Crosby Independent School District

Crosby Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 15, 2025

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Crosby Middle School serves **1,560 students in grades 6–8** with a diverse student population and a strong sense of community pride. The campus benefits from dedicated staff, active extracurricular programs, and established systems for instruction, leadership, and communication. The Comprehensive Needs Assessment (CNA) process reviewed multiple measures of data, including **STAAR results, local assessments, demographic reports, staff and parent surveys, attendance and discipline data, and program participation trends.**

Key strengths identified include:

- A diverse and balanced student body with strong representation in extracurriculars and community partnerships.
- Positive performance in **Reading/Language Arts (47% Meets)** and **Science (75% Approaches)** compared to other subjects.
- Strong **GT student performance**, demonstrating growth potential when instruction is consistent.
- Dedicated and qualified staff, with stable core faculty and multiple professional development opportunities.
- Cougar Pride traditions, PBIS incentives, and community support that build a strong school culture.
- A 1:1 technology program and active communication channels with families.

Key challenges identified include:

- **Achievement gaps across subgroups** (Eco Dis, African American, EB/EL, SPED) in STAAR performance, particularly at the Meets and Masters levels.
- **Low performance in Social Studies (21% Meets)** and ongoing challenges in **Mathematics (41% Meets)**.
- **Chronic absenteeism, mobility, and discipline disproportionality**, which reduce instructional time.
- Difficulty recruiting and retaining teachers in **high-need areas** such as Math, SPED, and Bilingual/ESL.
- Inconsistent implementation of PBIS, attendance interventions, and classroom expectations across staff.
- Uneven integration of technology in daily instruction, despite device access.
- Lower parent participation in **academic-focused events** compared to extracurricular activities.

Overall, Crosby Middle School has a solid foundation of **school pride, strong instructional staff, and engaged community partnerships**, but needs to focus on **accelerating growth in Math and Social Studies, closing subgroup gaps, improving consistency in climate and discipline systems, and strengthening family engagement in academics**. Addressing these needs will ensure that all students are prepared for high school, advanced coursework, and postsecondary success.

Demographics

Demographics Summary

As of September 2, 2025, Crosby Middle School serves 1,570 students in grades 6–8. The student population is diverse, with 56% Hispanic/Latino, 27% White, 14% Black/African American, 3% Two-or-More Races, and less than 1% Asian or American Indian. The campus is nearly balanced by gender (49% female, 51% male).

Socioeconomic need is significant, with 61% of students identified as economically disadvantaged and 46% designated as at-risk. The campus supports a large number of students in special programs, including 16% in Special Education, 10% identified with Dyslexia, 8% served under Section 504, 22% Emergent Bilingual (EB/EL), and 9% in Gifted and Talented programs.

Attendance rates are challenged by chronic absenteeism, and discipline data show disproportionality among certain student groups.

The staff comprises 96 teachers and 12 instructional aides. While the core faculty remains stable year after year, recruitment and retention in high-need areas, such as Math, Special Education, and Bilingual/ESL, continue to be priorities.

Crosby Middle School is designated as a Title I schoolwide campus, allowing federal resources to support all students. The school community is anchored by strong Cougar Pride traditions, PBIS systems, and active extracurricular participation, though equity gaps in achievement, attendance, and behavior remain areas of focus for improvement.

Demographics Strengths

- **Diverse Student Population** – The campus reflects the cultural and ethnic diversity of the Crosby community, with a majority Hispanic/Latino population and strong representation across multiple racial and language groups. This diversity enriches the school culture and provides opportunities for culturally responsive teaching.
- **Balanced Grade-Level Enrollment** – Enrollment is evenly distributed across 6th (34.6%), 7th (32.3%), and 8th (33.1%) grades, allowing for consistent resource allocation and program planning.
- **Proactive Student Support Identification** – High identification of students in Dyslexia (10%), Section 504 (8%), and Special Education (16%) demonstrates strong systems for recognizing and serving students with specialized needs.
- **Gifted & Talented Opportunities** – Nearly 9% of students participate in GT programs, ensuring advanced learners are provided with academic challenges and enrichment opportunities.
- **Title I Schoolwide Benefits** – As a Title I campus, all students benefit from access to additional resources, intervention supports, and family engagement initiatives.
- **Qualified and Stable Core Staff** – The majority of teachers are certified and meet state qualifications, with many long-term staff providing consistency and institutional knowledge.

Student Learning

Student Learning Summary

Crosby Middle School students are demonstrating progress in some areas while facing challenges in others. On the 2025 STAAR, performance varied by subject and grade level. **Reading/Language Arts** remains a relative strength, with 75% of 6th graders and 75% of 8th graders meeting the Approaches standard. Growth was most evident in 8th grade reading, where Meets increased by 8% and Masters by 1% compared to 2024. **Mathematics** shows a mixed picture: 8th graders improved significantly, outperforming the state at all levels, but 7th grade math declined sharply, with only 23% at Approaches and no students at Masters. **Science** performance aligned with the state overall, with Emergent Bilingual students outperforming peers at the Meets level. **Social Studies** remains the lowest area, with 42% Approaches, 19% Meets, and 9% Masters, and overall declines from 2024.

Subgroup data reflects persistent gaps. **Economically Disadvantaged, Special Education, and Emergent Bilingual students** continue to perform below peers, though gains are evident in 8th grade reading and math. **Gifted/Talented students** consistently perform at advanced levels, indicating readiness for accelerated coursework.

In summary, Crosby Middle School students are **growing in literacy, science, and 8th grade math**, while **7th grade math, social studies, and subgroup achievement gaps** remain priority areas. Targeted interventions, equity-driven practices, and support for at-risk learners will be critical to ensure all students are on track for high school, college, career, and military readiness.

