

Katy Independent School District

Cross Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Cross Elementary is to model excellence by providing a safe environment that educates and inspires all learners to do their best every day.

Vision

The vision of Cross Elementary is to ignite a love of learning and empower all students to reach their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Race/Ethnicity

- Asian: 13.14%
- Am Indian/Alaskan Native: 0.48%
- Black/African American: 42.17%
- Hispanic: 25.51%
- Native Hawaiian/Pacific Islander: 0.10%
- Two or More Races: 7.54%
- White: 10.53%

Program Enrollment

- At Risk: 34.20%
- Gifted/Talented: 1.93%
- Limited English Proficient: 22.42%
- Low Income: 57.39%
- Special Education: 17.29%

Demographics Strengths

Cross Elementary is a diverse campus with students from various backgrounds and learning experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Cross will continue to grow and add students throughout the school year. This will create large class sizes and the need to add new teachers.

Root Cause: Houses around Cross are still being built which contributes to the steady enrollment growth.

Student Learning

Student Learning Summary

Student Learning Summary

The following was noted based on 2025 STAAR data from Robertson Elementary.

Overall

Test	Approaches	Meets	Masters
Reading	84%	63%	29%
Math	79%	58%	30%

3rd Grade

Test	Approaches	Meets	Masters
Reading	84%	63%	29%
Math	76%	56%	21%

4th Grade

Test	Approaches	Meets	Masters
Reading	86%	67%	31%
Math	80%	63%	37%

5th Grade

Test	Approaches	Meets	Masters
Reading	81%	63%	37%
Math	80%	56%	30%
Science	68%	34%	14%

Student Learning Strengths

Cross Elementary is a new campus and therefore data is limited. Based on available data, our 4th graders and 5th grade have strengths in both reading and math. Students scored higher in reading than math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science.

Root Cause: Cross Elementary is a new campus and student data is rolling out slowly.

School Processes & Programs

School Processes & Programs Summary

James and Mitzi Cross Elementary continues to work at establishing a set of core values and beliefs which will define our campus culture. We provide students a safe and positive school environment, focus on academic growth, promote kindness and respect, and celebrate student successes. Teachers share instructional practices and ideas when they plan with the instructional coaches each week. The master schedule was created to maximize instructional time.

School Processes & Programs Strengths

Opening a new campus has been an exciting and extensive process that has involved the ESC, our feeder campuses, and construction crew. The Instructional Leadership Team met three times throughout the summer to create the blueprint for success through creating systems, procedures, and expectations. Additionally, the ILT met with the ESC and parents to create a mission and a vision. The ILT has decided to use CHAMPS to determine expectations and a PBIS plan with Class DOJO to reward students. Our goal is to use the Effective Schools Framework to help drive our leadership meetings.

Cross Elementary recruited highly qualified educators. Cross attended the Katy ISD job fair and hired over 10 teachers. Many teachers want to come work at Cross Elementary as are excited to be a part of the positive culture and opening a new campus. All the teachers and staff are focused on providing students with current and effective instructional practices. Teachers will meet with the instructional coaches each week to plan engaging lessons that follow the TEKS and are aligned to the district standards. Our teachers have all the instructional resources needed to deliver lessons for all content areas.

Cross plans to open its doors on August 13, 2025 to 1,366 students and over 140 staff members.

Our school community is eager to become involved and ready to volunteer. Our PTA has a full executive board and are planning to be a strong presence at Cross.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Due to being a new campus, it is important to communicate and establish procedures for the entire school.

Root Cause: Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Perceptions

Perceptions Summary

Cross Elementary works very hard at creating a welcoming environment for our students and families. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Since we are a new campus, we are still learning our community and parents so we can learn how to best support them.

We will use a variety of methods to communicate with parents. Parents and community members receive a weekly newsletter that will share calendar events, important messages, and celebrations. Our website will be maintained by our webmaster to ensure that the most current information is available to our parents. We also created a campus Facebook, Instagram and Twitter page, which has been useful in sharing the narrative of our school as well as the sharing information.

Cross Elementary is currently establishing a variety of ways for parental and community involvement. Principal Holdman met with PTA to develop a plan of action for the school year. During the meeting with PTA, programs were scheduled and volunteer opportunities were created and shared with the parents. Families will have opportunities to visit the campus during PTA sponsored or school wide events.

