rd grade students that score meets grade level or above on STAAR Mathematics will increase to 30% or above (HB3 Early Childhood Reading Goal).

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

Strategy 1

Curriculum discussions and planning driven by Milestone and Unit Assessments data will occur periodically throughout the year

Strategy's Expected Result/Impact: Will increase Tier I Instruction

Staff Responsible for Monitoring: Administrators

Instructional Coaches

Instructional Coordinators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.

Strategy's Expected Result/Impact: Will increase Tier I Instruction

Staff Responsible for Monitoring: Administrators

Instructional Coaches

Instructional Coordinators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 3

Differentiated instruction will be implemented to address instructional needs of students in a classroom.

Strategy's Expected Result/Impact: Will increase Tier I Instruction

Staff Responsible for Monitoring: Administrators
Instructional Coordinators
Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 4

Supplemental instructional materials will be available for core subjects.

Strategy's Expected Result/Impact: Lesson plans will be evaluated for use of materials.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 5

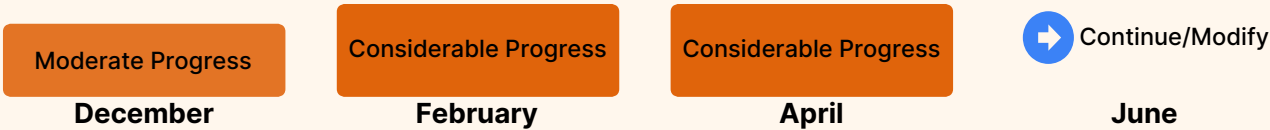
Teachers will utilize Amplify and IXL, an online program, to help increase student growth in math.

Strategy's Expected Result/Impact: STAAR scores for math will show an increase from the previous year.

Staff Responsible for Monitoring: Administrators
Classroom Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 5 **High Priority**

Increase the performance of all students and student groups in Kindergarten, 1st and 2nd grade on the EOY DRA assessments so that 80% perform at or above grade level and/or make a minimum of a year's progress according to district criteria.

Evaluation Data Source: Running records
2024-2025 DRA Results (BOY and EOY)

Strategy 1

Conduct bi-monthly meetings with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth.

Strategy's Expected Result/Impact: Collaborative discussions will support the successful design of aligned instruction along with the successful implementation of interventions and progress monitoring which will ensure that all students make or exceed expected academic growth on the EOY DRA.

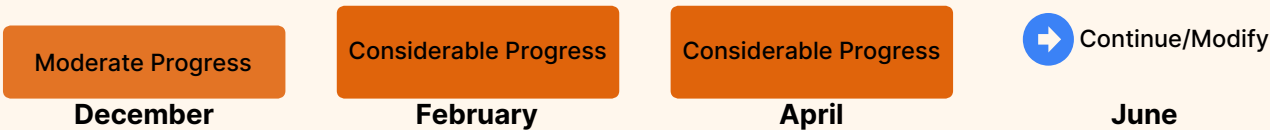
Staff Responsible for Monitoring: Assistant Principal
Counselor
Interventionist
Teachers

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

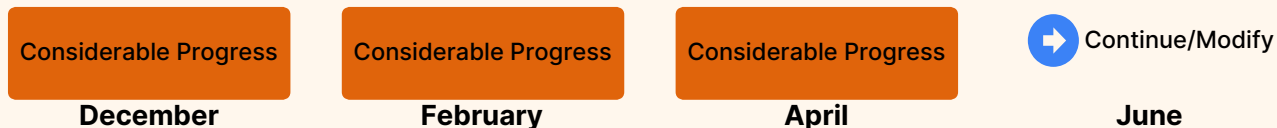
Provide specific targeted Tier 1, Tier 2 and Tier 3 reading instruction, to include a focus on phonics and phonemic awareness, for all students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd grade during the school day.

Strategy's Expected Result/Impact: By providing specific tiered instruction and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY DRA.

Staff Responsible for Monitoring: Teachers
Interventionists
Tutors
Principal
Assistant Principal

Title I: 2.4, 2.5, 2.6

Formative Reviews



Strategy 3

Utilize rigorous and vertically aligned campus and district approved curriculum resources that supports the instruction of grade specific content and state readiness/supporting standards.

