Crosby Independent School District

Crosby Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth



Mission Statement

Crosby Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers and community members actively involved in our students' learning.

Vision

Teaching Today's Kids for Tomorrow's Future

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Comprehensive Needs Assessment

Demographics

Demographics Summary

All Students:678. male 350, female 328

Hispanic: 327 (48%)

White: 222 (32%)

African American: 90 (13%)

American Indian: 1 (0.15%)

Hawaiian/Pacific Island: 0

Asian: 4 (0.6%)

2 or More Races: 34 (5%)

Eco Dis: For the26/27 school year: 57.37%= 389 students. 25/26 school year: 54.42%: 378 students 56.84% as of 9/2/25. 2024-25 school year CES was 54.6% Eco Dis.

CES has 78 Staff members on campus including custodians and nutrition staff. We have 1 nurse, 1 AP, 1 Principal and 1 Counselor for 671 students. There are 33 teachers with homeroom classes. All 33 teachers are fully certified.

Demographics Strengths

The students enrolling are from a variety of demographic and ethnic backgrounds. To better serve all students, CES has an Accelerated Instruction (AI) /RTI program for Math and Reading in all grade-levels. Struggling students are serviced in this program in order to close gaps and keep students on grade-level. The RTI program at CES is designed to focus on the individual student's data and provide assistance to help each student make progress in their area of concern. Accelerated Instruction is designed to meet the needs of our students that are performing on grade level or above. AI challenges students' learning and engages them in an enriched curriculum. The purpose of this design of RTI and AI time is to develop critical thinkers and to increase the number of students performing at the Meets and Masters level on STAAR.

Demographics Needs:

Attendance: Although CES has incentives for students to attend school by rewarding students daily in class, on Fridays, every 9 weeks, and each semester with perfect attendance, attendance is still a problem for some students and families. As a district there is an attendance policy in place. At times, CES has asked the campus SRO and Counselor to make a home visit in regards to attendance. Our attendance clerk makes phone calls home and teachers reach out to families with multiple absences. CES will focus during the 2026-27 school year on increasing the daily overall attendance rate.

Student Learning

Student Learning Summary

Crosby Elementary School will administer DRA for grades 1, 2, and 3. Fourth through fifth grade Tier 2 and 3 students will also be administered DRA. Amplify is used as a universal screener for grades 1-2 in reading. Renaissance 360 is used as a universal screener for grades 3-5. Crosby Elementary School's reading interventions include Renaissance 360 (BOY screener), a push-in intervention program, and co-teaching with teachers. Crosby Elementary School's math intervention programs will include IXL Math, push-in intervention program, and co-teaching with teachers. Support for Emergent Bilingual students utilize best practices in technology integration aimed at strengthening skills in vocabulary, reading fluency, and reading comprehension by using the K12Summit program.

CES enters the 2026-27 school year with a TEA accountability rating of a B. The campus overall score was an 86B which is a 3 point decrease from previous school year. Academic Growth= 87B, Relative Performance=79C with Eco Dis at 53.6%, Closing the Gaps=83B, and Student Achievement=78C. CES earned 1 Distinction Designation for Top 25% Comparative Academic Growth in which the campus scored 77 ranking it #6 in the group of 40 campuses.

Student Learning Strengths

Crosby Elementary School's Accelerated Instruction Plan for the 2026-27 school year will support the campus goal of growth for all students. This program provides Tier 2 and Tier 3 intervention for students who qualify, targeted skills groups for students who need remediation and enrichment for students who need extension activities.

Crosby Elementary School utilizes local and state assessments, work samples, progress with language development and multiple other sources of data to inform instructional decisions, interventions and differentiated instruction opportunities. Disaggregating data allows interventionists, classroom teachers and campus administration to work together in an effort to identify areas of focus and strengths to improve our overall Tier 1 instruction.

Needs:

Continue targeted training to improve Tier 1 instruction.

Continue professional development for ELAR teachers to build a stronger foundation with the SAVVAS curriculum adopted by the district for grades 1-5.

Continue professional development with Math teachers to meet target scores in Academic Achievement and Student Growth especially with out AA and Hispanic student groups.

