Crosby Independent School District

Charles R. Drew Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Groups:

Hispanic: 67%

White: 5%

African American: 25%

Two or More: 2.4%

At-Risk: 55%

Socio-Economic Status: 85%

SPED: 17%

Gifted & Talented: 3.3%

Emergent Bilingual 39%

Demographics Strengths

Charles R. Drew Elementary has seen more than a 22% increase in student enrollment in recent years, a reflection of the continued growth within our community. Even with this rise, our overall student body remains small enough to maintain intentionally small class sizes that allow for personalized attention and relationship building.

Our bilingual program continues to expand and now serves students in grades 1 through 5. Currently, 34% of our students participate in the bilingual program, supported by a dedicated staff in which 55% of teachers hold bilingual or ESL certification in the state of Texas. This strong foundation ensures that our students have access to high-quality instruction tailored to their language needs.

Students and staff alike benefit from a richly diverse community, and we've strengthened communication with families by ensuring bilingual support is available in the front office. In addition, our robust team of support staff and interventionists provide resources and curriculum guidance to ensure all students are successful.

Student Learning

Student Learning Summary

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

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

Based on the released 2024-2025 STAAR results:

STAAR Performance Summary

Reading Language Arts (RLA)

Grades 3-5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 3	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	59	32	10	31	13	0	44	22	1
2025 State	78	52	23	51	23	7	69	41	14
2024	**58**	**24**	**6**	**18**	**7**	**0**	**50**	**33**	**8**
2024 State	**75**	**49**	**21**	**46**	**20**	**6**	**69**	**41**	**15**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 4	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2025	74	40	12	40	14	3	77	36	13
2025 State	81	54	24	54	22	6	73	41	13
2024	**86**	**44**	**16**	**54**	**8**	**0**	**85**	**30**	**3**
2024 State	**81**	**51**	**23**	**53**	**18**	**5**	**74**	**41**	**15**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	83	59	22	50	14	7	89	58	18
2025 State	77	58	30	42	21	6	66	43	16
2024	**73**	**46**	**21**	**29**	**3**	**0**	**67**	**36**	**10**
2024 State	**78**	**54**	**29**	**45**	**20**	**7**	**71**	**43**	**19**

-
    - **Overall Performance**: Mixed results, with significant growth in 3rd and 5th grade but a decline in 4th grade.
    - **Strengths**:
        - **3rd Grade** improved at all levels, with Meets and Masters being the largest gains.
        - **5th Grade** showed the most impressive growth campus-wide: Approaches, Meets, and Masters. This demonstrates a strong upward trend in comprehension and analysis.
    - **Highlight**: 5th Grade Reading is a clear campus strength.

Mathematics

Grades 3-5

	All Students			Special Education (SPED			Emergent Bilingual (EB)		
Grade 3	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	57	29	9	14	5	0	57	31	10
2025 State	70	45	19	45	22	7	65	38	13
2024	**46**	**18**	**7**	**20**	**4**	**4**	**54**	**18**	18

	All Students			Special Education (SPED			Emergent Bilingual (EB)		
2024 State	**69**	**41**	**15**	**42**	**18**	**6**	**64**	**34**	**11**
	All Students			**Special Education (SPED**			**Emergent Bilingual (EB)**		
Grade 4	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
202572	70	44	13	37	22	3	75	49	16
2025 State	68	46	24	40	20	8	63	39	17
2024	**66**	**43**	**12**	**17**	**8**	**0**	**66**	**39**	**9**
2024 State	**68**	**45**	**21**	**38**	**18**	**6**	**65**	**40**	**17**
	All Students			**Special Education (SPED**			**Emergent Bilingual (EB)**		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	83	59	22	50	14	7	89	58	18
2025 State	73	46	22	43	17	6	67	37	14
2024	**87**	**60**	**16**	**71**	**19**	**0**	**84**	**57**	**12**
2024 State	**76**	**49**	**19**	**48**	**20**	**5**	**73**	**43**	**13**

- **Overall Performance**: Math scores remain strong with consistent gains in Meets and Masters across most grade levels.
- **Strengths**:
  - **3rd Grade** showed growth in Approaches and Meets, signaling stronger foundations.
  - **4th Grade** had across-the-board increases, with a 10% jump in Approaches and growth at higher levels.
  - **5th Grade** maintained solid Meets (59%) while growing Masters (+6%), reflecting stronger problem-solving and higher-order thinking.
- **Highlight**: More students are moving into the Meets and Masters range, which is critical for future readiness.

Science

Grade 5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2025	66	31	11	32	12	3	55	19	2

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2025 State	64	30	12	36	10	3	51	16	5
2024	**57**	**24**	**9**	**24**	**7**	**0**	**40**	**7**	**3**
2024 State	**57**	**26**	**11**	**28**	**9**	**3**	**45**	**16**	**5**

- **Overall Performance**: Significant improvement across all levels compared to last year.
- **Strengths**:
  - Approaches (+9%), Meets (+6%), Masters (+2%).
  - Students are showing stronger conceptual understanding and readiness for middle school science.
- **Highlight**: Science saw one of the most consistent upward shifts across performance levels, signaling success in intervention and core instruction.

TELPAS Performance Summary

Target	49%
2024	57%
2025	63%

The state accountability target for English Language Proficiency is set at **49%**. Our campus has not only met but **surpassed this goal** for the past two years. In 2024, 57% of our Emergent Bilingual students advanced in proficiency, and in 2025 that number rose to 63%. This represents a **14-point increase above the state target** and earned our campus **4 points** toward accountability. These results highlight the effectiveness of our targeted instruction and the hard work of both our students and teachers in supporting English language growth.