Strategy's Expected Result/Impact: By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 6

All students who were unsuccessful passing the 23-24 STAAR Assessment in Reading & Math will receive additional small group support in the areas of reading and math throughout the school day and after school (HB1416).

Evaluation Data Source: 23-24 STAAR Reading & Math assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1

Curriculum discussions and planning driven by TAPR reports, Milestone and Unit Assessments data will occur periodically throughout the year

Strategy's Expected Result/Impact: Increase Tier I Instruction

Staff Responsible for Monitoring: Administrators

Instructional Coaches

Instructional Coordinators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 2

Differentiated instruction will be implemented to address instructional needs of students before and during the school day. .

Strategy's Expected Result/Impact: Increase Tier I Instruction

Staff Responsible for Monitoring: Administrators

Instructional Coaches

Instructional Coordinators

Classroom Teachers

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 3

Supplemental instructional materials will be available for core subjects.

Strategy's Expected Result/Impact: Lesson plans will be evaluated for use of materials.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Performance Objective 7

Ensure correct placement and programming for all students (including Bilingual, ESL, Special Education, Gifted and Talented, etc.).

Evaluation Data Source: STAAR results, PEIMS (Skyward), TELPAS

Strategy 1

Use standardized screening tools during enrollment and at key milestones (beginning of the year, mid-year) to identify students' academic, linguistic, behavioral, and cognitive abilities. This includes screening for ESL, bilingual, special education, and gifted and talented (GT) services. Examples: Language proficiency tests for ESL/Bilingual identification, academic benchmark tests for general education, and cognitive assessments for GT programs.

Strategy's Expected Result/Impact: Students correctly placed

Staff Responsible for Monitoring: Administrators

Counselor

Bilingual Team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Performance Objective 8 High Priority

Increase student achievement by 10-15% of all student groups in 3rd-5th grade in all subjects on the 2025 STAAR assessment.

Evaluation Data Source: District unit test, Milestones and STAAR scores

Strategy 1

Conduct bi-monthly meetings that focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth. Focus on analyzing milestone data in order to identify instructional strengths and areas of need in regards to high priority ELAR and Math TEKS and support the design and delivery of rigorous instruction based on this analysis.

Strategy's Expected Result/Impact: Collaborative discussions will support the successful design of aligned instruction along with the successful implementation of interventions and progress monitoring which will ensure that all students make or exceed expected academic growth.

Staff Responsible for Monitoring: Teachers

Interventionists

Counselor

Principal

Assistant Principal

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 2

Provide specific Tier 1, Tier 2 and Tier 3 instruction/intervention for targeted student groups, including but not limited to EBs and EcoDis, in grades 3rd - 5th, through small group intervention, AI and after school tutorials.

Strategy's Expected Result/Impact: By providing tiered instruction, acceleration and enrichments, we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2024 - 2025 STAAR assessments.

Staff Responsible for Monitoring: 3rd - 5th Grade Teachers

Interventionists

Tutors

Principal

Assistant Principal

Funding Sources: Level Up Local Funds, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 3

Prioritize weekly collaborative team planning time to include core teachers, campus administrators and curriculum coordinators (when available). Staff will utilize the backward

design model in order to identify intended learning outcomes, determine acceptable evidence and plan learning experiences designed with the end in mind.

Strategy's Expected Result/Impact: By utilizing the backward design model, teachers will shift their focus from their teaching to student learning, resulting in an increase in the quality and rigor of instruction which will result in an increase in student achievement and academic progress.

Staff Responsible for Monitoring: Principal
Assistant Principal
Curriculum Coordinators
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Utilize rigorous and vertically aligned campus and district approved curriculum technology resources that supports the instruction of grade specific content and state readiness/ supporting standards.

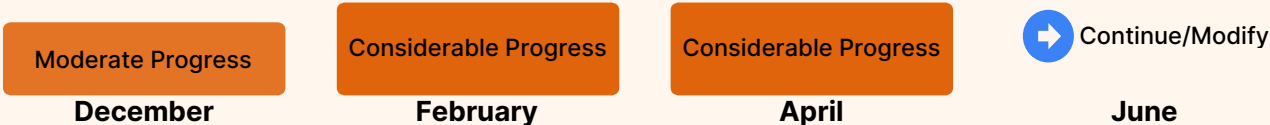
Strategy's Expected Result/Impact: By utilizing vertically aligned, rigorous technology resources with fidelity we will see an increase in student achievement and academic growth.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Utilize instructional materials, including, but not limited to, manipulatives and books, designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen whole group and small group instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS.