School Processes & Programs

School Processes & Programs Summary

Crosby Elementary School disaggregates data from local and state assessments. This practice drives instruction and addresses student needs, as well as provides goal-setting. Response to intervention is delivered and monitored to ensure learning deficits are addressed and student progress is made. Intervention occurs by the classroom teacher and interventionists. Differentiated instruction provides learning opportunities for each student. Campus leaders support instructional practices by offering instructional feedback to teachers. As a result, professional development strategies are monitored to ensure strategies are being used with fidelity. Scientifically-based research and best practice strategies are being implemented by the campus. Using Pearson, DRA, age and content appropriate manipulatives, and practices such as LLI and Reading A-Z are research-based strategies to improve instruction and learning.

All teachers on the CES campus are highly qualified. Teachers have come from within Crosby ISD and outside the district as well.

Our Schoolwide Title I program plans consist of parent involvement activities including Meet the Teacher Night, Open House, STEAM Night, ESL Night, Parent Compact Conferences, and regular parent nights to identify and clarify the curriculum utilized for all of the campus, and curriculum-specific professional development.

Crosby Elementary School conducts monthly safety drills. CES Front Office Staff has the Raptor Software that includes V-Soft Identification Program. CES also partners with Crosby High School's football team and Instructional Practices class. These programs from the high school also provide mentors for our students.

All classroom teachers at CES have a Macbook or DELL; iPad; document camera; Every student is issued an iPad in grades 2-5. We also have access to district IT support for any programs that teachers need professional development.

All teachers have and are using Parent Square and send out weekly newsletters to parents. Campus leadership utilizes Skyward, Parent Square and social media to communicate with parents.

School Processes & Programs Strengths

Staff participates in PLCs, staff meetings and professional development. Professional Learning Communities allow teachers and campus administration an opportunity to disaggregate student data, determine outcomes of assessments, and make campus decisions regarding instruction. Professional development supports the teachers in understanding student data and how the information will drive the classroom instruction.

Needs:

Continue to provide professional development on Pearson curriculum adopted by the district for ELAR teachers.

Continue to train and support staff on effective ways to integrate technology in the classroom.

Continue to build and strengthen lessons in Math across all grade levels.

Continue to train and support ESL certified teachers and teachers that instruct ESL students on strategies to help students exit TELPAS.

Perceptions

Perceptions Summary

Parent involvement is high at CES. Parents are eager to be part of the school. There is a very committed and dedicated group of parents who would like to volunteer on a weekly basis. Crosby Elementary has a staff of caring team players, willing to do whatever it takes to ensure academic success for all of our students. CES works to provide an environment conducive to learning. The campus staff members are a team and are working collaboratively to continue to build a school based on the academic success of students and positive relationships. PBIS is established to encourage and support this positive student/teacher/community culture and climate. Faculty and Staff will work to build school/parent relationships through positive communication.

Perceptions Strengths

Parent and Community involvement at Crosby Elementary is strong. CES offers many opportunities for our parents and community members to join in the partnership of educating children. We have Meet the Teacher, Open House, Trunk or Treat, STEAM night, a minimum of five musical presentations, Assemblies, Fund Raisers, Field Day Activities, Jingle Jog, Book Fairs, PTA events, and many other opportunities for parental involvement.

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement

Crosby Elementary 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: Crosby Elementary School teachers will plan and implement rigorous lessons using technology and following the district scope and sequence while keeping the individual needs of students in mind increasing the performance of all student groups in 3rd - 5th grade in all subjects on the 2026-2027 STAAR assessments to 90% Approaches Grade Level, 60% Meets Grade Level, and 30% Masters Grade Level.