Student Learning Strengths

The intervention programs at Charles R. Drew Elementary provide effective, targeted support for students who need additional assistance to make academic growth. Tier 2 and Tier 3 students benefit significantly from small group instruction with certified teachers, which allows them to receive focused support for their specific learning gaps. In addition, Accelerated Instruction (AI) times for grades K–5 provide targeted small-group interventions throughout the day, further strengthening student learning and helping close achievement gaps.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

The Master Schedule is dedicated to protecting instructional time

Academic vocabulary is consistent across grade levels

Increased vertical team meetings will promotes instructional consistency across the campus

Increase Tier 1 instructional rigor within reading, math and science

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement

Charles R. Drew 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: Charles R. Drew Elementary's attendance rate for the 26-27 school year will increase to 94%.

High Priority

Evaluation Data Sources: Monitoring attendance with weekly attendance reports and following the district attendance policy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Communicate and provide a variety of attendance incentives (individual, class, grade level and schoolwide)throughout the year (daily, weekly, every 9 weeks and yearly). **Strategy's Expected Result/Impact:** By planning for and providing attendance incentives and communicating our incentive plan with families and students, students will desire to be at school, resulting in improved attendance rates. **Staff Responsible for Monitoring:** Principal Assistant Principal Registrar Teachers **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: Students will participate in a Hi-Five Hangout celebration for perfect attendance each month. **Strategy's Expected Result/Impact:** Higher student attendance rate. **Staff Responsible for Monitoring:** Attendance Clerk Assistant Principal **Title I:** 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Parental Attendance Contract **Strategy's Expected Result/Impact:** Improved attendance rate for students with attendance issues. **Staff Responsible for Monitoring:** Attendance Clerk Assistant Principal Principal **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Charles R. Drew Elementary will implement Perfect Attendance Incentives and Awards during the first semester and throughout the year. These recognitions will celebrate students who demonstrate consistent attendance and encourage all students to strive for excellence in maintaining daily attendance. **Strategy's Expected Result/Impact:** By implementing first semester and yearlong Perfect Attendance Incentives and Awards, Charles R. Drew Elementary will foster a positive culture around daily attendance. Students will be motivated to attend school consistently, leading to fewer absences and increased instructional time. As a result, the campus attendance rate is expected to rise to 94%, supporting improved academic achievement and stronger student engagement. **Staff Responsible for Monitoring:** Attendance Clerk Assistant Principal Principal **Title I:** 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Charles R. Drew 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 student groups in 3rd-5th grade in all subjects on the 26-27 STAAR assessments to 70% Approaches Grade Level, 40% Meets Grade Level, and 10% Masters Grade Level.

Evaluation Data Sources: Milestone Assessments, Individual Progress Monitoring and STAAR

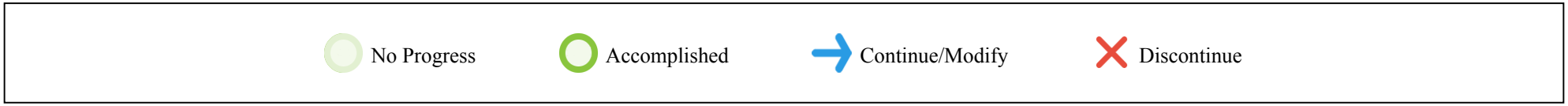
Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Facilitate bi-monthly data meetings with grade level teams to monitor student progress and close achievement gaps. These meetings will focus on identifying target students, reviewing the effectiveness of interventions, and tracking growth. Milestone assessments and other formative data will be analyzed to pinpoint instructional strengths and areas for improvement in high-priority ELAR and Math TEKS. Insights from these discussions will guide the planning and delivery of rigorous, targeted instruction that supports all student groups in reaching grade-level proficiency and beyond. **Strategy's Expected Result/Impact:** By meeting regularly to review student progress, teachers will be able to quickly identify areas where students need extra help and provide strong support. This teamwork will help every student grow in reading, writing, and math, so more students are on grade level and prepared for success on the STAAR test. Our goal is for the majority of 3rd-5th graders to meet or exceed expectations, showing that hard work and strong teaching lead to great results. **Title I:** 2.51, 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, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Deliver targeted Tier 1, Tier 2, and Tier 3 instruction and interventions for identified student groups in grades 3-5, with a specific focus on Emergent Bilingual (EB) and Economically Disadvantaged (EcoDis) students. Support will be provided through differentiated small group instruction, Accelerated Instruction (AI), and after-school tutorials to ensure equitable access to grade-level content and close achievement gaps. **Strategy's Expected Result/Impact:** By providing intentional Tier 1, Tier 2, and Tier 3 interventions, including small group instruction, AI, and after-school tutorials, targeted student groups, especially Emergent Bilingual and Economically Disadvantaged students, will demonstrate measurable growth in both reading and math. These supports will narrow achievement gaps, increase student confidence, and directly contribute to meeting the 2026-2027 STAAR performance goals of 70% Approaches, 40% Meets, and 10% Masters across grades 3-5. **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 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Prioritize dedicated weekly collaborative planning time for core teachers, campus administrators, and curriculum coordinators (when available). Teams will engage in the backward design model to clarify intended learning outcomes, determine acceptable evidence of mastery, and plan purposeful learning experiences with the end goals in mind. This process will ensure alignment of instruction, assessment, and curriculum to maximize student achievement. **Strategy's Expected Result/Impact:** Through consistent weekly collaborative planning using the backward design model, teachers will deliver instruction that is tightly aligned to learning outcomes and assessments. This intentional alignment will strengthen instructional quality, promote rigorous learning experiences, and ensure students are better prepared to demonstrate mastery. **Staff Responsible for Monitoring:** Principal Assistant Principal Curriculum Coordinators 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 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Implement rigorous, vertically aligned curriculum and technology resources approved at the campus and district level to support instruction in grade-specific content. These resources will be strategically integrated to reinforce both state readiness and supporting standards, ensuring students build strong foundational knowledge and are prepared for success on grade-level assessments. **Strategy's Expected Result/Impact:** By using strong curriculum tools and technology that are aligned across all grade levels, teachers can give students clear, consistent, and challenging learning experiences. This will help students better understand key concepts in reading, writing, and math, preparing them to succeed on the STAAR test and beyond. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal **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 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide and integrate a variety of instructional materials, such as manipulatives, leveled texts, and other resources, designed to address the diverse needs of all students, including Emergent Bilingual (EB), Special Education (SpEd), and Gifted and Talented (GT) learners. These resources will be used to strengthen both whole group and small group instruction, support multiple learning modalities, and ensure all students can make progress and master high-priority TEKS. **Strategy's Expected Result/Impact:** Teachers will use a variety of tools, like books, hands-on materials, and other resources, to meet the unique needs of every student. By providing learning in different ways, all students will have the chance to understand important skills, make steady progress, and be ready to succeed on the STAAR test. **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 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Student Achievement
Charles R. Drew 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: Charles R. Drew Elementary will provide meaningful professional development opportunities for all staff.