Strategy's Expected Result/Impact: By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth.

Staff Responsible for Monitoring: Teachers (including ESL, GT and SpEd certified)
Interventionists
Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 9

Increase the performance of our students identified as Emergent Bilingual such that 70% or more will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2024 TELPAS Scores

Evaluation Data Source: (S) Summit K 12 Reports
(F) 2024-2025 TELPAS Data

Strategy 1

Provide weekly practice (a minimum of twice a week) for EB students in the area of listening, speaking, writing and reading development through the use of online tools such as Summit k12.

Strategy's Expected Result/Impact: By allowing students practice listening, speaking, writing and reading through the use of online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS.

Staff Responsible for Monitoring: Assistant Principal (Campus LPAC Coordinator)
Bilingual/ESL Teachers
Bilingual Para

Title I: 2.4, 2.5, 2.6

Formative Reviews



Strategy 2

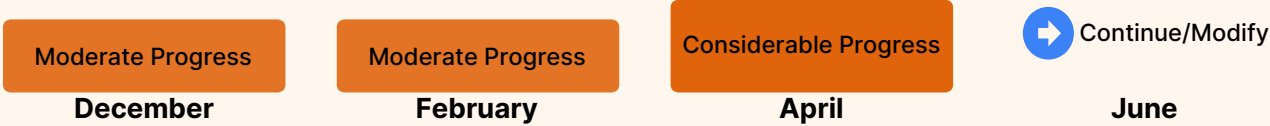
Provide daily, targeted in-class support with a focus on explicit writing instruction and language

acquisition for all Bilingual classes through the use of our Bilingual Paraprofessional.

Strategy's Expected Result/Impact: By providing additional support for our Bilingual students, with a focus on writing instruction and language acquisition, our English Language Learners will grow in their confidence as well as their language proficiency, which will result in an increase of at least one proficiency level on TELPAS.

Staff Responsible for Monitoring: Assistant Principal (Campus LPAC Coordinator)
Bilingual/ESL Teachers
Bilingual Para

Formative Reviews



Goal 2

College or Career Ready Graduates of Charles R. Drew Elementary will be prepared for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1

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

Evaluation Data Source: Flyers, agendas

Strategy 1

Establish and nurture partnerships with local colleges.

Strategy's Expected Result/Impact: Students aware of career options in their area of interest with ambitions of attending.

Staff Responsible for Monitoring: Principal
Counselor
Assistant Principal

Title I: 4.2

Formative Reviews

 Discontinue

December

 Discontinue

February

 Discontinue

April

 Discontinue

June

Strategy 2

DES will participate in a district-wide college week for students and teachers.

Strategy's Expected Result/Impact: Students participate in showing their college school pride and learning collegiate vocabulary.

Staff Responsible for Monitoring: Principal
Teachers

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April

 Continue/Modify

June

Strategy 3

Promote College and Career Awareness and decorate the hallways with college banners, pennants and certificates from colleges. Teachers will portray their career and college posters showing their college and degrees.

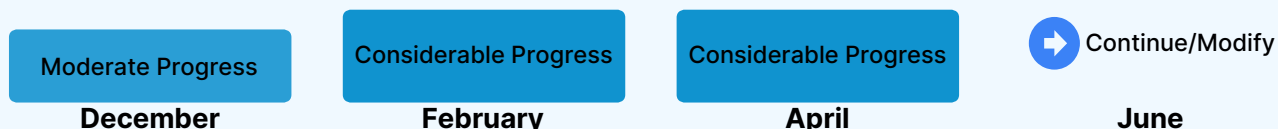
Strategy's Expected Result/Impact: Increase awareness of college & career readiness

Staff Responsible for Monitoring: Administrators
Counselor
Classroom Teachers

Funding Sources: Career Day, College Visits, Decorations Title I, \$1,000

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 2 High Priority

By the end of the school year, 100% of students at Charles R. Drew Elementary will demonstrate foundational knowledge, aligning with the district's Portrait of a Graduate initiative. These skills will be measured through project-based learning, and teacher evaluations, and school-wide events ensuring students are on track for future college or career readiness.