Evaluation Data Sources: The campus will use daily assessments, unit tests, CBAs, progress monitoring, Summit K12 results, state approved universal screeners and state assessments and 2025-2026 STAAR test results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Technology, teacher iPad and Apple Pencil and approved apps/programs, will be implemented into the classroom to enhance students' learning and produce high quality instruction. **Strategy's Expected Result/Impact:** High quality instruction, more time on task, and improved student data. **Staff Responsible for Monitoring:** Instructional Technologists Principal Assistant Principal Teachers Interventionists ICS Paraprofessionals **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: District Assessments, daily checks for understanding, unit assessments, CBAs, and STAAR tests will be used for grades 3-5 to determine academic growth and achievement for all students. **Strategy's Expected Result/Impact:** Student will show academic gains and growth from beginning of the year, middle of the year to the end of the year. **Staff Responsible for Monitoring:** Interventionists Principal Assistant Principal Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Conduct data meetings in all grade-levels. The first with a focus on student data from previous STAAR data in grades 3-5 in order to identify and target students, discuss their interventions and monitor their growth. Grade-level data meetings throughout the year with a focus on analyzing district data in order to identify instructional strengths and areas of need in regards to ELAR and Math TEKS and support the design and delivery of rigorous instruction based on this analysis. **Strategy's Expected Result/Impact:** Student achievement and growth on assessments will continue to grow. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Interventionists Curriculum Coordinators ICS Paraprofessionals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide specific Tier 1, Tier 2 and Tier 3 instruction/intervention for targeted student groups, including but not limited to EBs and EcoDis, in grades 3rd - 5th, through small group intervention/tutoring/enrichment before, during, and/or after school. **Strategy's Expected Result/Impact:** By providing tiered instruction, acceleration and enrichments, we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2026-2027 STAAR assessments. **Staff Responsible for Monitoring:** 3rd - 5th Grade Teachers Interventionists Tutors Principal Assistant Principal ICS Paraprofessionals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Prioritize weekly collaborative team planning time to include core teachers, campus interventionists, campus administrators and district curriculum coordinators. Staff will utilize the CES Planning Guide in order to identify intended learning outcomes, determine acceptable evidence and plan learning experiences designed with the end in mind. **Strategy's Expected Result/Impact:** By using the CES Planning Guide, teachers will shift their focus from their teaching to student learning, resulting in an increase in the quality and rigor of instruction which will result in an increase in student achievement and academic progress. Planning conversations will shift from "what to teach' to "how to teach" . **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists Teachers Curriculum Coordinators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Utilize instructional materials for grades 3-5, including, but not limited to, manipulatives and books, designed to meet the varied needs of all students, including those identified as EB, SpEd, Eco Dis and GT, in an effort to strengthen whole group and small group instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS. **Strategy's Expected Result/Impact:** By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth. **Staff Responsible for Monitoring:** Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal ICS Paraprofessionals **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, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

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

Evaluation Data Sources: Running records, BOY, MOY an EOY results for both DRA and Amplify

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct data meetings with teachers in grades 1 and 2 after each DRA and Amplify assessment, unit tests, and milestones. Focus on student data in order to identify and target students, discuss their interventions and monitor their growth. Focus on analyzing Instructional Reading Level data in order to identify instructional strengths and areas of need in regards to reading TEKS and support the design and delivery of rigorous instruction based on this analysis. **Strategy's Expected Result/Impact:** Data meetings will support the successful design of aligned instruction along with the successful implementation of interventions and progress monitoring which will ensure that all students make or exceed expected academic growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionist Teachers Resource Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, 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: Provide specific targeted Tier 1, Tier 2 and Tier 3 reading instruction, to include a focus on phonics and phonemic awareness, for all students through small group/tutoring/intervention/enrichment in 1st - 2nd grade during the school day. **Strategy's Expected Result/Impact:** By providing specific tiered instruction and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance. **Staff Responsible for Monitoring:** Teachers Interventionists Principal Assistant Principal Resource Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Utilize instructional materials for grades 1-2, including, but not limited to, manipulatives and books, designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen whole group, small group instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS. **Strategy's Expected Result/Impact:** By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth. **Staff Responsible for Monitoring:** Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Universal screeners such as, IXL Math, DRA and Amplify, will be used for math and reading for grades 1-2 to determine the academic growth and achievement for students. **Strategy's Expected Result/Impact:** Increased student performance and 80% of students reading on-level by the end of the year. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Interventionists **Title I:** 2.51 **- 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 1: Student Achievement
Crosby Elementary 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: Increase the performance of our students identified as Emergent Bilingual such that 50% or more will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2026 TELPAS scores.