Grades 6-8 Reading/Language Arts

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**75**	**48**	**21**	**33**	**8**	**1**	**64**	**27**	**9**
2025 State	**75**	**54**	**28**	**42**	**18**	**5**	**55**	**29**	**9**
2024	**72**	**48**	**17**	**34**	**10**	**1**	**63**	**30**	**7**
2024 State	**75**	**54**	**25**	**39**	**18**	**5**	**60**	**38**	**12**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 7	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**68**	**40**	**15**	**31**	**4**	**1**	**54**	**24**	**4**
2025 State	**74**	**52**	**27**	**36**	**14**	**4**	**55**	**29**	**9**
2024	**69**	**42**	**15**	**30**	**11**	**3**	**56**	**31**	**6**
2024 State	**72**	**52**	**28**	**34**	**14**	**5**	**57**	**34**	**13**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2025	**75**	**50**	**19**	**29**	**8**	**2**	**66**	**35**	**8**
2025 State	**80**	**56**	**31**	**45**	**16**	**5**	**62**	**31**	**10**
2024	**68**	**42**	**18**	**32**	**5**	**0**	**54**	**22**	**7**
2024 State	**79**	**54**	**28**	**43**	**16**	**5**	**64**	**34**	**12**

- The All Students group showed gains in 8th grade scores from 2024 to 2025 with Meets (+8%) and Masters (+1%) performance levels.
- Special Education students saw an increase at Meets and Masters performance levels of 3%.
- Emergent Bilingual students saw an increase in both Meets (+13%) and Masters (1%) performance levels.

Math

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**68**	**34**	**13**	**34**	**6**	**0**	**60**	**19**	**4**
2025 State	**72**	**38**	**15**	**46**	**12**	**3**	**59**	**21**	**6**
2024	**67**	**35**	**10**	**32**	**10**	**1**	**56**	**23**	**2**
2024 State	**69**	**37**	**13**	**39**	**11**	**3**	**60**	**26**	**7**
2023	**69**	**34**	**11**	**34**	**8**	**2**	**59**	**27**	**4**
Grade 7	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**23**	**6**	**0**	**13**	**3**	**0**	**18**	**2**	**0**
2025 State	**52**	**31**	**10**	**24**	**9**	**2**	**38**	**18**	**4**
2024	**55**	**35**	**10**	**32**	**10**	**1**	**56**	**23**	**2**
2024 State	**53**	**32**	**10**	**24**	**9**	**2**	**42**	**21**	**5**
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**70**	**48**	**19**	**31**	**14**	**5**	**63**	**31**	**10**
2025 State	**69**	**45**	**17**	**37**	**15**	**4**	**56**	**29**	**7**
2024	**70**	**41**	**6**	**54**	**24**	**3**	**61**	**36**	**5**
2024 State	**70**	**40**	**15**	**40**	**14**	**3**	**61**	**30**	**8**

- Student performance in grade 7 in All Students, Special Education, and Emergent Bilingual groups saw a decrease in Approaches, Meets, and Masters performance levels.

- The All Students and Emergent Bilingual student groups in grade 6 saw an increase in scores from 2024 to 2025 for the Masters performance level.
- Masters performance level in grade 8 for the All Students, Special Education, and Emergent Bilingual groups increased scores from 2024 to 2025 and also out performed the state.

Science

Grade 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**72**	**42**	**13**	**28**	**7**	**2**	**64**	**27**	**2**
2025 State	**72**	**46**	**18**	**37**	**15**	**4**	**54**	**25**	**5**
2024	**68**	**36**	**12**	**33**	**11**	**2**	**52**	**18**	**3**
2024 State	**68**	**42**	**16**	**33**	**12**	**3**	**51**	**23**	**6**

- The Emergent Bilingual group saw an increase in scores from 2024 to 2025 in the Meets performance level for grade 8 outperforming the state.

Social Studies

Grade 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	**42**	**19**	**9**	**21**	**10**	**3**	**28**	**7**	**2**
2025 State	**55**	**30**	**16**	**24**	**9**	**4**	**33**	**11**	**4**
2024	**43**	**23**	**10**	**26**	**3**	**0**	**25**	**8**	**3**
2024 State	**57**	**31**	**16**	**25**	**9**	**4**	**38**	**14**	**5**

- Meets and Masters performance levels decreased from 2024 to 2025 for the All Students and Emergent Bilingual student groups.
- The Special Education student group saw an increase in scores in both the Meets and Masters performance levels from 2024 to 2025 with the Meets performance level slightly higher than the state.

Student Learning Strengths

- **Reading/Language Arts Growth** – 74% of students achieved Approaches or higher, with 47% at Meets and 19% at Masters, the strongest performance across subjects.
- **Science Achievement** – 75% of students met Approaches, showing strong content mastery and readiness in tested SEs.
- **Gifted & Talented Performance** – GT students significantly outperformed peers, with 90% at Meets and 62% at Masters, reflecting effective challenge and enrichment

opportunities.

- **White and Asian Student Groups** – Both groups exceeded state interim targets, with White students scoring 75% Approaches and 51% Meets, and Asian students reaching 90% Approaches and 80% Meets.
- **Mathematics Masters** – 18% of students reached Masters in math, providing a strong foundation to expand advanced-level achievement in the subject.

School Processes & Programs

School Processes & Programs Summary

Crosby Middle School implements a variety of programs and processes designed to support student learning, staff development, and community engagement. The **curriculum is TEKS-aligned** and delivered through structured PLCs, with teachers supported by instructional coaches and administrators through walkthroughs, feedback, and coaching cycles. A campuswide emphasis on **writing across content areas, Fundamental 5 instructional strategies, and targeted tutorials** ensures alignment to district and state expectations.

Professional development is embedded through Lunch & Learn sessions, teacher leadership opportunities, and ongoing training in instructional strategies, classroom management, and technology integration. Teachers and staff actively collaborate in PLCs to review data from STAAR, Cambium, and common assessments to adjust instruction and address student needs.

Leadership and decision-making processes are structured through the Campus Leadership Team (CLT), department chairs, and grade-level leaders, ensuring shared input and alignment between administration, teachers, and staff. **Communication** is supported through weekly staff newsletters, ParentSquare announcements, and consistent safety updates, though some variation in clarity and timeliness exists.

The campus operates on a **modified block schedule** to provide extended instructional time in core content areas, with interventions embedded through Cougar Time and after-school tutorials. Support services include counseling, SPED and ESL programs, dyslexia support, 504 services, and PBIS initiatives that emphasize Cougar Pride and positive student behavior.

Students benefit from a wide range of **extracurricular and cocurricular opportunities**, including athletics, fine arts, clubs, and academic competitions, which build engagement and school culture. **Technology integration** is supported by a 1:1 student device program and district technology plan, though daily instructional use varies by classroom and content area.

Overall, Crosby Middle School has strong systems in place to deliver instruction, monitor student progress, and build a positive culture, but consistency of implementation and deeper technology integration remain key areas for continued growth.

