Crosby Independent School District

Crosby Kindergarten Center

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics & Student Achievement:
Crosby Kindergarten serves a diverse population, including bilingual learners and students requiring special education supports. Kindergarten students show gaps in grade-level achievement, with 74% reading on grade level (goal: 80%) and 35–80% meeting math benchmarks depending on the assessment. Pre-K students demonstrate strong literacy and math skills (92–93% proficiency), though growth toward higher proficiency (95%) remains a focus.

Instruction & Staff Quality:
The campus has strong instructional resources, including two interventionists, multiple instructional materials, 1:1 technology for Kindergarten, and regularly scheduled PLCs. Teachers require additional professional development in accelerated instruction, guided/shared reading, and math strategies. Staff turnover, especially among paraprofessionals, along with three new teachers, highlights the need for recruitment, retention, and targeted support.

School Culture & Climate:
Crosby Kindergarten fosters a nurturing, safe environment with PBIS and social skills instruction. However, inconsistent implementation of behavior expectations and limited social skills/behavior supports impact consistency across classrooms. Safety procedures are well-established with regular drills and visitor verification processes.

Family & Community Engagement:
Family engagement is a strength, with multiple school-wide events, partnerships with community agencies, and regular communication through digital platforms. Participation, however, varies due to barriers such as scheduling conflicts and awareness, limiting full family involvement in decision-making and student support.

Technology Integration:
All Kindergarten students have access to iPads, and Pre-K students share sets. While technology is available, teachers need guidance and professional development to fully integrate it into instruction for maximum student engagement and learning outcomes.

Summary of Key Needs:

1. Targeted professional development in accelerated instruction, literacy, and math strategies.
2. Increased social skills lessons and behavioral supports for students.
3. Staff retention strategies, recruitment support, and onboarding for new teachers and paraprofessionals.
4. Consistent PBIS implementation and social-emotional learning across classrooms.
5. Expanded family engagement and improved communication to increase participation.
6. Support for teachers to effectively integrate technology into instruction.

Demographics

Demographics Summary

Crosby Kindergarten is an Early Childhood campus that educates approximately 637 prekindergarten and kindergarten students including a pre-school program for children with disabilities (ECSE). Students are also served in our Bilingual Dual One- and Two-Way instruction. We serve students through Face to Face instruction. Our student population includes 22% white, 64% Hispanic, 11% African American, .5% Asian, .16% American Indian, and 2.5% multi-race. 67% of our enrollment is economically disadvantaged. 43% of our students are limited English proficient. At Crosby Kindergarten Center 17% of students are enrolled in our ECSE program or are receiving special education services.

Crosby Kindergarten currently has 12 Pre-Kindergarten teachers, 4 of those are bilingual and 18 Kindergarten teachers, 7 serve the Bilingual program. There are a total of 7 special education teachers. Of those, three are ECSE.Life Skills teachers, four are structured learning teachers. There is one general education interventionist and one bilingual interventionist on campus. The school has one PE teacher and one music teacher. There are six new teachers to the district this school year. The campus is supported by 16 special education paraprofessionals and 8 instructional paraprofessionals. There is one nurse and one nurse's aide. The office staff includes 1 receptionist, a bilingual administrative assistant, and a registrar/ attendance clerk. The administrative team consists of one principal, one assistant principal, and one counselor.

Demographics Strengths

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Instructional

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

Safety

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

Family Engagement Plan

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

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

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

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

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

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

- Campus Site Based Decision Making Committee
- LPAC Campus Representative

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

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

Needs:

Continued training in the areas of accelerated instruction, guided reading, and shared read. Needs identified in math

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement

Crosby Kindergarten Center 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: By June 2027, 85% of Kindergarten students will meet or exceed grade-level expectations in reading and 80% will meet or exceed grade-level expectations in mathematics, as measured by EOY assessments. By June 2027, 90% of Pre-K students will meet or exceed grade level expectations in both Reading and Math when assessed using CLI.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, CLI, Unit tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement Tier 2 and Tier 3 interventions based on student assessment data. **Strategy's Expected Result/Impact:** Tier 2 and 3 interventions will close gaps to ensure students stay on level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Monitoring and progress tracking by conducting frequent formative assessments to monitor student growth. **Strategy's Expected Result/Impact:** By conducting frequent formative assessments to monitor student growth will allow teachers to target instruction effectively. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Interventionists **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Public Education Reform

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

Performance Objective 1: By June 2027, Crosby Kindergarten Center staff and families will actively engage in at least three district- or community-level initiatives or advocacy efforts that promote and support public education, as measured by participation logs and documented advocacy activities.