Strategy 1

Monthly Character-Building Activities Aligned with Crosby ISD Portrait of a Graduate.

Strategy's Expected Result/Impact: Students will participate monthly activities that highlight and reinforce the core characteristics of the Crosby ISD Portrait of a Graduate, such as effective communication, kindness, emotional intelligence, being goal oriented and service minded. Each month, students will engage in activities, discussions, or service projects specifically designed to showcase one of these traits.

Staff Responsible for Monitoring: Counselor
Teachers
Principal
Assistant Principal

Title I: 2.5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Host Career Day and Skills Showcases

Strategy's Expected Result/Impact: Organize a career exploration day featuring professionals from various fields who can discuss their work and its real-world applications. Hold skills showcases where students can present projects and reflections related to specific career skills or topics they explored. Students will dress up as their future career choice.

Staff Responsible for Monitoring: Counselor

Teachers

Principal

Assistant Principal

Title I: 2.5

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Goal 3 Human Capital: Charles R. Drew Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1

Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

Evaluation Data Source: Teacher attendance rate
Professional development sign-in sheets
Staff Check-Ins, Staff MOY Survey
Staff Retention Rate, Staff EOY Survey

Strategy 1

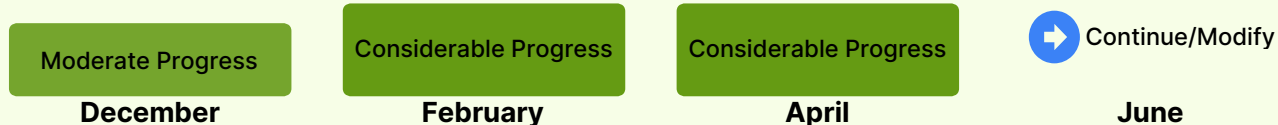
Invite/encourage all staff to participate in monthly, after-hours team building events/activities organized by the Drew Connection Crew.

Strategy's Expected Result/Impact: By spending time together outside the school environment, staff will make positive connections that will boost morale and increase the motivation and productivity of our staff which will have a positive impact on student performance.

Staff Responsible for Monitoring: Drew Connection Crew

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Provide ongoing professional development (including colleague led, specifically trainers of teachers) in the areas of curriculum and instruction, differentiation, innovative technology and behavior management through district collaboration, PLCs, Staff Newsletter, Social Media connections, and staff meetings in order to address our needs and promote a positive learning/work environment.

Strategy's Expected Result/Impact: A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.

Staff Responsible for Monitoring: All Staff

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 3

Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Staff Shout Outs, Monthly Celebrations, etc.).

Strategy's Expected Result/Impact: By celebrating the success of our staff, we will boost morale schoolwide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.

Staff Responsible for Monitoring: Administrators
All Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Performance Objective 2

By May of 2025, at least 1/2 of all grade level teachers who teach reading will be ESL certified.

Evaluation Data Source: Texas teacher certification certificates

Strategy 1

Provide ESL test preparation training opportunities to staff members who are not currently ESL certified.

Strategy's Expected Result/Impact: Highly qualified staff

Staff Responsible for Monitoring: Administrators
Coordinator of Bilingual/ESL
Team Leaders
Human Resources

Title I: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Considerable Progress
April

 Continue/Modify
June

Goal 4

District-wide climate of high expectation and teamwork: Charles R. Drew Elementary will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1

Foster a positive home/school connection with all families through clear and consistent communication.

Evaluation Data Source: Parent Square
Monthly Newsletter
Social Media
Email Responses
EOY Parent Surveys

Strategy 1

Streamline our school to home and home to school communication by developing and implementing a system to use ParentSquare as the primary mode of all communication by all professional staff.

Strategy's Expected Result/Impact: By developing a streamlined communication system that utilizes Parent Square as the primary model of all school to home communication, all parents will have access to clear and consistent communication throughout the year.

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

Title I: 4.1

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

Strategy 2

Ensure that all graphics sent home via ParentSquare and posted on Social Media are created in both English and Spanish.

Strategy's Expected Result/Impact: By providing all graphics in both English and Spanish, ALL parents, including those that are non-native English speakers, can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children.