Evaluation Data Sources: Staff surveys, sign-in sheets, and feedback forms from professional development sessions; Eduphoria Strive documentation; TTESS Domain 4 evidence; and implementation data observed during classroom walkthroughs and observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Charles R. Drew Elementary will prioritize the investigation, selection, and implementation of high-quality professional development opportunities that are purposeful, relevant, and aligned to campus and district goals, ensuring continuous growth for all staff. **Strategy's Expected Result/Impact:** By providing teachers with ongoing, high-quality training, Drew Elementary ensures that staff continue to grow in their teaching skills. This professional learning helps teachers bring new ideas and strategies into the classroom, which directly supports student success and creates stronger learning experiences for all children. **Staff Responsible for Monitoring:** Principal Assistant Principal Curriculum Coordinators **- 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, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide ongoing technology training for staff on effectively integrating instructional technology programs, MacBooks, and iPads into daily instruction to enhance teaching practices and student learning. **Strategy's Expected Result/Impact:** Teachers will receive training on how to use technology tools like iPads, MacBooks, and learning programs more effectively in the classroom. This will help them create more engaging lessons and give students new ways to practice skills, making learning more interactive and engaging. **Staff Responsible for Monitoring:** Principal Assistant Principal **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, 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: Provide targeted professional development and training on guided reading, small group reading instruction, and literature circles to strengthen literacy practices. **Strategy's Expected Result/Impact:** Teachers will receive training on small group reading strategies like guided reading and literature circles. This will help them give students more personalized support, build stronger reading skills, and create a love for reading that will help students succeed in all subjects. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists **Title I:** 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
Charles R. Drew 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 4: Teachers at Charles R. Drew Elementary will deliver rigorous, standards-based instruction that challenges all learners while intentionally addressing the unique strengths and needs of each student.

Evaluation Data Sources: Lesson plans and instructional walkthrough data

TTESS observations and feedback (with emphasis on rigor and differentiation)

Student performance on district Milestone Assessments and STAAR assessments

Progress monitoring tools (e.g., Ren 360, Amplify, IXL, DRA, Unit Assessments)

Small group documentation and intervention logs

Student work samples and classroom assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct regular RTI meetings every 6-9 weeks, as well as at the beginning, middle, and end of the year, to address academic concerns and monitor student progress. **Strategy's Expected Result/Impact:** Teachers and staff will meet regularly to review student progress and identify areas where extra help is needed. By looking closely at data throughout the year, the school can provide timely support and targeted instruction so students stay on track and continue to grow academically. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Increase access to supplemental guided reading materials in grades K-5 to support differentiated instruction, strengthen small group reading practices, and provide students with a wider range of texts that match their reading levels and interests. **Strategy's Expected Result/Impact:** Monitor lesson plans on a biweekly basis to ensure guided reading instruction is consistently implemented using designated guided reading materials. Establish campus and district guided reading goals to provide accountability and support continuous improvement in literacy instruction. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement differentiated instruction within the classroom to meet the diverse academic needs, learning styles, and readiness levels of all students, ensuring equitable access to grade-level content and opportunities for growth. **Strategy's Expected Result/Impact:** Teachers will adjust lessons to meet the unique needs of each student, whether they need extra support or additional challenges. This approach ensures every child has the opportunity to grow, succeed, and feel confident in their learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher **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 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide Gifted and Talented programming that meets the unique needs of advanced learners through the use of the Envision program and/or Texas Performance Standards Projects (TPSP), offering rigorous, inquiry-based learning experiences that extend beyond grade-level expectations. **Strategy's Expected Result/Impact:** Gifted and Talented students will take part in challenging projects and lessons that encourage creativity, problem-solving, and critical thinking. These opportunities will help them grow beyond grade-level expectations and stay engaged in their learning. **Staff Responsible for Monitoring:** Assistant Principal Counselor GT Teachers **Title I:** 2.52 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Charles R. Drew 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 5: 50 % of 3rd grade students at Charles R. Drew Elementary will receive a score of meets or above on STAAR Reading and math.(HB3 Early Childhood Reading & Math).