We are committed to keeping students at the center of all actions and decisions. As a result, high-quality learning is of paramount importance. Adjustments to our instructional program and professional learning will be made when our students are not making positive academic progress.

Perceptions Strengths

As a new Katy ISD campus, the staff and PTA at Cross Elementary are working together to develop relationships with our community and surrounding businesses. We plan to have a Community Cook Out to celebrate our community and provide resources to our families. Cross will also hold a Meet the Teacher Night to allow our community the opportunity to tour the campus before the school year starts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a new campus, values and beliefs may not be understood by all students, staff and parents.

Root Cause: Communication can sometimes be inconsistent when starting a new school.

Priority Problem Statements

Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school.

Root Cause 1: Families come from schools that may have had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: As a new campus, values and beliefs may not be understood by all students, staff and parents.

Root Cause 2: Communication can sometimes be inconsistent when starting a new school.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science.

Root Cause 3: Cross Elementary is a new campus and student data is rolling out slowly.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Cross will continue to grow and add students throughout the school year. This will create large class sizes and the need to add new teachers.

Root Cause 4: Houses around Cross are still being built which contributes to the steady enrollment growth.

Problem Statement 4 Areas: Demographics

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percentage of Cross Elementary students to meet the passing standard of approaching grade level will be 85% of higher on all STAAR assessments and in each student group.

Evaluation Data Sources: 2025-2026 STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Utilize unit plans and instructional coaches as resources for weekly team planning. Content planning will focus on deep instruction in order to align our lesson plans to the rigor needed and a strong first teach. Strategy's Expected Result/Impact: The effectiveness of our team planning will be evident in the lesson plans that will be submitted weekly and by the performance of our students on assessments in all grade levels. Staff Responsible for Monitoring: Instructional Coaches, Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Intervention teachers will work with students during extended learning or at designated small group times when they are identified by the MTSS process as needing additional remedial support. Strategy's Expected Result/Impact: Schedules for intervention and extended learning time sessions will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be uploaded into the student's eSTAR file. Students show growth/progress in both state and district-level assessments. Staff Responsible for Monitoring: Instructional Support Teachers, Instructional Coordinator TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science.

Root Cause: Cross Elementary is a new campus and student data is rolling out slowly.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Cross Elementary 3rd grade students who achieve Meets and above in Math will increase to 55% July 2026.

HB3 Goal

Evaluation Data Sources: 2025-2026 STAAR, CBA, and KLA data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize unit plans and instructional support during their weekly team planning. Content planning will focus on deep instruction in order to align our lesson plans to the rigor needed and a strong first teach. Strategy's Expected Result/Impact: The effectiveness of our team planning will be evident in the lesson plans that will be submitted weekly and by the performance of our students on assessments in all grade levels. Staff Responsible for Monitoring: Instructional Coaches, Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Intervention teachers will work with students during extended learning or at designated small group times when they are identified by the MTSS process as needing additional remedial support. Strategy's Expected Result/Impact: Schedules for intervention and extended learning time sessions will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be uploaded into the student's eSTAR file. Students show growth/progress in both state and district-level assessments. Staff Responsible for Monitoring: Instructional Support Teachers, Instructional Coordinator TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science. Root Cause: Cross Elementary is a new campus and student data is rolling out slowly.
School Processes & Programs
Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. Root Cause: Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Cross Elementary 3rd grade students who achieve Meets and above in Reading will increase to 67% by July 2026.

- HB3 Goal**
- Evaluation Data Sources:** 2025-2026 STAAR data
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Continue/Modify

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from TX KEA, TPRI, F&P benchmarks, and campus phonics screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery. Strategy's Expected Result/Impact: Students will show consistent growth in their reading level and comprehension strategies throughout the school year. Staff Responsible for Monitoring: Instructional Coach and Instructional Coordinator TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1	Some Progress	Moderate Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science. Root Cause: Cross Elementary is a new campus and student data is rolling out slowly.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: By the end of the 2025-2026 school year, Emergent Bilingual (EB) students at Cross Elementary will demonstrate measurable growth in English language acquisition, as evidenced by a 10% increase in the number of students advancing at least one proficiency level on the TELPAS assessment and improved performance on campus-based language proficiency measures.

