# Crosby Independent School District

# Crosby High School

# 2026-2027 Campus Improvement Plan



# Mission Statement

The mission of the District and therefore, the mission of Crosby High School is to produce literate, responsible citizens capable of learning and applying academic and social skills successfully in any life setting. The District is committed to preparing our students for the challenges they face in the 21st century in a safe and nurturing environment.

# Vision

The vision of Crosby High School is that Crosby High School educators will make a positive impact on the lives and learning of all students every day.

# Value Statement

We value family and community while realizing that not every student has the support needed to enhance school efforts. We value the roles that educators play in fulfilling the needs of students. In Crosby, we value what every person brings to the table, from bus drivers to maintenance workers, to cafeteria and custodial staff to teachers who serve on the front lines. Evidence of the regard we have for staff can be found in efforts by the board and district administration to provide competitive salaries and benefits for all district staff. Compensation is reviewed annually and compared with other school districts. Simply put, we want to provide the best for the students of this community. We also value the roles played by those who support the efforts of this district. Community members, Chamber of Commerce and Crosby Education Foundation are vital contributors of time, attention and finances that enhance our work with students.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Continue growing students scores and campus morale.

Grow student voice.

Grow parent participation and involvement.

Grow masters and TSI/ACT/SAT scores.

# Demographics

### Demographics Summary

- Overall growth continues at Crosby High School. Currently, there are 2200 students enrolled at Crosby High School.
- Significant growth has been documented in our Hispanic and Economically Disadvantaged student populations.
- As the demographics of the Crosby community continue to grow and change, Crosby High School will need to adjust instruction and other educational programming accordingly.
- CHS attendance rate falls below the district's expectation of 95%.
- There has been an increase of 9th grade students entering CHS as Emergent Bilingual students. These learners need additional programming support.
- Only a few parents are involved in daily campus/school activities throughout the school day.
- Many teachers do not understand the environment and/or culture that our students grow up in.

### Demographics Strengths

Crosby High School continues to graduate more students than the state average, and graduation rates for Economically Disadvantaged and EB students rose from 2015 to 2026.

As these different sub-populations have grown, educational programming has been added to help these students continue to close the achievement gap.

# Student Learning

### Student Learning Summary

- Academic Growth in all tested subjects and TELPAS testing scores.
- Students identified as Special Education struggle with growth and in gaining credits needed to graduate.
- Teachers across all disciplines must work to improve in unit/lesson design, higher order questioning, personalizing, and student engagement.
- Students who are re-testers have very low passing percentages.
- Students entering the 9th grade are struggling both academically and emotionally in their transition to high school.

### Student Learning Strengths

Tier 1 classroom instruction does seem to be having a positive effect on EOC passing rates of first time testers. First time testers passing rates did improve across the board.

EOC scores are rising in all subjects.

We established a student master intervention tracking document for ensuring no student who needs intervention falls through the cracks. This document also tracks qualitative data and integrates unstructured data in order to help make decisions that will impact student performance.

# School Processes & Programs

### School Processes & Programs Summary

Crosby High School has a strong focus on vertical alignment, TEKS based curriculum and best practice. Formal instruments for assessment, such as, unit exams and milestones/Nine weeks exams are used to gauge growth and content mastery. Local assessments are designed using the EOC as a model to ensure tight alignment. Structurally built-in interventions are provided to address gaps in learning and support Tier I instruction. Student progress is tracked through Eduphoria, Skyward and Schoology. An emphasis is placed on students monitoring their own progress through classroom data tracking practices as well as Schoology and Skyward.

Every effort is made to hire highly qualified teachers whenever possible. Transition assistance in the form of mentors, subject level teams and on-going new teacher training are provided for all new teachers.

Teachers teach the state mandated TEKS in all subject areas. Teachers are provided with PLC for subject area planning (vertical and horizontal alignment). Instruction continues to move more toward a student centered instruction model and less teacher centered. Milestones are used to obtain disaggregated data for more individualized instruction. All EOC area test data will be maintained in Eduphoria for comprehensive analysis.

CHS is a 1 to 1 campus with every student being issued an iPad. All classrooms have smart projectors and Apple TV. Wireless nodes in every classroom help sustain a very reliable wireless access system. The campus also has digital response clickers and Mo-bi Inter-write systems for teachers to check out. Teachers and students utilize Schoology as a digital learning platform to enhance teacher efficiency and effectiveness, as well as, student engagement.