School Processes & Programs Strengths

- **TEKS-Aligned Curriculum** – Core instruction is aligned to state standards, supported by PLCs and district pacing guides.
- **Professional Development Opportunities** – Ongoing PD through Lunch & Learn sessions, instructional coaching, and teacher leadership opportunities support staff growth.
- **Structured Leadership and Decision-Making** – The Campus Leadership Team, department chairs, and grade-level leaders provide shared decision-making and consistent communication channels.
- **Modified Block Schedule** – Extended instructional time in core content areas allows for deeper learning and flexibility for tutorials and interventions.
- **Targeted Support Services** – SPED, ESL, Dyslexia, Section 504, and counseling services are in place to meet diverse student needs.
- **Extracurricular & Cocurricular Opportunities** – A wide range of athletics, fine arts, clubs, and student organizations promote engagement and school culture.
- **Technology Access** – A 1:1 device program ensures all students have access to digital learning tools and assessments.

Perceptions

Perceptions Summary

Crosby Middle School values input from students, staff, parents, and the community to guide decisions and improve campus culture. Feedback is collected through **parent and staff surveys, student voice activities, and informal feedback at school events and meetings.** Survey data indicates that many parents and staff members feel connected to the school and recognize the strong Cougar Pride traditions, extracurricular opportunities, and PBIS incentives that support positive student behavior.

Parent engagement is evident during events such as Open House, Meet the Teacher Night, and athletic/fine arts performances; however, participation in academic-focused events, such as tutorials and parent workshops, is lower, especially among high-need student groups. Communication is supported by **ParentSquare, weekly newsletters, and social media updates**, though feedback suggests a need for greater consistency and timeliness in messaging across grade levels and programs.

Staff feedback highlights appreciation for administrative visibility, positive recognition, and collaboration in PLCs, but also indicates concerns about workload, discipline consistency, and student attendance. **Student feedback** reflects pride in being a Cougar and feeling supported by teachers, but also identifies inconsistent enforcement of expectations and the need for more engaging classroom experiences.

Community partnerships with local businesses and organizations contribute to student recognition events, staff appreciation, and campus culture. Staff retention is stable overall, but recruitment and support for teachers in high-need content areas remains a concern.

Overall, perceptions of Crosby Middle School are positive, with strong traditions and community pride serving as a foundation. Continued improvement is needed in **two-way communication, family engagement in academics, and consistent implementation of discipline and attendance practices** to ensure all stakeholders feel equally supported and connected.

Perceptions Strengths

- **Strong Cougar Pride Traditions** – Pep rallies, extracurricular events, and recognition programs foster a shared sense of identity and community spirit.
- **Positive Staff Feedback on Leadership** – Staff report feeling supported through administrative visibility, recognition, and PLC collaboration.
- **Active Parent Engagement at Events** – Families participate strongly in Open House, Meet the Teacher, athletic events, and fine arts performances.
- **Student Voice and Belonging** – Students express pride in being part of CMS and feel supported by teachers and extracurricular opportunities.
- **Community Partnerships** – Local businesses and organizations contribute to events, rewards, and staff appreciation, strengthening ties between school and community.
- **Multiple Communication Platforms** – ParentSquare, newsletters, and social media provide multiple avenues for families to stay informed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement

Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 1: Communication from Campus Leadership will articulate Crosby Middle School expectations for performance in respective areas.

Evaluation Data Sources: Implementation of campus programs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus leadership will implement a structured communication plan (weekly staff newsletter, ParentSquare updates, faculty meetings, and leadership team minutes) to clearly articulate expectations, campus initiatives, and performance goals for staff, students, and families.	Moderate Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy's Expected Result/Impact: Informed stakeholders

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership will provide weekly staff newsletters, ParentSquare updates, faculty meeting communication, and leadership team updates to reinforce campus expectations, initiatives, and performance goals.	Principal, Associate Principal, Assistant Principals	August 2025 - June 2026	✓

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 2: Increase Meets Grade Level performance by 10% in Reading, Math, and Science on STAAR by June 2026.

Evaluation Data Sources: 2026 STAAR results show 10% increase at Meets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement Writing Across the Curriculum Initiative requiring constructed responses and ECR practice in every subject. **Strategy's Expected Result/Impact:** Increased writing opportunities across all subjects improved student ability to explain reasoning, cite evidence, and strengthened ECR performance, contributing to growth in Meets and Masters levels. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionist, Dept. Chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	 Considerable	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Ensure daily implementation of the Fundamental 5 in all classrooms. **Strategy's Expected Result/Impact:** Daily implementation of the Fundamental 5 increased student engagement and improved instructional effectiveness, contributing to gains in Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionist, Dept. Chairs **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide targeted after-school tutorials on Mondays (Math/Science) and Thursdays (RLA/Social Studies), prioritizing students who are 2-3 questions away from advancing to the next performance level. **Strategy's Expected Result/Impact:** Targeted tutorials helped close small learning gaps, enabling more students to move from Approaches to Meets and from Meets to Masters on STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionist, Dept. Chairs **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 3: Improve Domain 2A Growth scores by 15% by accelerating the progress of "bubble" students.

Evaluation Data Sources: STAAR Domain 2A growth scores increase by 15%

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Identify students who are just below the Meets/Masters level and provide small-group acceleration during Cougar Time (small group) and after school. **Strategy's Expected Result/Impact:** Small-group acceleration during Cougar Time and after-school sessions enabled students just below Meets or Masters to close gaps, resulting in increased movement into higher performance levels on STAAR. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers, Interventionist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will track their progress with growth cards reviewed during student-led conferences. **Strategy's Expected Result/Impact:** Student use of growth cards and student-led conferences increased ownership of learning, improved goal setting, and supported measurable gains in academic performance. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers, Interventionist **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Conduct common district assessments every 3-6 weeks and reteach low-TEKS content in PLC cycles. **Strategy's Expected Result/Impact:** Regular common assessments and PLC-driven reteach cycles improved teacher alignment, closed gaps on low-performing TEKS, and led to higher student mastery on STAAR. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers, Interventionist **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 4: Raise Closing the Gaps (Domain 3) rating from D to a C or higher by June 2026.