Staff Responsible for Monitoring: Principal
Assistant Principal
BIL Staff (Translation)

Title I: 4.1, 4.2

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 3

Provide family engagement opportunities to increase awareness of curriculum.(Literacy night, Math night).

Strategy's Expected Result/Impact: Increase family engagement

Staff Responsible for Monitoring: Administrators

Counselor

Teachers

Math Coordinator

Reading Coordinator

Funding Sources: Resources Family Content Nights Title I, \$700, Resources Family Content Nights Local Funds, 199-61-6399-00-104-0-99-000, \$400

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 4

Emergent Bilingual parent engagement opportunities will be offered to promote social and academic awareness.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Administrators

Counselor

Bilingual Teachers

Bilingual Instructional Coach

Funding Sources: Resources for Family Emergent Bilingual Night Title I, \$370

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 5

Offer a book fair two times per year aligning with other family engagement activities.

Strategy's Expected Result/Impact: Increase family engagement.

Staff Responsible for Monitoring: Media Specialist
Administrators

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Performance Objective 2

A "No Bully Policy" will be implemented throughout the campus.

Evaluation Data Source: Monthly student discipline reports

Strategy 1

The DES counselor will implement an anti-bullying campaign.

Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward.

Staff Responsible for Monitoring: Counselors

Funding Sources: Materials for student instruction and rewards Local Funds,
199-31-6399-00-104-0-99-000, \$200

Title I: 2.6

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

Strategy 2

Staff members will be trained on anti-bullying strategies.

Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward.

Staff Responsible for Monitoring: District HR
District Counseling Team

Formative Reviews



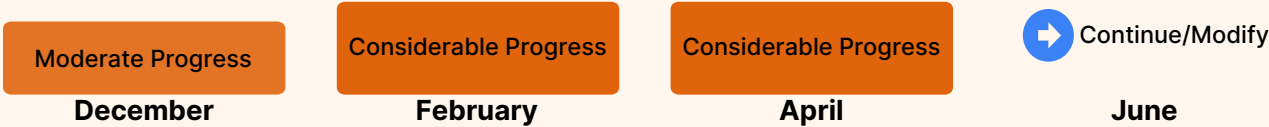
Strategy 3

Encourage students, parents, and teachers to utilize the P3 Campus Alerts Application for anonymous tip reporting. Advertisement for P3 will include campus signage and newsletter integration.

Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward.

Staff Responsible for Monitoring: Principal
Assistant Principal
District P3 Monitor

Formative Reviews



Goal 5

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

Performance Objective 1

Charles R. Drew will create multiple opportunities for students to participate in school sponsored organizations or activities.

Evaluation Data Source: Extra-curricular rosters will be kept to track membership

Strategy 1

Student organizations will encourage new students to join their student groups.

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Group Sponsors

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

Strategy 2

The number of student organizations available for students to join will increase.

Strategy's Expected Result/Impact: The number of student organizations will increase from the previous year.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

Strategy 3

Parents are encouraged to participate in school events. All volunteers must complete the district volunteer approval process.

Strategy's Expected Result/Impact: Increase of parental involvement

Staff Responsible for Monitoring: Administrators

Classroom Teachers

Counselor

Volunteer

Coordinator

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 4

Family learning events will be implemented focusing on music, fine arts programs, and academic topics.

Strategy's Expected Result/Impact: Increase parent/community engagement in after school programming.

Staff Responsible for Monitoring: Administrators

Music Teacher

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 5

Drew Elementary will utilize social media such as our campus website, Remind, Facebook, Twitter, and Messenger to communicate with parents.

Strategy's Expected Result/Impact: Increase parental awareness of events being offered

Staff Responsible for Monitoring: Administrator

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Goal 6

Community Relations
Through communications and customer service Charles R. Drew Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 1

Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem and school and community pride.

Evaluation Data Source: Discipline Report
Student EOY Surveys

Strategy 1

Students will receive anti-bullying lessons, peer mediation, restorative circles and Portrait of a Graduate card, along with related lessons.

Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I: 2.5, 2.6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Performance Objective 2

The Crosby Education Foundation will be used as an avenue to enhance instruction

Evaluation Data Source: Teachers will use tools funded by the Crosby Education Foundation.

Strategy 1

Teachers will apply for grants through CEF.