High Priority

HB3 Goal

Evaluation Data Sources: 2026-2027 STAAR Reading and Math assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Facilitate ongoing curriculum discussions and collaborative planning sessions throughout the year that are guided by Milestone and Unit Assessment data. These sessions will be used to identify strengths, address gaps in student learning, and adjust instruction to support increased student performance in reading and mathematics. **Strategy's Expected Result/Impact:** Teachers will meet regularly to review student assessment data and use it to guide lesson planning. By focusing on strengthening Tier 1 classroom instruction, students will receive high-quality teaching that addresses their needs from the start. **Staff Responsible for Monitoring:** Administrators Interventionists Curriculum Coordinators **Title I:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Ensure curriculum alignment by following the district scope and sequence while also addressing campus-specific areas of weakness identified through the data disaggregation process. This alignment will guide lesson planning and instructional delivery to strengthen student learning outcomes. **Strategy's Expected Result/Impact:** By aligning lessons to the district plan and addressing areas where students need the most support, teachers will strengthen Tier 1 classroom instruction. This means students will receive high-quality, consistent teaching every day, giving them the foundation they need to make steady progress in all subjects. **Staff Responsible for Monitoring:** Administrators Interventionists Curriculum Coordinators **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 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement differentiated instruction within each classroom to address the diverse academic needs, readiness levels, and learning styles of all students, ensuring equitable access to grade-level content and opportunities for growth. **Strategy's Expected Result/Impact:** Teachers will adjust lessons to meet the different learning needs of students while strengthening Tier 1 classroom instruction. This means all students will receive high-quality teaching every day, giving them the right balance of support and challenge to grow and succeed. **Staff Responsible for Monitoring:** Administrators Interventionists Curriculum Coordinators **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: Provide supplemental instructional materials in all core subjects to support and enrich Tier 1 instruction, reinforce key concepts, and address the varied learning needs of students. **Strategy's Expected Result/Impact:** Students will have access to extra learning resources in reading, math, science, and social studies. These materials will help teachers strengthen daily classroom instruction and give students more ways to practice and master important skills. **Staff Responsible for Monitoring:** Administrators Interventionists Curriculum Coordinators **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 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Teachers will integrate Amplify and IXL, online instructional programs, into math instruction to provide targeted practice, monitor student progress, and support increased student growth. **Strategy's Expected Result/Impact:** Students will use online programs like Amplify and IXL during math lessons and practice. These tools give teachers real-time data and provide students with extra practice at their level, helping them build stronger math skills and grow throughout the year. **Staff Responsible for Monitoring:** Administrators Interventionists Curriculum Coordinators **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 1: Student Achievement
Charles R. Drew 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 6: Increase the performance of all Kindergarten, 1st, and 2nd grade students and student groups on the End-of-Year (EOY) DRA assessment, with at least 75% performing at or above grade level or demonstrating a minimum of one year's growth as defined by district criteria.

High Priority

HB3 Goal

Evaluation Data Sources: Beginning, Middle, and End-of-Year DRA assessment results

District progress monitoring reports (Kinder-2nd)

Running records and teacher anecdotal notes

Small group and intervention documentation

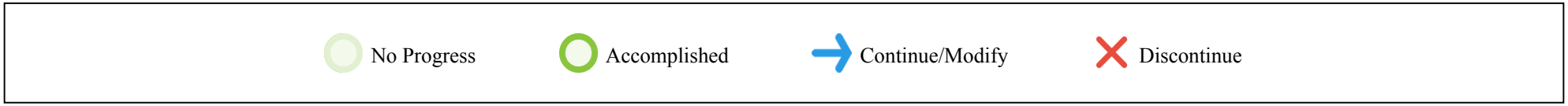
Classroom formative and summative assessments

Eduphoria/Aware data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Hold structured data meetings every 6-9 weeks to identify target students, review the effectiveness of interventions, and monitor academic growth. These meetings will ensure timely adjustments to instruction and support for all learners. **Strategy's Expected Result/Impact:** Teachers and staff will meet regularly throughout the year to review student progress, provide extra help when needed, and celebrate growth. These meetings also help identify what's working well in instruction and where improvements can be made, ensuring every child continues to grow and stay on track with learning goals. **Staff Responsible for Monitoring:** Administrators Teachers Interventionists **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Deliver targeted Tier 1, Tier 2, and Tier 3 reading instruction in Kindergarten-2nd grade with a strong emphasis on phonics and phonemic awareness. Support will be provided through small group instruction, intervention, and enrichment opportunities during the school day to ensure all students build a strong foundation in early literacy. **Strategy's Expected Result/Impact:** Students in Kindergarten-2nd grade will get extra support in reading through small groups and AI during the school day. With a focus on phonics and phonemic awareness, teachers will help children build strong early reading skills so they can grow into confident, successful readers. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators Curriculum Coordinators **Title I:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement rigorous, vertically aligned curriculum resources approved at both the campus and district level to support instruction of grade-specific content. These resources will ensure alignment to state readiness and supporting standards, providing students with consistent, high-quality instruction across all grade levels. **Strategy's Expected Result/Impact:** By using strong, consistent curriculum resources across all grade levels, teachers can make sure students are learning the right skills at the right time. By utilizing these vertically aligned, rigorous resources with fidelity, we will see an increase in student achievement and steady academic growth for all children. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators Curriculum Coordinators **Title I:** 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 1: Student Achievement
Charles R. Drew 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 7: Charles R. Drew Elementary will ensure accurate placement and appropriate programming for all students, including Bilingual, ESL, Special Education, Gifted and Talented, and other special populations, so that each child receives instruction and services aligned to their individual needs.