Evaluation Data Sources: Participation logs and documented advocacy activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide staff with updates and professional development on current legislation and policies affecting public education. **Strategy's Expected Result/Impact:** Staff will be knowledgeable and be able to understand legislative updates and the impacts in the school system. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Inform families about local and state education initiatives through newsletters, social media, and family nights. **Strategy's Expected Result/Impact:** Families and community partners will be informed and encouraged to participate in school activities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Technology

Crosby Kindergarten Center 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: By June 2027, 92% of teachers will effectively integrate technology into daily instruction, and 97% of Kindergarten students will demonstrate proficiency in using classroom technology tools to support learning, as measured by classroom observations, student work samples, and digital literacy assessments.

Evaluation Data Sources: Classroom observations, usage data from apps/platforms, teacher feedback/surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Encourage the use of technology in small-group and individualized instruction to support differentiated learning. **Strategy's Expected Result/Impact:** Higher student engagement and productivity in lessons incorporating digital tools. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Interventionists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Professional Development for teachers to provide ongoing training on effective use of iPads, instructional apps and digital learning platforms. **Strategy's Expected Result/Impact:** Increased teacher capacity to use technology to enhance instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Technologist **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology
Crosby Kindergarten Center 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: Teachers will implement the 26-27 technology initiative that states students will use technology independently less than 20% of the school day.

Evaluation Data Sources: Classroom observations, usage data

Goal 4: Facilities

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

Performance Objective 1: By June 2027, 100% of planned construction projects at Crosby Kindergarten Center will be completed on schedule, and facilities will meet safety and quality standards, as measured by project completion reports, safety inspections, and maintenance logs.

Evaluation Data Sources: Safety inspection checklists, maintenance logs, work order records for repairs and facility improvements

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Establish a timeline and checklist for all construction projects, including milestones, responsible parties, and review checkpoints. **Strategy's Expected Result/Impact:** Early identification of maintenance needs to prevent disruptions to school operations. **Staff Responsible for Monitoring:** Principal, Safety Committee **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Conduct regular safety inspections and maintenance checks to ensure compliance with district standards and proactively address facility needs. **Strategy's Expected Result/Impact:** Facilities remain safe, functional, and conducive to learning. **Staff Responsible for Monitoring:** Principal, Safety Committee Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Finance
Crosby Kindergarten Center will be a good steward of taxpayers' money

Performance Objective 1: By June 2027, Crosby Kindergarten Center will manage all campus funds efficiently, ensuring 100% of budgeted resources are allocated appropriately and expenditures align with district guidelines, as measured by budget reports and audits.

Evaluation Data Sources: Quarterly budget reports and expenditure statements, purchase orders

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct quarterly reviews of campus expenditures to ensure funds are spent according to approved budgets. **Strategy's Expected Result/Impact:** All funds are spent in alignment with district policies and approved budgets. **Staff Responsible for Monitoring:** Principal, Principal's Secretary **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Prioritize purchasing and resource allocation based on instructional and operational needs. **Strategy's Expected Result/Impact:** Optimal use of resources to support student learning and campus operations. **Staff Responsible for Monitoring:** Principal, Principal's Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations

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

Performance Objective 1: By June 2027, Crosby Kindergarten Center will strengthen community relations by increasing parent and community satisfaction with campus communication and customer service to 95% or higher, as measured by parent surveys and participation records.