Evaluation Data Sources: Domain 3 rating improves to at least "C"

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide in-class support and co-teaching models for EB, SPED, and Eco Dis students. **Strategy's Expected Result/Impact:** In-class support and co-teaching for students with EB, SPED, and economically disadvantaged backgrounds increased access to grade-level content, improved differentiation, and reduced achievement gaps among targeted groups. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, SPED/EL Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	 Considerable	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Monitor subgroup data monthly at leadership team meetings.- targeted groups- White & Continuous Enrolled **Strategy's Expected Result/Impact:** Monthly monitoring of White and Continuously Enrolled subgroup data enabled early intervention and tighter progress checks, increasing Meets/Masters rates and narrowing achievement gaps. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Teachers, Interventionist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Conduct parent meetings and implement attendance interventions for students in the chronically absent subgroup. **Strategy's Expected Result/Impact:** Parent meetings and targeted attendance interventions reduced chronic absenteeism and improved instructional time, leading to stronger academic progress for identified students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 5: Strengthen School Culture & Climate to improve student motivation, attendance, and behavior.

Evaluation Data Sources: EOY Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement PBIS rewards such as Xbox raffles, Cougar Cash, and quarterly rallies to motivate positive behavior. **Strategy's Expected Result/Impact:** PBIS rewards, progress monitoring, and regular recognition increased student engagement, improved attendance and behavior, and strengthened a positive school culture for both students and staff. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 6: Crosby Middle School will ensure that students meet math assessment goals of 80% at Approaches, 55% at Meets, and 25% at Masters on all campus, district, and state assessments.

Evaluation Data Sources: STAAR Math results (Grades 6-8, Approaches/Meets/Masters)
District common assessments (every 3-6 weeks)
Campus benchmarks and unit assessments
Classroom formative assessments (exit tickets, quizzes, teacher-created tests)
Eduphoria/Aware data reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide targeted after-school tutorials and small-group acceleration for students 2-3 questions away from advancing to the next performance level. **Strategy's Expected Result/Impact:** Targeted support helped close small learning gaps, enabling more students to move from Approaches to Meets and from Meets to Masters on math assessments. **Staff Responsible for Monitoring:** Math Teachers, Principal, Assistant Principal, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Ensure daily implementation of the Fundamental 5 instructional practices in all math classrooms to maximize engagement and time on task. **Strategy's Expected Result/Impact:** Consistent use of the Fundamental 5 increased student participation, improved problem-solving discussions, and contributed to higher Meets and Masters performance. **Staff Responsible for Monitoring:** Math Teachers, Principal, Assistant Principal, Interventionists, **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 7: Crosby Middle School will ensure that students meet ELAR assessment goals of 84% at Approaches, 55% at Meets, and 21% at Masters on all campus, district, and state assessments.

Evaluation Data Sources: Campus-based benchmarks and unit assessments
District common assessments (every 3-6 weeks)
Writing growth cards and student progress trackers
PLC data reviews and reteach plans

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide targeted small-group reading interventions during class and after school for students performing just below Meets and Masters. **Strategy's Expected Result/Impact:** Focused intervention accelerated growth for struggling students, increasing movement from Approaches to Meets and Meets to Masters on ELAR assessments. **Staff Responsible for Monitoring:** ELAR Teachers, Reading Interventionists, Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Integrate frequent student progress monitoring through growth cards and student-led conferences to build ownership of learning goals. **Strategy's Expected Result/Impact:** Student tracking of progress increased accountability, improved goal-setting, and led to measurable gains in reading and writing performance. **Staff Responsible for Monitoring:** ELAR Teachers, Counselors, Interventionists, Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 8: Crosby Middle School will ensure that students meet science assessment goals of 80% at Approaches, 55% at Meets, and 25% at Masters on all campus, district, and state assessments.

Evaluation Data Sources: Campus science benchmarks and unit assessments
District common assessments (every 3-6 weeks)
Classroom formative assessments (exit tickets, bell ringers, lab checks, quick writes)
PLC reteach/reflection notes
Student progress trackers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement frequent hands-on labs, interactive notebooks, and constructed-response practice to strengthen content mastery and the application of scientific concepts. **Strategy's Expected Result/Impact:** Active engagement strategies improved students ability to apply science knowledge, cite evidence in responses, and increased performance at the Meets and Masters levels. **Staff Responsible for Monitoring:** Science Teachers, Science Department Chair, Interventionist, Assistant Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	 Considerable	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide targeted small-group intervention during Cougar Time and after school for students close to advancing to Meets and Masters. **Strategy's Expected Result/Impact:** Focused support addressed gaps in scientific reasoning and vocabulary, enabling more students to reach higher levels of performance on science assessments. **Staff Responsible for Monitoring:** Science Teachers, Science Department Chair, Interventionist, Assistant Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Crosby Middle School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 9: Crosby Middle School will ensure that students meet social studies assessment goals of 80% at Approaches, 55% at Meets, and 25% at Masters on all campus, district, and state assessments.

Evaluation Data Sources: Campus social studies unit tests and benchmarks
District common assessments
Classroom formative assessments (exit tickets, quizzes, DBQs, constructed responses)
PLC reteach/reflection notes

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Integrate writing across the curriculum in social studies by requiring constructed responses to strengthen critical thinking and historical analysis. **Strategy's Expected Result/Impact:** Increased writing practice improved students' ability to analyze sources, explain reasoning, and cite evidence, contributing to higher performance at the Meets and Masters levels. **Staff Responsible for Monitoring:** Social Studies Teachers, Dept Chair, Interventionists, Assistant Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide targeted small-group interventions during Cougar Time and after school for students within 2-3 questions of advancing to Meets or Masters. **Strategy's Expected Result/Impact:** Targeted support closed small gaps in content knowledge and skills, enabling more students to move into higher performance levels on social studies assessments. **Staff Responsible for Monitoring:** Social Studies Teachers, Dept Chair, Interventionists, Assistant Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Public Education Reform

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

Performance Objective 1: CMS will support board decisions and be current with state and local campaigns for appropriate funding and policies to benefit CISD.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The campus leadership team will be advised of legislation affecting public schools **Strategy's Expected Result/Impact:** CMS admin team meeting discussions and presentations **Staff Responsible for Monitoring:** Principal	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The principal will articulate the effects of the proposed legislation on Crosby Middle School to legislators. **Strategy's Expected Result/Impact:** Impact on legislation **Staff Responsible for Monitoring:** Principal	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Technology

Crosby Middle School will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 1: Teachers will embed technology-enhanced learning strategies into daily instruction

Evaluation Data Sources: Classroom Observation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Instructional technologists will provide in class modeling and support for classroom teachers using new technology **Strategy's Expected Result/Impact:** Increased implementation of technology in the learning environment **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Tech support **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Technology
Crosby Middle School will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