High Priority

Evaluation Data Sources: Home Language Survey and LPAC documentation

TELPAS, LAS Links, and state assessment data

ARD/IEP meeting records and progress monitoring reports

GT identification records and project performance (e.g., TPSP)

Class rosters, schedules, and program placement records

Walkthroughs and lesson plans demonstrating differentiation

Student achievement data (benchmark, STAAR, district assessments)

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Utilize standardized screening tools during enrollment and at key checkpoints (beginning and middle of the year) to assess students' academic, linguistic, behavioral, and cognitive abilities. Screenings will ensure accurate identification for ESL, Bilingual, Special Education, and Gifted and Talented (GT) services so students are placed in programs that best meet their needs. **Strategy's Expected Result/Impact:** By using screening tools at the start of school and mid-year, teachers and staff can better understand each child's strengths and needs. This helps the school place students in the right programs, such as bilingual, special education, or gifted services, so they receive the support and challenges they need to be successful. **Staff Responsible for Monitoring:** Administrators Counselor Special Education Support **Title I:** 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Charles R. Drew 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 8: Charles R. Drew Elementary will increase the performance of Emergent Bilingual (EB) students so that at least 70% demonstrate progress of one or more proficiency levels in at least one TELPAS domain, as measured by the 2027 TELPAS administration.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Reading, Listening, Speaking, and Writing domain scores

Classroom formative assessments and language proficiency checklists

Lesson plans and walkthrough data documenting language supports

Summit K12

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide targeted small-group instruction with a focus on academic vocabulary development, speaking, listening, reading, and writing skills across all content areas. Teachers will integrate sheltered instruction strategies (e.g., visuals, sentence stems, cooperative learning) into daily lessons to support English language acquisition and utilize Summit K12 for weekly practice. **Strategy's Expected Result/Impact:** Students will practice reading, writing, listening, and speaking English in meaningful ways during their daily lessons. With extra support in vocabulary and language practice, Emergent Bilingual students will build stronger communication skills and be more prepared to grow on TELPAS. **Staff Responsible for Monitoring:** Teacher Interventionists Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Offer ongoing professional development and coaching for teachers on effective EB instructional practices, including the use of ELPS (English Language Proficiency Standards), scaffolds, and technology-based language supports. **Strategy's Expected Result/Impact:** Teachers will learn new strategies to better support Emergent Bilingual students in class. This will help students feel more confident using English in different subjects and make steady progress in their language skills, leading to stronger performance on TELPAS. **Staff Responsible for Monitoring:** Teacher Bilingual Interventionists Administrators **Title I:** 2.51 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Public Education Reform

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The principal will be advised of legislation affecting public school and share it with the faculty and staff. **Strategy's Expected Result/Impact:** District discussions **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology

Charles R. Drew 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 the end of the 2026-2027 school year, 100% of students and staff at Charles R. Drew Elementary will actively integrate technology into daily instruction and learning tasks, as evidenced by lesson plans, classroom observations, and student work samples. Staff will utilize district-approved digital platforms to enhance productivity and efficiency, while students will demonstrate growth in digital literacy skills aligned to the district's Portrait of a Graduate initiative, ensuring readiness for future academic and workplace demands.

Evaluation Data Sources: TTESS classroom observations & walkthrough data

Lesson plans and evidence of digital integration

Student work samples and digital portfolios

Usage reports from district-approved platforms

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide ongoing professional development for teachers on the integration of digital tools (e.g., IXL, Amplify, Apple Classroom, Jamf Teacher, Canva, LiveSchool) with a focus on instructional efficiency and student engagement. **Strategy's Expected Result/Impact:** Teachers will increase effective technology use during instruction, leading to higher levels of student engagement, more efficient data tracking, and targeted small-group instruction. **Staff Responsible for Monitoring:** Administrators Teachers Interventionists **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 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Require students in grades K-5 to regularly use technology for formative assessments, project-based learning, and collaborative activities, supported by access to iPads and district-approved apps. **Strategy's Expected Result/Impact:** Students will demonstrate growth in digital literacy and collaboration skills, reflected in improved performance on district and state assessments, and readiness for 21st-century learning environments. **Staff Responsible for Monitoring:** Administrators Teachers Interventionists **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Monitor technology access and address gaps by ensuring all students have a functioning device or alternate assignment to prevent inequities in learning opportunities. **Strategy's Expected Result/Impact:** Increased instructional equity and reduced barriers to student achievement, ensuring no student fails due to lack of technology access. **Staff Responsible for Monitoring:** Administrators Teachers Technology Support Staff **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities

Charles R. Drew Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 1: Charles R. Drew will operate in a comfortable and safe atmosphere.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Administrators will monitor and address building needs. **Strategy's Expected Result/Impact:** Maintenance and technology requests will be addressed in a timely manner. **Staff Responsible for Monitoring:** Principal Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: One constable will be assigned to DES. **Strategy's Expected Result/Impact:** Proactive patrolling translates to a positive safe atmosphere. **Staff Responsible for Monitoring:** Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilities
Charles R. Drew Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 2: Charles R. Drew Elementary 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			
Strategy 1: Security audits will be performed to identify risks to building safety in the district.	Formative			Summative
Strategy's Expected Result/Impact: Building will remain secure during and after school hours. **Staff Responsible for Monitoring:** Principal Assistant Principal Director of Operations **TEA Priorities:** Recruit, support, retain teachers and principals	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Fire Marshall inspection will identify areas at risk of causing harm to students or staff.	Formative			Summative
Strategy's Expected Result/Impact: Areas of risk will be minimized and/or eliminated prior to inspection. **Staff Responsible for Monitoring:** Principal Assistant Principal Director of Operations **TEA Priorities:** Recruit, support, retain teachers and principals	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Replace and purchase campus radios for leadership team and building in locations such as the cafeteria, and recess areas. **Strategy's Expected Result/Impact:** Improve Leadership Team's Response Time and communication involving campus Safety and Security of students and teachers. **Staff Responsible for Monitoring:** Principal Administration Secretary **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Administrators, the School Resource Officer, and office personnel will monitor the campus and address building needs. **Strategy's Expected Result/Impact:** The active monitoring of the campus will prevent incidents from occurring during school hours. Maintenance and technology requests will be addressed in a timely manner. **Staff Responsible for Monitoring:** Principal Assistant Principal School Resource Officer Office Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities
Charles R. Drew Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 3: Charles R. Drew Elementary will adhere to all district and state safety guidelines and procedures in order to ensure all students and staff are safe.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: On a daily basis, campus leadership and safety team will walk the hallways and campus to ensure all interior and exterior doors are locked throughout the day. Students will assist campus administrators when making safety checks on campus. The district will identify weeks to complete exterior/interior door checks. **Strategy's Expected Result/Impact:** There will be no findings of unlocked exterior or interior doors during the instructional school day. **Staff Responsible for Monitoring:** Principal Assistant Principal Campus SRO Campus Safety Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities
Charles R. Drew Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 4: Charles R. Drew Elementary will reduce discipline referrals by promoting positive behavior supports, consistent implementation of campus-wide expectations, and proactive supervision in all instructional and non-instructional areas, ensuring a safe and orderly learning environment.

Evaluation Data Sources: Discipline referral data in Skyward

PBIS (LiveSchool) point trends and student recognition records

Walkthroughs and duty supervision logs

Student, staff, and parent survey feedback on campus safety and climate

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement and reinforce Positive Behavioral Interventions and Supports (PBIS) campus-wide, including consistent teaching of expectations, student recognition systems, and staff training, to promote a safe, respectful, and orderly environment across all school settings. **Strategy's Expected Result/Impact:** Students will clearly understand behavior expectations and be recognized for making positive choices. This will lead to fewer discipline referrals, safer learning spaces, and more time focused on teaching and learning. **Staff Responsible for Monitoring:** Teachers Administrators Counselor **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Increase proactive supervision and implement restorative practices in common areas (hallways, cafeteria, playground, and dismissal) to prevent misbehavior, build positive student-teacher relationships, and address conflicts in a constructive manner. **Strategy's Expected Result/Impact:** Students will feel supported and safe in all areas of the school. By addressing issues early and using restorative approaches, discipline referrals will decrease, and students will learn how to take responsibility and make better choices. **Staff Responsible for Monitoring:** Administrators Counselor Staff **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Finance
Charles R. Drew Elementary will be a good steward of taxpayers' money

Performance Objective 1: The budget will be reviewed annually to ensure expenditures are efficiently used and support the assessed needs of the campus and organizations.

Evaluation Data Sources: Feedback from the business office, individual organizations, and campus based site decision-making committee.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: By March 2027, 100% of the campus budget will be spent to address the needs of the students and aligned to the campus goals. **Strategy's Expected Result/Impact:** Itemized Budget Report **Staff Responsible for Monitoring:** School Secretary Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Monthly meetings with secretary to provide updated budget reports for review to determine yearly funding needs. **Strategy's Expected Result/Impact:** Balanced Budget Report **Staff Responsible for Monitoring:** School Secretary **Title I:** 2.53				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations

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

Performance Objective 1: Decrease incidents of bullying and office discipline referrals by 3%, while increasing student self esteem and school and community pride.

Evaluation Data Sources: Discipline Report
Student EOY Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students will receive anti-bullying lessons, peer mediation, restorative circles and Portrait of a Graduate card, along with related lessons. **Strategy's Expected Result/Impact:** Reduction in the number of documented bullying incidents in Skyward. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The Crosby Education Foundation will be used as an avenue to enhance instruction

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will apply for grants through CEF. **Strategy's Expected Result/Impact:** DES students will benefit from expanded and enhanced instructional materials. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Co-Curricular Activities

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

Performance Objective 1: Charles R. Drew will create multiple opportunities for students to participate in school sponsored organizations or activities.

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

Strategy 1 Details	Reviews			
Strategy 1: Student organizations will encourage new students to join their student groups.	Formative			Summative
Strategy's Expected Result/Impact: New members will join student organizations.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Principal Assistant Principal Group Sponsors **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
Strategy 2: The number of student organizations available for students to join will increase.	Formative			Summative
Strategy's Expected Result/Impact: The number of student organizations will increase from the previous year.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Principal Assistant Principal Teachers **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Parents are encouraged to participate in school events. All volunteers must complete the district volunteer approval process. **Strategy's Expected Result/Impact:** Increase of parental involvement **Staff Responsible for Monitoring:** Administrators Classroom Teachers Counselor Volunteer Coordinator **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Family learning events will be implemented focusing on music, fine arts programs, and academic topics. **Strategy's Expected Result/Impact:** Increase parent/community engagement in after school programming. **Staff Responsible for Monitoring:** Administrators Music Teacher **ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Foster a positive home/school connection with all families through clear and consistent communication.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Streamline our school to home and home to school communication by developing and implementing a system to use ParentSquare as the primary mode of all communication by all professional staff. **Strategy's Expected Result/Impact:** By developing a streamlined communication system that utilizes Parent Square as the primary model of all school to home communication, all parents will have access to clear and consistent communication throughout the year. **Staff Responsible for Monitoring:** Teachers Counselor Principal Assistant Principal Principal's Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Ensure that all graphics sent home via ParentSquare and posted on Social Media are created in both English and Spanish. **Strategy's Expected Result/Impact:** By providing all graphics in both English and Spanish, ALL parents, including those that are non-native English speakers, can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children. **Staff Responsible for Monitoring:** Principal Assistant Principal BIL Staff (Translation) **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide family engagement opportunities to increase awareness of curriculum. (Literacy night, Math night) **Strategy's Expected Result/Impact:** Increase family engagement **Staff Responsible for Monitoring:** Administrators Counselor Teachers Math Coordinator Reading Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Emergent Bilingual parent engagement opportunities will be offered to promote social and academic awareness. **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** Administrators Counselor Bilingual Teachers Bilingual Instructional Coach **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Offer a book fair two times per year aligning with other family engagement activities. **Strategy's Expected Result/Impact:** Increase family engagement. **Staff Responsible for Monitoring:** Media Specialist Administrators				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: A "No Bully Policy" will be implemented throughout the campus.