Honors and AP teachers need more vertical teaming to address the needs of GT students.

New or struggling teachers do not always know what "right" looks like in the classroom.

### School Processes & Programs Strengths

New Hybrid Calendar

Common planning periods for EOC teachers

PLC time on PD Fridays - once a month

Competitive salary schedule

District curriculum coordinators for 3 core subject areas

Vertical team meetings during PLC with CMS

Students have 1 to 1 ipads, as well as smart projectors and Apple TV in every classroom

# Perceptions

**Perceptions Summary**

There is an enormous amount of school pride with both students and faculty. Students feel safe and parents feel welcome. Faculty and staff have developed common organizational core values and guiding principles. Students are provided a common set of high expectations during the first week of school. An atmosphere of mutual respect is common within the campus community. Both students and staff are held accountable to a shared set of high expectations. Societal and cultural differences are respected. Developing an openness and trust for teachers to explore new ideas, take risks and attempt new out of the box instructional strategies in their classrooms. The campus also has a campus morale committee that plans fun events for the staff and provides recommendations to the building principal.

More student leaders and teachers are needed to positively contribute (volunteering, sponsoring clubs and involvement in campus activities) to the overall campus culture and climate.

Students need more of a voice in the organizational leadership of the campus.

**Perceptions Strengths**

Small campus family atmosphere

Standing Campus Morale Committee

Organizational core values and high expectations

# 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

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

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

# Goals

**Revised/Approved: December 1, 2026**

**Goal 1:** Student Achievement

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

**Performance Objective 1:** Crosby High School will increase student achievement in all tested content areas as evidenced by increasing our overall STAAR component score from 49% to 53%.

**High Priority**

**Evaluation Data Sources:** STAAR EOC test results. Cambium.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Provide high impact tutoring to all students.<br>**Strategy's Expected Result/Impact:** Increased EOC scores for all tested subjects.<br>**Staff Responsible for Monitoring:** Dean, Interventionists, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>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<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** All courses at Crosby High School will ensure daily that each student is encouraged to write a little a lot. Students will be provided with daily opportunities to practice their written communication skills.<br>**Strategy's Expected Result/Impact:** Better writing skills and therefore increased efficiency and increased scores.<br>**Staff Responsible for Monitoring:** Administrators, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>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:** Core content areas will monitor current Milestone and formative assessment data to identify students who aren't meeting campus goals. Students will be provided with intervention opportunities in addition to receiving spiraled instruction and growth opportunities.<br>**Strategy's Expected Result/Impact:** Student growth for at risk and high needs populations.<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>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 High School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

**Performance Objective 2:** The percentage of Emergent Bilingual (EB) students showing progress on TELPAS will increase from 48% in the 25-26 school year to 50% in the 26-27 school year.

**Evaluation Data Sources:** Telpas Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Implementing interventions during the school day for EB students.<br>**Strategy's Expected Result/Impact:** Higher levels for all TELPAS testers.<br>**Staff Responsible for Monitoring:** ESL Coordinator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>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 High School will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

**Performance Objective 3:** The overall CCMR rate at CHS will increase form 94% to 99%, and the percentage of students earning an Industry Based Certificate (IBC) will increase from 74% to 80%.

**Evaluation Data Sources:** PEIMS data. ON DATA SUITE.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** We will use Career Craft and keep up to date data on all students 9-12. The Career Craft data will include CCMR requirements which will allow us to focus on students not meeting the requirements.<br>**Strategy's Expected Result/Impact:** Increased CCMR student percentage.<br>**Staff Responsible for Monitoring:** Admin, Counselors | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 4:** Increase the percentage of students who meet the college ready status in both ELA and Math from 60% to 70%. This can be accomplished through ACT, SAT, TSIA.

**Evaluation Data Sources:** Student ACT and SAT participation reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Provide in school tutoring for TSIA and SAT.<br>**Strategy's Expected Result/Impact:** Increased SAT and TSIA scores.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Public Education Reform
Crosby High School will support and/or participate in litigation efforts that support a strong public education system

**Performance Objective 1:** Crosby HS faculty and staff will stay up to date on TEA mandates through webinars and communications sent from CISD central office.