Evaluation Data Sources: Summit K12 Reports and 2026 & 2027 TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide weekly practice for EB students in the area of listening, speaking, reading, writing and to develop vocabulary through the use of online tools such as Summit K12. Support our campus Computer Lab Teacher and each grade-level EB certified teacher in the understanding of the implementation of Summit K12 so that students can work on it during their computer rotation as needed. **Strategy's Expected Result/Impact:** By allowing students to practice listening, speaking, reading and writing through the use of online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS. **Staff Responsible for Monitoring:** Assistant Principal (Campus LPAC Coordinator) ESL Teachers Computer Lab Teacher **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 Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system

Performance Objective 1: The principal will be aware and advocate for appropriate funding to benefit the students and stakeholders of Crosby Elementary School.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The Principal will maintain membership with TEPSA to stay current with legislation efforts. **Strategy's Expected Result/Impact:** Campus remains compliant with laws for the benefit of all stakeholders. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology

Crosby Elementary 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 May 2027, 90% of Crosby Elementary teachers will demonstrate effective integration of technology in daily instruction, and 100% of students will regularly use technology tools to support learning, collaboration, and problem-solving.

Evaluation Data Sources: Observations during weekly walk-throughs in the classroom tracking teachers in the power zone due to using technology that allows movement about the room. Campus planning guide documentation and student usage logs on digital platforms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: All new teachers to CES for the 26-27 school-year will attend in-district training for Apple Pencil during the first semester. **Strategy's Expected Result/Impact:** Teachers will become familiar and comfortable with using the Apple Pencil and iPad during instruction. The Apple Pencil will be used at least one time during instruction each week in each classroom. **Staff Responsible for Monitoring:** Teachers Assistant Principal Principal IT department **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, 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: Provide ongoing professional development and coaching for teachers focused on instructional technology, blended learning models, and integration of digital tools across subject areas. **Strategy's Expected Result/Impact:** Teachers will increase confidence and effectiveness in using technology to enhance instruction, resulting in improved student engagement and differentiated learning opportunities. **Staff Responsible for Monitoring:** Teachers IT department Principal Assistant Principal Content Coordinators **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Ensure all students have equitable access to updated devices, digital learning platforms, and reliable connectivity during the school day. **Strategy's Expected Result/Impact:** Every student will be able to fully participate in technology-based instruction and assignments, reducing learning gaps and promoting equity across the campus. **Staff Responsible for Monitoring:** Teachers IT department Principal Assistant Principal **Title I:** 2.51 **- 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 3: Technology
Crosby Elementary 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: Incorporate the use of Academic/Educational apps for teachers and students promoting engagement and creativity during daily lessons.

Evaluation Data Sources: Tracking the use of educational apps in each grade-level and measuring student data on assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Supply state/district approved educational apps for the students and/or staff to use to enhance instruction in the classroom. **Strategy's Expected Result/Impact:** Students will show progress in academic achievement and growth. **Staff Responsible for Monitoring:** Teachers Assistant Principal Principal 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, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Technology
Crosby Elementary 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: Providing iPads and training for all staff members who progress monitor, provide in-class support, and/or teach small group AI.

Evaluation Data Sources: Milestone Data, STAAR data, Progress Monitoring on IEP goals, GT projects, K12Summit Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Each staff member will receive an iPad to help support quality Tier 1, Tier 2 and Tier 3 instruction, starting with staff who provide in-class support for students. **Strategy's Expected Result/Impact:** Student academic achievement and growth will increase from BOY to EOY assessments. **Staff Responsible for Monitoring:** Paraprofessionals Teachers Assistant Principal Principal Resource Teachers **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, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilities

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

Performance Objective 1: Crosby Elementary School 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Security audits and State inspections will be performed to identify risks to building safety. **Strategy's Expected Result/Impact:** The presence of security is proactive in preventing harm to district stakeholders. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- 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: Perform Secure, Lockdown, Shelter In Place, Fire and Evacuation drills as required each semester or month. **Strategy's Expected Result/Impact:** Students will be able to protect themselves during in actual emergency event and know correct procedures **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: CES will establish a Safety and Security Team that meets minimum of 4 times per school year to assess campus safety concerns and needs and to review previously performed safety drills. **Strategy's Expected Result/Impact:** To heighten the awareness of safety procedures/processes on campus. **Staff Responsible for Monitoring:** Principal Assistant Principal Safety Committee SRO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Conduct campus audits for safety concerns with library furniture, classroom furniture for students and staff, office furniture for administration and playground/gym equipment. **Strategy's Expected Result/Impact:** Provide a safe learning environment and work environment for students and staff. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: The budgeting process will ensure efficiency in funding the district needs.