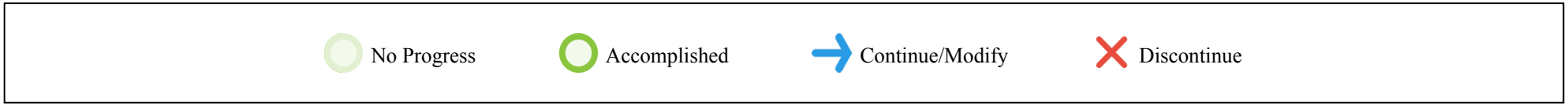
Performance Objective 2: Students will develop digital literacy and responsible technology use through structured opportunities such as research projects, online writing portfolios, coding/CTE activities, and digital citizenship lessons

Evaluation Data Sources: Monitoring of lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will integrate structured, technology-based tasks (such as research projects, online writing portfolios, and multimedia presentations) into core classroom instruction to promote critical thinking, collaboration, and digital communication. **Strategy's Expected Result/Impact:** Technology-based tasks increased student engagement and collaboration, strengthening critical thinking and raising performance at Meets and Masters. **Staff Responsible for Monitoring:** Teachers, Interventions, Assistant Principal **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Implement a structured digital citizenship program, including grade-level lessons on responsible technology use, cyber safety, and ethical online behavior. **Strategy's Expected Result/Impact:** Digital citizenship lessons improved student responsibility, online safety, and ethical technology use. **Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 3: Technology
Crosby Middle School will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 3: The campus Acceptable Use Policy will be implemented with fidelity

Evaluation Data Sources: Discipline Records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide regular training for teachers, students, and parents on how BARK and GoGuardian support digital safety, including recognizing, reporting, and preventing cyberbullying. **Strategy's Expected Result/Impact:** Implementing BARK and GoGuardian features reduced incidents of cyberbullying and promoted a safer, more respectful digital environment. **Staff Responsible for Monitoring:** Assistant Principals, Counselors **- ESF Levers:** Lever 3: Positive School Culture	 No Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities

Crosby Middle School will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 1: Crosby Middle School will operate in a comfortable and safe atmosphere for all staff members.

Evaluation Data Sources: Crosby Middle School will operate efficiently without interruption.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Strengthen arrival, dismissal, and hallway procedures with additional staff presence and clear student routines to ensure a safer campus environment and smoother daily transitions. **Strategy's Expected Result/Impact:** Improved supervision and structured routines reduced safety concerns, decreased tardiness, and created more efficient and orderly student transitions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Counselors, Support Staff **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Implement staff wellness and recognition initiatives such as wellness challenges, appreciation events, and consistent recognition of staff achievements to promote a positive school culture. **Strategy's Expected Result/Impact:** Staff wellness and recognition efforts increased morale, improved retention, and fostered a more positive and supportive work environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Counselors, Support Staff **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify



Goal 4: Facilities
Crosby Middle School will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 2: Crosby Middle School will be safe and secure for faculty, staff, students, and community members.

Evaluation Data Sources: Door Checks, Safety Logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Enhance campus safety by conducting regular safety drills, ensuring all staff and students are trained in emergency protocols, and maintaining secure entry and exit procedures. **Strategy's Expected Result/Impact:** Strengthened safety procedures increased staff and student preparedness, reduced response times during drills, and promoted a secure learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Safety Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Increase campus monitoring by utilizing cameras, hallway supervision, and scheduled safety checks to ensure a secure and orderly environment throughout the school day. **Strategy's Expected Result/Impact:** Enhanced monitoring improved student behavior, reduced incidents in common areas, and strengthened overall campus safety. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Safety Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Finance
Crosby Middle School will be a good steward of taxpayers' money

Performance Objective 1: Crosby Middle School will participate in efforts by organizations connected to support students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Develop and strengthen partnerships with local businesses, organizations, and community agencies to provide mentoring, academic resources, and wraparound services that support student success. **Strategy's Expected Result/Impact:** Community partnerships expanded access to resources, increased student engagement, and provided additional academic and social-emotional support for at-risk students. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Establish partnerships with local mental health agencies and wellness providers to deliver counseling, social-emotional learning supports, and wellness resources for students and families. **Strategy's Expected Result/Impact:** Partnerships increased access to mental health resources, reduced barriers to student learning, and improved overall student well-being and readiness to learn. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principal **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Finance
Crosby Middle School will be a good steward of taxpayers' money

Performance Objective 2: The budgeting process will ensure fiscal responsibility in meeting the campus needs.

Evaluation Data Sources: Campus and district budget reports

Expenditure reports aligned to campus needs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a campus-based budgeting process that prioritizes instructional resources, professional development, and intervention programs to ensure that all funds directly support student academic growth and achievement. **Strategy's Expected Result/Impact:** Aligning budget decisions with instructional priorities maximized the use of resources, improved support for teaching and learning, and increased student academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Bookkeeper **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations

Through communications and customer service, Crosby Middle School will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 1: Maintain positive relationships between district employees and the community through authentic, consistent, and honest communication.

Evaluation Data Sources: Increased collaboration and discourse between the campus and the community.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Establish consistent communication platforms (ParentSquare, campus website, newsletters, teacher portals) to ensure timely and clear communication with parents, staff, and students. **Strategy's Expected Result/Impact:** The consistent use of communication platforms increased parent engagement, improved staff alignment, and reduced information gaps across the campus community. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Webmaster **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide structured opportunities for two-way communication such as parent forums, surveys, student focus groups, and teacher feedback sessions to ensure stakeholder voices guide campus decisions. **Strategy's Expected Result/Impact:** Two-way communication opportunities strengthened trust, increased stakeholder input, and supported more responsive decision-making aligned to student and family needs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Webmaster **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations
Through communications and customer service, Crosby Middle School will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 2: Crosby Middle School will strive to maintain positive media relations and provide social media outlets with campus updates and student recognition content that is accurate and timely.

Evaluation Data Sources: Social Media
Parent Square

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide timely and accurate campus updates through ParentSquare, email, website posts, and social media to keep families, staff, and students informed of important events, deadlines, and initiatives. **Strategy's Expected Result/Impact:** Consistent, accurate updates increased parent and staff awareness, improved event participation, and reduced miscommunication across the school community. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Webmaster **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations
Through communications and customer service, Crosby Middle School will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 3: Effectively use a variety of communication outlets to engage all stakeholders.