Strategy's Expected Result/Impact: DES students will benefit from expanded and enhanced instructional materials.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

Goal 7 Charles R. Drew Elementary 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 the business office, individual organizations, and campus based site decision-making committee.

Strategy 1

By March 2024, 75% of the campus budget will be spent to address the needs of the students and aligned to the campus goals.

Strategy's Expected Result/Impact: Itemized Budget Report

Staff Responsible for Monitoring: School Secretary
Principal

Formative Reviews

Considerable Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

Strategy 2

Monthly meetings with secretary to provide updated budget reports for review to determine yearly funding needs.

Strategy's Expected Result/Impact: Balanced Budget Report

Staff Responsible for Monitoring: School Secretary

Title I: 2.6

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

Goal 8 Charles R. Drew Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1

Charles R. Drew will operate in a comfortable and safe atmosphere.

Evaluation Data Source: Weekly campus exterior/interior door checks.
Campus maintenance request logs.

Strategy 1

Administrators will monitor and address building needs.

Strategy's Expected Result/Impact: Maintenance and technology requests will be addressed in a timely manner.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Strategy 2

One constable will be assigned to DES.

Strategy's Expected Result/Impact: Proactive patrolling translates to a positive safe atmosphere.

Staff Responsible for Monitoring: Administration

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

Performance Objective 2

Charles R. Drew Elementary 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.

Strategy 1

Security audits will be performed to identify risks to building safety in the district.

Strategy's Expected Result/Impact: Building will remain secure during and after school hours.

Staff Responsible for Monitoring: Principal
Assistant Principal
Director of Operations

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Director of Operations

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

Replace and purchase campus radios for leadership team and building in locations such as the cafeteria, and recess areas.

Strategy's Expected Result/Impact: Improve Leadership Team's Response Time and communication involving campus Safety and Security of students and teachers.

Staff Responsible for Monitoring: Principal
Administration
Secretary

Funding Sources: Radios Title I, \$3,500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

Strategy 4

Administrators, the School Resource Officer, and office personnel will monitor the campus and address building needs.

Strategy's Expected Result/Impact: The active monitoring of the campus will prevent incidents from occurring during school hours. Maintenance and technology requests will be addressed in a timely manner.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Resource Officer
Office Staff

Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

Performance Objective 3

Charles R. Drew Elementary will adhere to all district and state safety guidelines and procedures in order to ensure all students and staff are safe.

Evaluation Data Source: Updated Crosby ISD Emergency Drill Reporting Form, district and campus exterior & interior door audits.

Strategy 1

On a daily basis, campus leadership and safety team will walk the hallways and campus to ensure all interior and exterior doors are locked throughout the day. Students will assist campus administrators when making safety checks on campus. The district will identify weeks to complete exterior/interior door checks.

Strategy's Expected Result/Impact: There will be no findings of unlocked exterior or interior doors during the instructional school day.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus SRO
Campus Safety Team

Formative Reviews

Considerable Progress	Considerable Progress	Considerable Progress	 Accomplished
December	February	April	June

Goal 9

Public Education Reform
Charles R. Drew Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

Performance Objective 1

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

Evaluation Data Source: Texas Education Agency , Texas Association of School Administrators, TEPSA Newsletters

Strategy 1

The principal will be advised of legislation affecting public school and share it with the faculty and staff.

Strategy's Expected Result/Impact: District discussions

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June



Title I Summary

Title I - Previous

2.1 Campus Improvement Plan developed with appropriate stakeholders

The 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 Plans are housed on the website.

2.5 Increased learning time and well-rounded education

Charles R. Drew Elementary 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 activities will be offered that complement the academic program.