**Evaluation Data Sources:** TEA webinars
TEA Memos
Crosby HS Game Plan
Crosby ISD Communications

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Send staff members to Region IV training that involve TEA updates and mandates.<br>**Strategy's Expected Result/Impact:** Increased knowledge on TEA requirements.<br>**Staff Responsible for Monitoring:** Admin | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Technology

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

**Performance Objective 1:** Teachers will provide high quality Tier 1 instruction with activities that require students to engage learning with technology.

**Evaluation Data Sources:** Classroom assignments through schoology and other technology apps.

**Goal 4:** Facilities
Crosby High School will maintain quality & safe facilities, and adequately plan for future needs.

**Performance Objective 1:** Develop and implement plans to improve campus culture and management while decreasing student discipline referrals by 10% per year.

**Evaluation Data Sources:** Student discipline data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Implement a positive behavior plan that includes rewards for students without any referrals for an entire grading period.<br>**Strategy's Expected Result/Impact:** Decrease student discipline.<br>**Staff Responsible for Monitoring:** Admin | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Facilities
Crosby High School will maintain quality & safe facilities, and adequately plan for future needs.

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

**Evaluation Data Sources:** Number and type of incidents occurring to pose a risk to building, staff, students or the community.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Conduct daily perimeter door checks.<br>**Strategy's Expected Result/Impact:** Catch any doors that are not locked or propped.<br>**Staff Responsible for Monitoring:** Admin | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** Conduct safety drills throughout the school year. At least 1 fire drill a month.<br>**Strategy's Expected Result/Impact:** Prepare the campus for real emergencies.<br>**Staff Responsible for Monitoring:** Admin | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Facilities
Crosby High School will maintain quality & safe facilities, and adequately plan for future needs.

**Performance Objective 3:** Conduct weapons detector screening for all students during arrival every day.

**Evaluation Data Sources:** Monitor daily screenings.

**Goal 5:** Finance
Crosby High school will be good stewards of taxpayers' money.

**Performance Objective 1:** CHS will spend 100% of all Funds to improve educational opportunities for students at CHS.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** CHS will ensure all activity funds are properly used by having our bookkeeper check balances after each purchase from each individual school group.<br>**Strategy's Expected Result/Impact:** Checks and balances.<br>**Staff Responsible for Monitoring:** Bookkeeper and Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** CHS will strengthen the checks and balances system in which the bookkeeper sends all purchase requests and transfer of funds requests to the principal prior to sending requests to the finance office.<br>**Strategy's Expected Result/Impact:** Financial control and checks.<br>**Staff Responsible for Monitoring:** Bookkeeper and Principal. | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 6:** Community Relations

Through communications and customer service, Crosby High School will create an informative and responsive culture and a welcoming environment

**Performance Objective 1:** Crosby HS will continue to improve opportunities for parents and community to be informed of campus events and information.

**Evaluation Data Sources:** Parent and community feedback and participation in school events and campus programs.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** We will update the Parent Family Engagement and Parent Compact.<br>**Strategy's Expected Result/Impact:** Increased family engagement.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.52<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** We will offer flexible parent meeting dates and times.<br>**Strategy's Expected Result/Impact:** Increased parent involvement.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.52<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 6:** Community Relations
Through communications and customer service, Crosby High School will create an informative and responsive culture and a welcoming environment

**Performance Objective 2:** Campus staff will participate in community events.

**Evaluation Data Sources:** Alliance of community organizations and school.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Campus involvement in Barrett Homecoming Parade, Veterans Day Program, Crosby Fair and Rodeo, Art Car Parade, and Rodeo, Etc.<br>**Strategy's Expected Result/Impact:** Community relationships strengthen.<br>**Staff Responsible for Monitoring:** Administrators | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 7:** Co-Curricular Activities

Crosby High School will develop Co-Curricular programs which enhance students' educational experiences, academic achievement and school community pride

**Performance Objective 1:** Crosby High School will increase opportunities for students to participate in school-sponsored organizations and extra curricular activities.