Evaluation Data Sources: Monthly student discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The DES counselor will implement an anti-bullying campaign. **Strategy's Expected Result/Impact:** Reduction in the number of documented bullying incidents in Skyward. **Title I:** 2.53				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Staff members will be trained on anti-bullying strategies. **Strategy's Expected Result/Impact:** Reduction in the number of documented bullying incidents in Skyward. **Staff Responsible for Monitoring:** District HR District Counseling Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Encourage students, parents, and teachers to utilize the P3 Campus Alerts Application for anonymous tip reporting. Advertisement for P3 will include campus signage and newsletter integration. **Strategy's Expected Result/Impact:** Reduction in the number of documented bullying incidents in Skyward. **Staff Responsible for Monitoring:** Principal Assistant Principal District P3 Monitor				

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff

Charles R. Drew Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 1: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Invite/encourage all staff to participate in monthly team building events/activities organized by the Drew Connection Crew. **Strategy's Expected Result/Impact:** By spending time together so teachers can make positive connections that will boost morale and increase the motivation and productivity of our staff which will have a positive impact on student performance. **Staff Responsible for Monitoring:** Drew Connection Crew **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide ongoing professional development (including colleague led, specifically trainers of teachers) in the areas of curriculum and instruction, differentiation, innovative technology and behavior management through district collaboration, PLCs, and staff meetings in order to address our needs and promote a positive learning/work environment. **Strategy's Expected Result/Impact:** A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Staff Shout Outs, Monthly Celebrations, etc.). **Strategy's Expected Result/Impact:** By celebrating the success of our staff, we will boost morale schoolwide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance. **Staff Responsible for Monitoring:** Administrators All Staff **ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff
Charles R. Drew Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 2: By May of 2027, at least 1/2 of all general education reading teachers will be ESL certified.

Evaluation Data Sources: Texas Teacher Certification Certificates

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide ESL test preparation training opportunities to staff members who are not currently ESL certified. **Strategy's Expected Result/Impact:** Highly qualified staff **Staff Responsible for Monitoring:** Administrators Coordinator of Bilingual/ESL Team Leaders Human Resources **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** 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: Increase opportunities for students, parents and the community to learn about colleges and careers.

Evaluation Data Sources: Flyers, agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Establish and nurture partnerships with local colleges. **Strategy's Expected Result/Impact:** Students aware of career options in their area of interest with ambitions of attending. **Staff Responsible for Monitoring:** Principal Counselor Assistant Principal				

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

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Monthly Character-Building Activities Aligned with Crosby ISD Portrait of a Graduate. **Strategy's Expected Result/Impact:** Students will participate monthly activities that highlight and reinforce the core characteristics of the Crosby ISD Portrait of a Graduate, such as effective communication, kindness, emotional intelligence, being goal oriented and service minded. Each month, students will engage in activities, discussions, or service projects specifically designed to showcase one of these traits. **Staff Responsible for Monitoring:** Counselor Teachers Principal Assistant Principal **- 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

At Charles R. Drew Elementary, the Campus Needs Assessment process is a comprehensive, collaborative effort designed to identify strengths, prioritize areas for improvement, and align resources with student achievement goals. The process begins with a review of multiple data sources, including state and local assessment results (STAAR, TELPAS, DRA, Amplify, IXL reports), attendance data, discipline reports, demographic trends, and teacher/student surveys. Instructional walkthrough data and TTESS evaluations are also analyzed to inform instructional practices and professional development needs.

The Site-Based Decision Making (SBDM) Committee, composed of administrators, teachers, support staff, parents, and community representatives, meets regularly to review the data and provide input. Staff members also contribute feedback through faculty meetings, grade-level meetings, and campus-wide surveys to ensure all voices are represented.

Through this collaborative process, Drew Elementary identifies performance trends, highlights student learning strengths, and prioritizes focus areas such as literacy growth, math problem-solving, technology integration, parent and community engagement, and campus culture/climate. The CNA results guide the development of performance objectives, strategies, and professional learning initiatives within the Campus Improvement Plan, ensuring that decisions are data-driven and directly aligned to the district's goals and the Portrait of a Graduate.

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)

March – April (Spring, Prior School Year)

- Begin Campus Needs Assessment (CNA) by reviewing benchmark data, attendance, discipline, TELPAS, and teacher/student surveys.
- Leadership Team meets to identify preliminary strengths and needs.
- Solicit feedback from staff and SBDM on emerging priorities.

May – June (End of Prior School Year)

- Collect and analyze final STAAR results, attendance, and end-of-year assessments.

- Hold SBDM and faculty meetings to review data and prioritize needs.
- Gather parent/community input through surveys and PTO meetings.
- Begin drafting preliminary performance objectives and strategies for the CIP.

July (Summer Planning)

- Leadership Team reviews all data to finalize the Campus Needs Assessment (CNA).
- Draft Campus Improvement Plan (CIP) goals, objectives, and strategies.
- Align CIP with district goals and compliance requirements.
- Prepare documentation and artifacts (agendas, sign-ins, surveys).