Evaluation Data Sources: TELPAS, CBA data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Monitor EB student progress every nine weeks through Amira and HMH data, document the necessary LPAC supports, and adjust accommodations as needed. Strategy's Expected Result/Impact: By monitoring EB student progress, the teacher will be able to measure progress over a marking period. EB students who are struggling with language acquisition will then be given LPAC supports to help them access the curriculum. Staff Responsible for Monitoring: Teacher of Record, ESL Support Staff TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Implement daily, structured opportunities for academic talk in all classrooms to promote listening, speaking, reading, and writing skills. Strategy's Expected Result/Impact: Students will build language skills when using academic vocabulary and speaking to peers in English. Staff Responsible for Monitoring: Teacher of Record, Instructional Coach TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details		Reviews			
Strategy 3: Inform teachers of the English Language Proficiency Levels of the Emergent Bilingual students in their classrooms, and utilize the ELPS in common planning time to plan for instruction. Strategy's Expected Result/Impact: Increased student results Staff Responsible for Monitoring: Teachers, ESL Staff, Administration Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
		 No Progress	 No Progress	 No Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The data is not specific to Cross and the leadership team will need to disaggregate data to determine the strengths and weaknesses for math and science. Root Cause: Cross Elementary is a new campus and student data is rolling out slowly.

Goal 2: Strategic Design Goal 3: As a fast -growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: Cross Elementary will use a collaborative model for decision making in regards to improvement for safety, security and a positive learning environment.

Evaluation Data Sources: PBIS Data, Discipline Data, Survey Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Implement positive behavior supports with expectations posted in the hallways, restrooms, classrooms and cafeteria. Provide PBIS points for students for positive reinforcement. Provide incentives for students to purchase with PBIS points. The PBIS Committee will meet for planning and improvement. Strategy's Expected Result/Impact: Expectations are set and students are encouraged through incentives. PBIS meeting agendas and discussions will examine the discipline data and provide modifications and suggestions for the campus. Staff Responsible for Monitoring: Instructional Coordinator, Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Perceptions 1	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cross will continue to grow and add students throughout the school year. This will create large class sizes and the need to add new teachers. Root Cause: Houses around Cross are still being built which contributes to the steady enrollment growth.
Perceptions
Problem Statement 1: As a new campus, values and beliefs may not be understood by all students, staff and parents. Root Cause: Communication can sometimes be inconsistent when starting a new school.

Goal 2: Strategic Design Goal 3: As a fast -growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 2: SI: 85% of teachers will earn proficient on the culture and instructional monitoring tools.

Evaluation Data Sources: Monitoring tool

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Leadership team will create a monitoring tool aligned with the expectations of Cross Elementary. Strategy's Expected Result/Impact: The Leadership Team will use the monitoring tool to evaluate how teachers are following the expectations of Cross Elementary. Staff Responsible for Monitoring: Leadership team Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Leadership team will present to teachers about the monitoring tool and how we use the data to ensure that teachers are proficient in meeting the expectations of Cross Elementary. Strategy's Expected Result/Impact: When the teachers know the expectations of Cross, it builds collective efficacy and helps the Leadership team determine how to help teachers meet those expectations in their classrooms. Staff Responsible for Monitoring: Leadership Team Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Leadership team will create a schedule to walk classes with the monitoring tool in order to calibrate and collect data every nine weeks. Strategy's Expected Result/Impact: The Leadership Team will use the data to help pinpoint which teachers are proficient and those who need help in fulfilling the expectations of Cross Elementary. Staff Responsible for Monitoring: Leadership Team. Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. **Root Cause:** Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Goal 3: Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Cross Elementary teachers will work in high performing teams to meet the needs of all students.

Evaluation Data Sources: Lesson plans, Planning Agendas, Assessment Data, STAAR Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details		Reviews			
Strategy 1: Provide time for teachers to meet in professional learning communities to roadmap, create common assessments and discuss student progress. Strategy's Expected Result/Impact: Teachers will have lesson plans entered in the campus template. A schedule of long range planning days is provided. PLC meetings are on the master calendar. Student growth and progress will be the focus and will include SLO discussions. Staff Responsible for Monitoring: Instructional Coach, Administration TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. Root Cause: Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Goal 4: Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Cross Elementary will provide a supportive environment for staff members and promote continued professional growth.