Evaluation Data Sources: Social Media
Parent Square

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Utilize multiple communication channels--including ParentSquare, phone calls, newsletters, campus website, and social media--to ensure all families and staff receive information in accessible formats. **Strategy's Expected Result/Impact:** Multi-channel communication increased message reach, ensured equitable access to information, and improved family and staff engagement in campus activities. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Webmaster **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Implement inclusive communication practices by providing translations, accessible formats, and culturally responsive messaging to ensure all families and stakeholders can engage with campus information. **Strategy's Expected Result/Impact:** Inclusive communication enhanced family participation, fostered stronger relationships with diverse communities, and ensured equitable access to key campus updates and resources. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Webmaster **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 7: Co-Curricular Activities

Crosby Middle School will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Performance Objective 1: Crosby Middle School will increase the opportunities for students to participate in school-sponsored organizations.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Increase access to student clubs and organizations by offering a wider variety of interest-based groups, ensuring equitable recruitment, and removing barriers to participation for all students. **Strategy's Expected Result/Impact:** Expanded access to clubs and organizations boosted student involvement, improved school connectedness, and supported the social-emotional and leadership development of a broader range of students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Club Sponsors **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Implement regular student outreach and recognition programs, such as achievement awards, positive phone calls home, and spotlight features, to celebrate academic growth, character, and leadership. **Strategy's Expected Result/Impact:** Student outreach and recognition increased motivation, strengthened positive behavior, and fostered a stronger sense of belonging and pride within the school community. **Staff Responsible for Monitoring:** Principal, Counselors, Club Sponsors **ESF Levers:** Lever 3: Positive School Culture	Considerable	Considerable	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 8: Climate of high expectations and teamwork

Crosby Middle School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

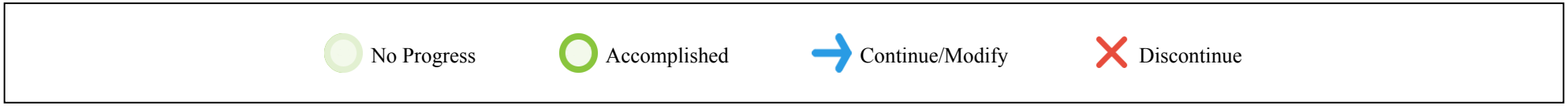
Performance Objective 1: A variety of decision-making activities will allow stakeholders an opportunity to impact programs that serve the students of Crosby Middle School.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Strengthen shared decision-making committees by engaging staff, parents, students, and community members in reviewing data, setting goals, and shaping campus improvement initiatives. **Strategy's Expected Result/Impact:** Shared decision-making committees increased stakeholder ownership, improved transparency, and ensured campus decisions reflected the needs and priorities of the entire school community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide structured opportunities for stakeholder feedback through surveys, forums, focus groups, and digital platforms to guide campus planning and continuous improvement. **Strategy's Expected Result/Impact:** Regular feedback opportunities strengthened stakeholder voice, increased trust, and ensured campus initiatives were responsive to the needs of students, families, and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement proactive monitoring and reporting systems, including digital tools and staff protocols, to identify academic, behavioral, and safety concerns early and provide timely interventions. **Strategy's Expected Result/Impact:** Proactive monitoring improved early identification of at-risk students, reduced incidents, and ensured faster response times, leading to safer environments and stronger academic support. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 8: Climate of high expectations and teamwork
Crosby Middle School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 2: Crosby Middle School will work to effectively address and combat bullying in the educational environment by implementing proactive measures, fostering respect and empathy, creating awareness through educational programs, and promoting a safe and inclusive culture where every individual feels valued and protected from any form of bullying.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement bullying prevention and awareness programs through classroom lessons, campus-wide campaigns, and staff training to promote respect, inclusivity, and student safety. **Strategy's Expected Result/Impact:** Bullying prevention initiatives increased student awareness, reduced reported incidents, and fostered a safer and more supportive school climate. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 8: Climate of high expectations and teamwork
Crosby Middle School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 3: Crosby Middle School will develop strategies to address the needs of the school community.

Evaluation Data Sources: Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct annual community needs assessments and collaborate with local agencies to connect families with support services such as food assistance, counseling, and academic resources. **Strategy's Expected Result/Impact:** Community needs assessments strengthened partnerships, improved access to local services, and reduced barriers to student learning and family well-being. **Staff Responsible for Monitoring:** Principal, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9: Quality Faculty and staff
Crosby Middle School will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 1: With the efforts of the Human Resources Department, the campus seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Capture and provide teacher demographic and performance data by department related to why teachers are leaving. Research teacher retention best practices. Collaborate with Assistant Principals and department leaders on the implementation of next steps. **Strategy's Expected Result/Impact:** Teacher Retention Rate: a decrease in turnover of high-performing teachers. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Review staff absence from duty data and celebrate great attendance from staff members. **Strategy's Expected Result/Impact:** Decreased staff absences. **Staff Responsible for Monitoring:** CMS Administrators	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Partner with universities, teacher preparation programs, and job fairs to recruit high-quality candidates that match the needs of Crosby Middle School, with an emphasis on bilingual, SPED, and STEM educators. **Strategy's Expected Result/Impact:** 100% staffing by first day of school; reduced vacancies in high-need areas. **Staff Responsible for Monitoring:** Principal, Assitant Principals, HR Department **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Implement a structured mentoring program for teachers in their first 3 years, pairing them with experienced staff, and provide ongoing instructional coaching and walkthrough feedback to ensure early success and retention. **Strategy's Expected Result/Impact:** Teacher retention rates; improved T-TESS evaluation results for new teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist **TEA Priorities:** Recruit, support, retain teachers and principals	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide high-quality, job-embedded PD aligned to campus priorities (writing across content, Fundamental 5, technology integration, classroom management). Include Lunch & Learn sessions and opportunities for teacher leadership. **Strategy's Expected Result/Impact:** Increased teacher effectiveness on walkthroughs and T-TESS; higher student STAAR performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dept. Chairs. **TEA Priorities:** Recruit, support, retain teachers and principals	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Recognize and celebrate staff contributions through staff shoutouts, social media spotlights, Cougar Pride Awards, and appreciation events. Utilize staff surveys to enhance working conditions and boost morale. **Strategy's Expected Result/Impact:** Frequency of recognition activities; staff morale surveys. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 10: College and Career Readiness
Graduates of Crosby ISD will be prepared for success after high school by being college, career, and military ready

Performance Objective 1: Crosby Middle School students will enroll in and earn high school credits prior to entering their 9th grade year.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Increase access to advanced coursework by expanding Pre-AP, Honors, and elective enrichment opportunities, while providing equitable recruitment and support for underrepresented student groups. **Strategy's Expected Result/Impact:** Expanded advanced coursework increased student enrollment in higher-level classes, improved college and career readiness skills, and promoted equity in academic opportunities. **Staff Responsible for Monitoring:** Principal, Counselors, Dept Chairs	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Identify and actively recruit underrepresented students for advanced courses, extracurricular programs, and leadership opportunities, while providing academic and mentoring support to ensure success. **Strategy's Expected Result/Impact:** Targeted recruitment and support increased participation of underrepresented students in advanced coursework and programs, fostering equity and improving academic achievement. **Staff Responsible for Monitoring:** Principal, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 11: Student Achievement

Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 1: Communication from District Leadership will articulate district expectations for performance in respective areas.