Evaluation Data Sources: none

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The principal will review each purchase to verify it is reasonable and necessary. **Strategy's Expected Result/Impact:** The taxpayer money will be budgeted and used for items to help increase student achievement and growth in all grade-levels supporting all student groups. **Staff Responsible for Monitoring:** Principal CFO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Community Relations

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

Performance Objective 1: Communication will enhance and encourage community involvement in schools.

Evaluation Data Sources: Increased participation will be recognized in social media, as well as attendance at school and district events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: All phone calls and emails will be returned within 1 school day. **Strategy's Expected Result/Impact:** Community response and participation will increase. **Staff Responsible for Monitoring:** Principal Assistant Principal All Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Crosby Elementary School staff will participate in community events.

Evaluation Data Sources: A strong alliance of community organizations and schools will be maintained.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus staff and students will participate in community parades and events. **Strategy's Expected Result/Impact:** The bond between the community and the campus will strengthen. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Crosby Elementary School parents and families will be invited to participate in school sponsored events.

Evaluation Data Sources: Number of parents and/or families that attend

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Parents will be invited to activities such as grade-level music performances, Special Education IEP meetings, ESL parent nights, Fall and Spring parent-teacher conferences, book fairs, 504 meetings, STEAM nights, PTA events, class parties, field days, field trips, Jingle Jog, award ceremonies, and 5th grade promotion ceremony. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: Co-Curricular Activities

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

Performance Objective 1: Crosby Elementary 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Student organizations will recruit new members. **Strategy's Expected Result/Impact:** New members will join student organizations. **Staff Responsible for Monitoring:** Principal Student Organization Sponsors **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The number of student organizations available for students to join will increase. **Strategy's Expected Result/Impact:** The number of student organizations will increase from the previous year. **Staff Responsible for Monitoring:** Principal Student Organization Sponsors **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Campuses will encourage students to participate in activities that interest them. **Strategy's Expected Result/Impact:** Principal Student Organization Sponsors Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Opportunities will be provided for parents, community members, and families to be informed of district and campus events and information.

Evaluation Data Sources: Parent feedback and participation in school events and district programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Parent Square and Skyward Parent Access and Attendance Notices will inform parents of events through text, calls, and e-mails. **Strategy's Expected Result/Impact:** Parents and guardians are informed of school events and activities. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teacher **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: Facebook and Twitter will be used as communication tools to inform the community of campus and district events. **Strategy's Expected Result/Impact:** All stakeholders are informed of school events and activities and participation/ collaboration with school events increases. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: An Anti- Bullying Plan will be implemented campus-wide.

Evaluation Data Sources: Crosby Elementary will document bullying investigations in Skyward and Sentinel and communicate with parents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The campus counselor will implement an anti-bullying campaign, which will also include cyber-bullying, utilizing the campus Core Value team. The campus team will display media messages throughout the school about anti-bullying, Core Values Social Skills will be added to the weekly campus newsletter, and school-sponsored anti-bullying activities will be put in place for each grade-level. **Strategy's Expected Result/Impact:** Number of students reporting to be victimized by a bully will decrease. **Staff Responsible for Monitoring:** Counselor Core Value Team Principal Assistant Principal Teachers Paraprofessionals Nurse **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Crosby Elementary School will implement methods for addressing needs of students for special programs.

Evaluation Data Sources: Teachers and staff members will be aware of special issues that can affect students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: All campus personnel who come in contact with students will complete on-line training regarding suicide and child abuse and staff will understand how to report neglect to the proper agency. **Strategy's Expected Result/Impact:** Staff members will be able to identify students in need and refer for counseling assistance. **Staff Responsible for Monitoring:** Teachers Staff Counselor Assistant Principal Principal **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- 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: Texas Behavior Support Initiative will be implemented campus-wide to analyze discipline issues and apply corrective action, as well as emotional support for students. Programs used to address discipline management are: STEPS, PBIS. **Strategy's Expected Result/Impact:** Reduction in time of students missing class for social/emotional conflict. **Staff Responsible for Monitoring:** Assistant Principal Counselor Principal Classroom Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Crosby Elementary School seeks to create a culture of employee accountability at all levels with a shared direction among personnel.