Evaluation Data Sources: PD attendance data, Staff Surveys, Culture and Climate Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff for their accomplishments and success in a variety of ways. Create a culture where all staff members take part in recognizing one another. Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture. Staff Responsible for Monitoring: Administrators, Instructional Coordinator, Instructional Coach Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Mentor teachers are assigned to new teachers and teachers with one year of experience. Mentor teachers will meet with the assigned mentees weekly to answer questions and set up modeling/observation hours. Strategy's Expected Result/Impact: Providing support to staff will create a culture that builds on each other and creates a positive campus culture. Staff Responsible for Monitoring: Mentor Teachers, Campus Administrative Liaison Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cross will continue to grow and add students throughout the school year. This will create large class sizes and the need to add new teachers. Root Cause: Houses around Cross are still being built which contributes to the steady enrollment growth.

School Processes & Programs

Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. **Root Cause:** Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Goal 4: Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: All Reading teachers will be ESL certified within the 2025-2026 school year.

- Evaluation Data Sources:** State Certification
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Accomplished

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and classes to have all Reading teachers complete their ESL certification by the end of the 2025-2026 school year. Strategy's Expected Result/Impact: Obtain ESL Certification Staff Responsible for Monitoring: ESL Teachers, ESL Team Lead, Administrators, KISD ESL Team Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. Root Cause: Families come from schools that may have had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Goal 5: Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: The faculty and staff of Cross Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive and positive learning environment that will promote high achievement for all students.

Evaluation Data Sources: PTA Membership, Survey Data, Family Event Attendance

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents through the use of Tuesday Folders, campus website, campus and classroom weekly newsletters, progress reports, report cards, parent conferences, phone calls, ClassDojo, and social media. Strategy's Expected Result/Impact: It is important for us to brand our school in year one. We must communicate effectively and establish our procedures and routines. Consistent communication promotes the positive home and school partnership we desire. Staff Responsible for Monitoring: Administration Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Cross by providing interactive family nights and special programs/events. Strategy's Expected Result/Impact: By creating programs for students and parents, stakeholders will receive a value added school experience. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Maintain and recruit parents to participate in PTA activities and volunteer activities. Strategy's Expected Result/Impact: Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. Root Cause: Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.
Perceptions
Problem Statement 1: As a new campus, values and beliefs may not be understood by all students, staff and parents. Root Cause: Communication can sometimes be inconsistent when starting a new school.

Goal 6: Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Cross Elementary will build a positive culture through implementation of ClassDojo, CHAMPS, and PurposeFull People curriculum.

Evaluation Data Sources: ClassDojo data, Katy Dashboards, Feedback from Counselors

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Reviews			
Strategy 1: Cross Elementary teachers will implement PurposeFULL People lessons to address social and emotional needs. Circle time was allocated in the master schedule to allow time for these lessons. Strategy's Expected Result/Impact: The goal is to present students with character building lessons that help develop and shape the "whole child." Staff Responsible for Monitoring: Counselors Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
				
	Considerable	Considerable	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: The school counselors will provide guidance lessons in the classrooms and will create small groups based on student needs. Strategy's Expected Result/Impact: Student social-emotional needs will be developed to create a safe learning environment. Staff Responsible for Monitoring: Counselors Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
				
	Moderate Progress	Moderate Progress	Considerable	Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Implement a proactive, campus-wide bullying prevention program that fosters a safe, inclusive, and respectful school culture through explicit instruction, staff training, and student engagement. Strategy's Expected Result/Impact: The expected result of this strategy is a safer, more inclusive school environment where bullying incidents decrease, students feel supported and respected, and overall campus climate improves. Staff Responsible for Monitoring: Counselors, Admin Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
				
	Considerable	Accomplished	Accomplished	Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Due to being a new campus, it is important to communicate and establish procedures for the entire school. **Root Cause:** Families come from schools that may had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

Perceptions

Problem Statement 1: As a new campus, values and beliefs may not be understood by all students, staff and parents. **Root Cause:** Communication can sometimes be inconsistent when starting a new school.

Goal 6: Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

- Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Accomplished

Strategy 1 Details	Reviews			
Strategy 1: During PE class, students will learn new fitness skills and will have different opportunities to practice the skills. Strategy's Expected Result/Impact: FitnessGram Data Staff Responsible for Monitoring: PE Coach Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: As a new campus, values and beliefs may not be understood by all students, staff and parents. Root Cause: Communication can sometimes be inconsistent when starting a new school.