Evaluation Data Sources: Implementation of district programs

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 2: Crosby ISD will increase the number of students performing at Meets level according to the Texas Accountability System, by June of 2026. Meets level in Math will move from 44% to 47%. Meets level in Reading will move from 46% to 49%. Meets level in Science will move from 45% to 48%. Meets level in Social Studies will move from 42% to 45%.

Evaluation Data Sources: 2026 STAAR Data

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 3: Crosby Independent School District will boost student performance by increasing the percentage of students demonstrating growth by advancing one performance level, as defined by the Texas Accountability System. Student growth will elevate from 65% to 70% by June 2026.

Evaluation Data Sources: 2026 STAAR Assessment

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 4: Crosby ISD PK-2nd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics.

Evaluation Data Sources: Amplify mClass
CLI Engage

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 5: Crosby ISD 3rd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics. The percent of third grade students that score meets grade-level or above on STAAR Reading will increase from 44% to 58% by June 2026. The percent of third grade students that score meets grade-level or above on STAAR Math will increase from 40% to 52% by June 2026.

HB3 Goal

Evaluation Data Sources: District Milestone Assessment
STAAR Assessment
Amplify mClass

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 6: Crosby ISD will increase the number of students scoring a 5 or higher in writing in grades 3-English II as measured on STAAR from 42% to 46% by June 2026.

Evaluation Data Sources: STAAR Assessment

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 7: Crosby ISD will increase opportunities for Gifted & Talented (GT) students to engage in extensions of learning and deeper understanding of TEKS.

Evaluation Data Sources: GT Projects
District Milestone Assessments
STAAR Assessments

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 8: Crosby ISD will address linguistic, cognitive, and affective needs of all Emergent Bilinguals (EBs).

Evaluation Data Sources: TELPAS Assessment
STAAR Data

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 9: Crosby ISD will increase the number of Emergent Bilingual (EB) students who progress at least one composite level as measured by Texas English Language Proficiency Assessment System (TELPAS) by June 2026.
Beginner to Intermediate: Increase from 12% to 15%
Intermediate to Advanced: Increase from 46% to 50%
Advanced to Advanced High: Increase from 35% to 40%

Evaluation Data Sources: Summit K-12 (Progress Monitoring)
TELPAS Assessment

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 10: Crosby ISD will develop and implement new procedures and processes to ensure the district's library collections align with the collection development standards set forth by the Texas State Library and Archives Commission (TSLAC), as mandated by House Bill 900 during the 88th Legislature.

Evaluation Data Sources: Library Catalog
Follett Destiny

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 11: Crosby Independent School District Special Education department will increase the percentage of students achieving the "Approaches Grade Level" standard, as defined by the Texas Accountability System by June 2026.
Content Goals:
Reading: From 37% to 42%
Mathematics: From 43% to 48%
Science: From 50% to 55%
Social Studies: From 47% to 52%

Evaluation Data Sources: STAAR Assessments
Individual IEPs
RDA Results

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 12: Students identified for a special population (504, Dyslexia, RTI, etc.) will receive individual attention and support.

Evaluation Data Sources: All students will perform successfully in class and on formative/summative assessments.

Goal 11: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 13: Provide professional learning opportunities for all staff for continuous learning and improvement.

Evaluation Data Sources: Professional Development Surveys

Goal 12: Public Education Reform

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

Performance Objective 1: The Superintendent, with support of the CISD School Board, will actively campaign on the state and local level for appropriate funding and policies to benefit Crosby ISD.

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

Goal 13: Technology

Crosby ISD will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 1: The District Acceptable Use Policy will be implemented with fidelity

Evaluation Data Sources: Discipline Records

Goal 13: Technology
Crosby ISD will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 2: The technology department will empower teachers with the tools, knowledge, and support needed to effectively integrate technology into the curriculum.

Evaluation Data Sources: Monitoring of lesson plans

Goal 14: Facilities

Crosby ISD will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 1: All buildings will operate in a comfortable and safe atmosphere.

Evaluation Data Sources: Facilities will operate efficiently without interruption.

Goal 14: Facilities
Crosby ISD will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 2: District facilities will be safe and secure for faculty, staff, students and community members.

Evaluation Data Sources: 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.

Goal 15: Finance
Crosby ISD will be a good steward of taxpayers' money

Performance Objective 1: The district will participate in efforts by organizations connected statewide to support schools.

Evaluation Data Sources: Impact of legislation on CISD.

Goal 15: Finance
Crosby ISD will be a good steward of taxpayers' money

Performance Objective 2: The budgeting process will ensure fiscal responsibility in meeting the district needs.

Goal 15: Finance
Crosby ISD will be a good steward of taxpayers' money

Performance Objective 3: Achieve a proficient understanding and application of Ed-Fi data standards, tools, and integration within the organization to improve data interoperability.

Evaluation Data Sources: PEIMS data submissions

Goal 16: Community Relations

Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 1: Strengthen Internal and External Communication--Improve timely, accurate, and consistent communication with all stakeholders, including staff, students, families, and the broader community.

Evaluation Data Sources: Increased collaboration and discourse between District and community

Goal 16: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 2: Increase Stakeholder Engagement and Trust by build meaningful relationships with parents, community members, and local organizations to enhance trust and collaboration.

Evaluation Data Sources: Long Range Planning Committee feedback

Goal 16: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 3: Strengthen the district's online visibility to inform, engage, and celebrate successes.

Evaluation Data Sources: Evaluation of communication system metrics will be analyzed to identify strengths and weaknesses of communication mechanisms used by Crosby ISD.

Goal 16: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 4: Public Information Act requests will be processed in a responsive and efficient manner to promote organizational transparency and compliance.