2.6 Address needs of all students, particularly at-risk

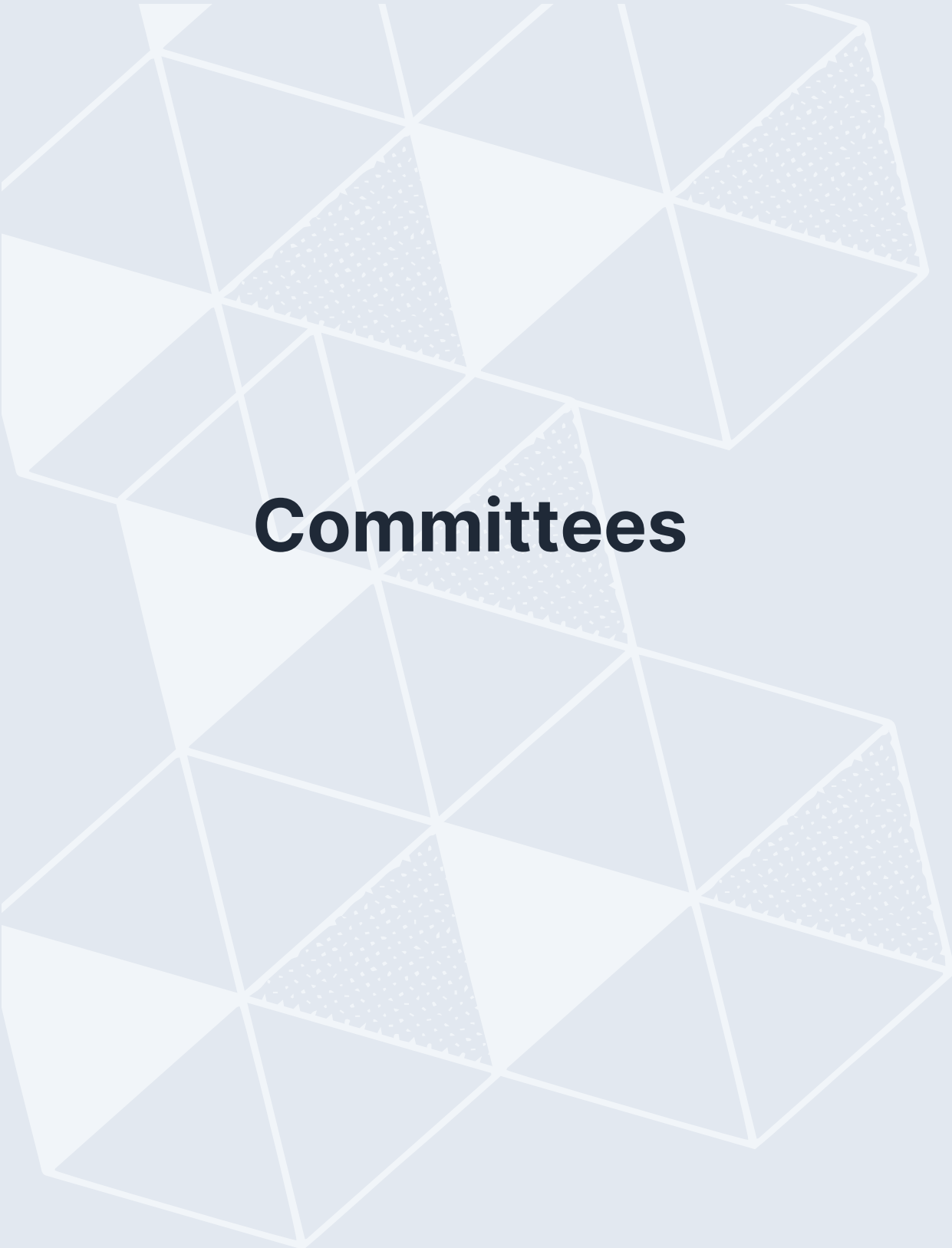
Charles R. Drew Elementary will offer a wide variety of programs that address the academic, behavioral, social-emotional, and health/wellness needs of students. Staff members monitor the accomplishments and needs of each learning group, with emphasis on student groups that are at risk of not meeting state academic standards and/or dropping out of school.

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

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Charles R. Drew Elementary School Campus #101906104			
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			Page 53 of 56



Committees

Committees

2024-2024 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Clarence	Howell	Business Owner	Business Owner
Gloria	Knapp	Community Member	Community Member
Christina	Nash	Parent	Parent
Kirbie	Johnson	5th Grade Teacher	Classroom Teacher
Jessica	Lugo	4th Grade Teacher	Classroom Teacher
Griselda	Aguirre	Receptionist	Paraprofessional
Delia	Perez	1st Grade Teacher	Classroom Teacher
Esmeralda	Noyola	2nd Grade Teacher	Classroom Teacher
Ruben	Aguirre	Special Ed Resource	Classroom Teacher
Tara	Rogers	Assistant Principal	Administrator