Evaluation Data Sources: The percentage of recruitment and retention of qualified campus staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Review staff absence data to determine effectiveness of campus strategy. **Strategy's Expected Result/Impact:** Campuses will have a decrease in their teacher absence rate. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- 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 quality training, mentoring and leadership opportunities. **Strategy's Expected Result/Impact:** Staff understands campus expectations/curriculum standards and performs at or above accountability standards in each grade-level. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists Content Coordinators **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, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, 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 1: Increase opportunities for students, parents and the community to learn about colleges and careers.

Evaluation Data Sources: Feedback from parents, students, and staff. Number of students entering college. Number of students entering professional careers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct College and Career Awareness week with collaboration from CHS counselors. **Strategy's Expected Result/Impact:** Students are made aware of educational and career opportunities beyond high school. **Staff Responsible for Monitoring:** Counselor Principal Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Designated College Days each week on campus. Students and Staff can wear their favorite college gear to school. **Strategy's Expected Result/Impact:** Students identifying and understanding the importance of a college education after high school. **Staff Responsible for Monitoring:** Counselor Classroom Teachers Principal **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Conduct college/career awareness activities throughout the school-year for all grade-levels. **Strategy's Expected Result/Impact:** Students understand the importance to making a connection to careers and college plans that interest them before selecting a pathway when entering middle school. **Staff Responsible for Monitoring:** Counselor Teachers Principal **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

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

1.1: Description of CNA Process

Collaborated with interventionist, campus attendance clerk, classroom teachers, assistant principal, counselor, content coordinators, parents.

1.2: Location for Evidence of Multiple Meetings Held

There will be a sign-in sheet and agenda provided for each meeting. Meetings in 2026-2027 will be on September 2, 2026, November 11, 2026, February 17, 2027, and May 5, 2027. Meeting sign-in sheets and agendas will be uploaded in Plan4Learning and a paper copy will be housed in the Principal's office in the Agendas binder.

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

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

CIP is developed with the input of all members that helped create the campus needs assessment. A sign-In sheet and agenda are housed in Plan$Learning and in an Agendas binder int he principal's office.

Title 1 meetings will occur:

Fall Semester: September 15, 2026 at Open House, 5:00pm. Teachers will collect sign-in sheets of attendees.

Fall Semester: A digital presentation will be sent out through Parent Square for families unavailable to come to campus for Open House.

2.2: Stakeholders 1114(b)(2)

Teachers. paraprofessionals, parents, community member, business owner, district IT representative, administration, counselor all make up the SBDM committee.

Special Ed teacher: Valeria Flores

Teacher: Kallyn Wilkins

Teacher: Jennifer Ellisor

Teacher: Sherese Guy

Teacher: Chelsie Tharp

District Level Rep (IT): Kenneth Brown

Business Owners: Julie Burkett

Parent: Claire Rucka

Community Member: Penelope Malliaros

Interventionist: Delecia Vallot

Secretary: Kari Fabian

Counselor: Elizabeth Green

Assistant Principal: Erin LeBrock

Principal: Dana Kratky-Fox

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

The CIP will be made available digitally on campus website once approved by the CISD School Board. Paper copies can be obtained from the front office on campus.

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

There is a Threat Assessment Team in place on campus and an anti-bullying team.

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

Academics will be closely monitored trough collaborative team plannings, district, campus and state testing, Tier 1, 2, and 3 instruction/interventions, and use of instructional materials that are closely aligned with the TEKS. Universal screeners will be used to help identify students strengths and weaknesses and technology will be incorporated into daily lessons.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Formative reviews will be conducted 4 times per school year with the SBDM committee and notes/evidence will be added to each strategy. A summative review will be conducted in June 2027.

Title I Personnel

Name	Position	Program	FTE
Delecia Vallot	Interventionist		.53
Lesa Keltz	Interventionist		1