Evaluation Data Sources: Parent and community surveys, family participation logs at events, documentation of communication efforts such as newsletters, social media posts, and Parent Square reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Use multiple platforms, ParentSquare, campus website, Facebooks, newsletters, marquee to share timely information with families in English and Spanish. **Strategy's Expected Result/Impact:** Enhanced communication and a higher satisfaction with school communication and customer service. **Staff Responsible for Monitoring:** Principal, Webmaster **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide a welcoming environment for families as we host events and maintain an inviting front office environment to encourage collaboration and trust. **Strategy's Expected Result/Impact:** Increase participation in school events and parent-teacher partnerships. Build a stronger sense of trust and collaboration between families, staff, and the community. **Staff Responsible for Monitoring:** Principal, Front Office Staff, Teachers, Paraprofessionals **ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: Co-Curricular Activities

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

Performance Objective 1: By June 2027, 100% of Crosby Kindergarten Center students will participate in at least one co-curricular activity that promotes social, emotional, or academic growth, as measured by participation records and teacher reports.

Evaluation Data Sources: Student Participation logs, teacher reflections/reports on student engagement, parent and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Ensure all students have access to age-appropriate co-curricular opportunities (e.g., music programs, field day, cultural celebrations, bilingual nights). **Strategy's Expected Result/Impact:** Every student participates in at least one co-curricular event **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Specials teachers **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Design co-curricular activities that reinforce academic and social-emotional skills taught in the classroom. **Strategy's Expected Result/Impact:** Increased student confidence, teamwork, and sense of belonging. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8: District-wide climate of high expectations and teamwork
Crosby Kindergarten Center will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 1: By the end of the 2026-2027 school year, Crosby Kindergarten Center will increase stakeholder engagement and collaboration by 10% as measured by participation in campus events, committees, and survey feedback, while maintaining a student-centered culture of high expectations.

Evaluation Data Sources: Parent and staff survey results, sign-in sheets and participation logs for events/committees, and PLC minutes and professional development attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide multiple opportunities for families and staff to share input (surveys, site-based decision-making committee, bilingual parent nights, parent conferences). **Strategy's Expected Result/Impact:** Increased participation of staff and families in decision-making and school events. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Reinforce a student-centered philosophy through PLCs, professional development, and recognition programs for students and staff. **Strategy's Expected Result/Impact:** Growth in a consistent culture of accountability, collaboration, and student success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teacher leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9: Quality Faculty and staff

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

Performance Objective 1: By June 2027, Crosby Kindergarten Center will increase teacher retention and satisfaction by 5% through targeted professional development, mentorship, and recognition programs, while ensuring all staff remain highly qualified.

Evaluation Data Sources: Staff retention and hiring records, professional development logs, staff climate and satisfaction surveys, teacher certification and qualification records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide ongoing professional development in guided reading, accelerated instruction, and math fluency **Strategy's Expected Result/Impact:** Improved instructional practices aligned with student needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Coordinators, Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Conduct mid-year and end-of-year surveys to identify and address staff needs. **Strategy's Expected Result/Impact:** Increased collaboration and morale among staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement mentorship for new teachers and coaching cycles with interventionists. **Strategy's Expected Result/Impact:** Improved instructional practices aligned with student needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing				

 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: By June 2027, Crosby Kindergarten Center will embed the Portrait of a Graduate competencies into daily instruction and campus activities so that 100% of students demonstrate foundational college and career readiness skills such as collaboration, communication, problem-solving, and self-management.

Evaluation Data Sources: Lesson plans showing integration of readiness skills, counselor reports on social skills and readiness lessons.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Incorporate Portrait of a Graduate competencies into lesson plans, morning meetings, and counselor-led social skills lessons. **Strategy's Expected Result/Impact:** Students will begin building early readiness skills that align with Crosby ISD's Portrait of a Graduate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide professional development for teachers on embedding college and career readiness traits into early learning. **Strategy's Expected Result/Impact:** Teachers will consistently reinforce readiness skills through instruction and activities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Host campus-wide events (e.g., Career Day, Community Helpers Week) to introduce students to career paths and the importance of lifelong learning. **Strategy's Expected Result/Impact:** Increased student engagement and ownership of learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

 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 2: Students at CKC will be exposed to various careers in the Spring Semesters. Community members and parents, will be invited to share their careers with the various classes at CKC.

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 Kindergarten Center:

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 Kindergarten Center coordinates federal, state, and local resources to maximize support for student learning. Title I, State Compensatory Education, special programs (SPED, Bilingual/ESL), 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 Kindergarten Center'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 Kindergarten Center 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
Dana Northern	Interventionist		1
Linda De La Rosa	Bilingual Interventionist		1
Veronica Gonzalez	Instructional Aide		.25