August (Finalization & Staff Input)

- Share CNA findings and draft CIP with staff during back-to-school professional development.
- Collect staff feedback and make final adjustments.
- Review draft with SBDM Committee for approval.

September 2 (Submission Deadline)

- Submit Campus Improvement Plan to district office.

October – May (Implementation & Monitoring)

- Monitor implementation of strategies through walkthroughs, PLCs, and data checks.
- Hold regular SBDM, faculty, and leadership team meetings to review progress.
- Adjust strategies as needed based on formative data.
- Provide updates to staff and community on progress toward goals.

May – June (Preparation for Next Year's CIP)

- Begin CNA process for following year (looping back to spring start).

2.2: Stakeholders 1114(b)(2)

Charles R. Drew Elementary values the input of all stakeholders in the development, implementation, and monitoring of the Campus Improvement Plan (CIP). The following groups were engaged throughout the process to ensure a comprehensive and collaborative approach:

- **Campus Leadership Team** – Principal, Assistant Principal, Counselor, Instructional Coaches, and Grade-Level Leads provided leadership and guidance in

data analysis and goal setting.

- **Teachers and Staff** – Classroom teachers, interventionists, and support staff contributed through PLCs, faculty meetings, and surveys to identify instructional needs and strengths.
- **Students** – Student performance data, surveys, and feedback were reviewed to ensure that instructional strategies align with student needs and experiences.
- **Parents and Families** – Input was gathered through PTO meetings, parent surveys, parent-teacher conferences, and community forums to ensure family perspectives informed decision-making.
- **Site-Based Decision Making (SBDM) Committee** – Included representation from administrators, teachers, parents, community members, and business representatives to review the Campus Needs Assessment (CNA) and provide feedback on CIP goals and strategies.
- **District Leadership** – Curriculum Coordinators, Directors, and Executive Leadership provided support to ensure alignment with district goals and compliance with state/federal requirements.
- **Community Partners** – Local businesses, faith-based organizations, and civic groups collaborated to support student learning and campus initiatives.

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

The Charles R. Drew Elementary Campus Improvement Plan (CIP) is made available to all stakeholders in an accessible format. The plan is posted on the campus website and a copy is available in the front office for review upon request. In addition, staff and families are informed of the CIP's availability through campus newsletters, ParentSquare, and presentations at PTO and SBDM meetings.

The CIP is provided in a digital format (PDF/online access) as well as a print version for stakeholders who prefer a hard copy. This ensures that all parents, staff, and community members can access the plan in their preferred format.

To support the diverse needs of our community, the plan is available in English and Spanish, and translation support is offered for families who speak additional languages upon request. This ensures that all stakeholders have equitable access to the goals, strategies, and performance objectives outlined in the plan.

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

The Charles R. Drew Elementary Campus Improvement Plan (CIP) is developed in coordination with federal, state, and district requirements to ensure alignment and efficient use of resources. The plan integrates funding and services from multiple programs, including Title I, Part A; Title II, Part A; Title III, Part A; State Compensatory Education; and other district initiatives to maximize impact on student achievement.

Coordination occurs through collaboration with district leadership, curriculum coordinators, and campus staff to align goals, strategies, and resources. The Site-Based Decision Making (SBDM) Committee ensures that the CIP reflects the priorities of all stakeholders, including parents and community members.

The plan is designed to work in harmony with other campus and district initiatives such as the Portrait of a Graduate, the Fundamental Five instructional framework, and technology integration efforts. By braiding resources and aligning strategies, Drew Elementary ensures that all programs complement one another and directly support student learning, staff development, and the creation of a positive campus culture and climate.

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

The Charles R. Drew Elementary Campus Improvement Plan (CIP) includes the following statutorily required descriptions in compliance with state and federal

guidelines:

1. **Comprehensive Needs Assessment (CNA):**
   A detailed review of student achievement data, demographics, programs, and stakeholder input was conducted to identify strengths, prioritize needs, and develop goals for continuous improvement.

2. **Measurable Performance Objectives:**
   The CIP contains performance objectives that are specific, measurable, attainable, results-focused, and time-bound. These objectives are aligned with district and state accountability standards.

3. **Strategies for Improvement:**
   Evidence-based strategies are outlined to address identified needs, including instructional practices, professional development, parent involvement, and resource allocation.

4. **Integration and Coordination of Funds:**
   The plan explains how federal, state, and local resources are coordinated and integrated to support identified priorities and avoid duplication of services.

5. **Parent and Family Engagement:**
   The CIP includes strategies to engage parents and families in the academic success of students, including communication efforts in multiple languages, parent-teacher conferences, PTO involvement, and opportunities for input in decision-making.

6. **Transition Services:**
   Strategies are in place to support students transitioning from early childhood programs into kindergarten and from elementary into middle school, ensuring continuity of services and academic support.

7. **Addressing the Needs of All Students:**
   The plan specifies how Drew Elementary will provide services to all student populations, including Emergent Bilinguals, students receiving Special Education services, Gifted and Talented students, and those identified as At-Risk.

8. **Professional Development:**
   The CIP outlines ongoing professional development aligned with campus needs, district initiatives, and state mandates, ensuring teachers are equipped with the skills and tools to deliver high-quality instruction.

9. **Safety and Well-Being:**
   The plan addresses safe and drug-free schools, bullying prevention, and other initiatives that support a positive school climate and ensure student well-being.

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 Charles R. Drew Elementary 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
Laura Moreno	Interventionist		1
Michael Perez	Interventionist		.92
Nicholas Lohman	Interventionist		1