Evaluation Data Sources: PIA requests will be completed in a timely manner and with strict adherence to legal requirements.

Goal 16: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 5: The Crosby Education Foundation will support the academic mission of Crosby ISD.

Evaluation Data Sources: Teachers will be eligible to apply for CEF-funded grants, and the District will actively participate in major fundraising and distribution events

Goal 16: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 6: Foster partnerships with local businesses and organizations

Goal 17: Co-Curricular Activities

Crosby ISD will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Performance Objective 1: Crosby ISD will increase the opportunities for students to participate in school sponsored organizations.

Evaluation Data Sources: Comparison of the number of organizations offered and membership total year to year.

Goal 18: District-wide climate of high expectations and teamwork

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 1: Long Range Planning Committee Meetings - A variety of decision-making activities will allow stakeholders an opportunity to impact programs that serve the students of Crosby ISD.

Evaluation Data Sources: Stakeholder feedback and participation in groups that support the academic mission of Crosby ISD.

Goal 18: District-wide climate of high expectations and teamwork
Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 2: CISD will work to effectively address and combat bullying in the educational environment by implementing proactive measures, fostering respect and empathy, creating awareness through educational programs, and promoting a safe and inclusive culture where every individual feels valued and protected from any form of bullying.

Evaluation Data Sources: Culture Surveys

Goal 18: District-wide climate of high expectations and teamwork
Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 3: Crosby ISD will develop strategies to address the needs of the school community.

Evaluation Data Sources: Surveys and focus group responses to monthly questions.

Goal 18: District-wide climate of high expectations and teamwork
Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 4: Crosby ISD Staff Advisory Committees will be established in the areas of curriculum, communications, finance, operations, human resources and the Superintendent's Teacher Advisory Committee to provide stakeholder input and collaborate on district initiatives and expectations.

Evaluation Data Sources: Meeting Agendas and Minutes

Goal 18: District-wide climate of high expectations and teamwork
Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 5: Crosby ISD will provide ongoing training and support to all stakeholders--including administrators, teachers, staff, parents, and community members--on data collection processes and school accountability standards.

Evaluation Data Sources: Meeting Agendas and Minutes

Goal 19: Quality Faculty and staff

Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 1: With the efforts of the Human Resources Department, the district seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Evaluation Data Sources: Recruitment and Retention of Highly Qualified Central Administration, Campus and Department Staff

Goal 19: Quality Faculty and staff
Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 2: New Teacher Academy sessions will be held monthly to induct and support first year teachers.

Evaluation Data Sources: New teachers who remain for more than 3 years

Goal 19: Quality Faculty and staff
Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 3: The district will remain competitive with staff salaries and benefits when compared to surrounding school districts.

Evaluation Data Sources: Recruitment and Retention of Highly Qualified Central Administration, Campus and Department Staff

Goal 20: College and Career Readiness

Graduates of Crosby ISD will be prepared for success after high school by being college, career, and military ready

Performance Objective 1: Crosby ISD will increase the number of 2026 graduates earning a CCMR (College, Career, Military Readiness) designation to 90% by June of 2026.

Evaluation Data Sources: 2025 SAT/TSIA2/ACT Assessment Data
2025 IBC Assessment Data
2025 CTE Aligned Pathway Course Completion
2025 College Preparatory English & Math Completion
2025 Military Enlistment Data

Goal 21: Student Achievement

Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Goal 22: Public Education Reform

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

Goal 23: Technology

Crosby ISD will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Goal 24: Facilities

Crosby ISD will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Goal 25: Finance

Crosby ISD will be a good steward of taxpayers' money

Goal 26: Community Relations

Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Goal 27: Co-Curricular Activities

Crosby ISD will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Goal 28: District-wide climate of high expectations and teamwork

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Goal 29: Quality Faculty and staff

Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators

Goal 30: College and Career Readiness

Graduates of Crosby ISD will be prepared for success after high school by being college, career, and military ready

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

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

1. The district has established a goal of 96% attendance. To reach this goal, the attendance policies need adequate monitoring, organization, structure, and implementation from both the district and campus levels.

2. Improvement of Tier I instruction in Reading and Writing across the campus/district - Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with State identified student learning expectations.

3. Improvement of targeted instructional teaching & interventions in reading and math based upon individual and sub-group needs/gaps.

4. In an effort to recruit and retain qualified teachers, professional development focusing on instructional strategies needs to be aligned across the district and maintained at both the district and campus levels.

1.2: Location for Evidence of Multiple Meetings Held

The Campus Improvement plan has been reviewed, revised, and updated with input from stakeholders representing all areas of the academic program.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

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

2.2: Stakeholders 1114(b)(2)

Staff

Parents

Community Leaders

School Administration

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Comprehensive Needs Assessments and Campus Plan is housed on the District and campus website. Copies are also available on the campus.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Crosby Middle School coordinates federal, state, and local resources to maximize support for student learning. Title I, State Compensatory Education, special programs (SPED, Bilingual/ESL, CTE), and local funds are aligned to campus goals through the improvement plan. Funding and initiatives are integrated to provide high-quality instruction, targeted interventions, professional development, and family engagement, ensuring all students have equitable access to rigorous academic opportunities.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Crosby Middle School's schoolwide program plan is based on a comprehensive needs assessment of the entire school. The plan describes strategies that:

1. Provide opportunities for all students, including each subgroup, to meet the challenging State academic standards.
2. Strengthen the academic program by increasing the amount and quality of learning time and integrating evidence-based instructional strategies.
3. Address the needs of all students, but particularly those at risk of not meeting State standards, through effective interventions and supports.
4. Ensure instruction by highly qualified teachers, provide ongoing professional development, and implement strategies to recruit and retain effective staff.
5. Coordinate and integrate federal, state, and local services and programs to improve school effectiveness and student outcomes.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation of program effectiveness for Crosby Middle School is maintained in the Campus Improvement Plan (CIP) within Plan4Learning and supported by district accountability reports, STAAR data, STRIVE/Cambium assessment reports, PBIS records, attendance/discipline data, and staff/student/parent surveys. Evidence is housed electronically in Plan4Learning, Eduphoria, and Skyward and is reviewed by the campus leadership team, SBDM committee, and district administrators to confirm accuracy and alignment with state and federal requirements.

Title I Personnel

Name	Position	Program	FTE
Berlinsia Gallentine	Teacher		1
Joyce Baecker	Interventionist		1
Kaytlynn Smith	Teacher		1
Kevin Fontenot	teacher		1