**Evaluation Data Sources:** Increase in the number of student organizations and overall number of students participating in extra-curricular activities and/or clubs/organizations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Promote clubs and organizations through the school social media sites and website.<br>**Strategy's Expected Result/Impact:** Increase in students participating.<br>**Staff Responsible for Monitoring:** Admin, Counselors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** Promote clubs and organizations at all community events happening at CHS.<br>**Strategy's Expected Result/Impact:** Increase in student participation.<br>**Staff Responsible for Monitoring:** Admin/Counselors | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 8:** Campus-Wide Climate of High Expectation and Teamwork
Crosby High School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

**Performance Objective 1:** Reduce the number of incidents involving bullying, harassment and discrimination on campus.

**Evaluation Data Sources:** Every report of bullying, harassment or discrimination is investigated in a timely manner by an administrator and appropriate actions are taken to address each incident.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Sharing and promoting our anonymous tip reporting system. (P3)<br>**Strategy's Expected Result/Impact:** More staff awareness and proactive interventions.<br>**Staff Responsible for Monitoring:** Administrators | Dec | Feb | Apr | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Add bullying links to social media.<br>**Strategy's Expected Result/Impact:** Awareness and proactive interventions.<br>**Staff Responsible for Monitoring:** Counselors and Administrators. | Dec | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 3:** Provide information to all stakeholders for feedback and engagement.<br>**Strategy's Expected Result/Impact:** Stakeholder ideas and strategies for interventions.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | Dec | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 4:** Implement an anti-bullying committee that leads our campus campaign.<br>**Strategy's Expected Result/Impact:** Students will be involved in providing anti-bullying information to other students.<br>**Staff Responsible for Monitoring:** Associate and Anti-Bullying Sponsor | Dec | Feb | Apr | June |
| | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 8:** Campus-Wide Climate of High Expectation and Teamwork
Crosby High School will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

**Performance Objective 2:** Increase opportunities for stakeholders to have input and provide feedback to the campus leadership team.

**Evaluation Data Sources:** Total number of events where stakeholders were given an opportunity to provide input and feedback.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Monitor social media accounts, parent square app, and email for stakeholder communication and discussion pertaining to CHS.<br>**Strategy's Expected Result/Impact:** Gather stakeholder feedback.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** Host events in which stakeholders will be allowed to provide feedback on programs. (FAFSA night, Senior Night, Open House, Senior Award Night, Freshman Orientation)<br>**Strategy's Expected Result/Impact:** Improve stakeholder involvement.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 9:** Quality Faculty and Staff
Crosby High School will recruit, hire, develop, and retain highly qualified and effective personnel.

**Performance Objective 1:** Achieve a staff retention rate of 90% or higher by the end of the academic year through improved support, professional development, and recognition programs.

**Evaluation Data Sources:** Staff surveys.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Increase staff morale by celebrating staff members and rewarding them.<br>**Strategy's Expected Result/Impact:** High Staff morale and higher retention.<br>**Staff Responsible for Monitoring:** Administrators and Counselors. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** CHS will implement recruitment and supports in order to grow our own paraprofessionals and long term subs.<br>**Strategy's Expected Result/Impact:** More available staff members with ties to CHS.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 3:** Make all Professional development sessions on campus more meaningful to our staff. Gather staff feedback on PD needs.<br>**Strategy's Expected Result/Impact:** Higher morale and higher retention.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 4:** Early recruitment and staff events.<br>**Strategy's Expected Result/Impact:** Improve retention rate.<br>**Staff Responsible for Monitoring:** Administrators and Counselors. | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 9:** Quality Faculty and Staff
Crosby High School will recruit, hire, develop, and retain highly qualified and effective personnel.

**Performance Objective 2:** Utilize the new teacher mentor program to build relationships, communicate expectations, and provide support for new faculty members.

**Evaluation Data Sources:** Program feedback and EOY survey.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Monthly meeting for mentors and mentees.<br>**Strategy's Expected Result/Impact:** Grow our new faculty members and provide them with supports.<br>**Staff Responsible for Monitoring:** Dean and Mentors | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 10:** College and Career Readiness

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

**Performance Objective 1:** Crosby HS will increase the percentage of students achieving college and career readiness. Achievement of this performance objective can be evidenced in the HB 3 College, Career, and Military Readiness 5 - Year Board Goals.

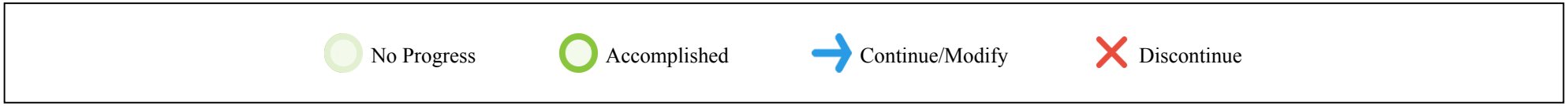
**Evaluation Data Sources:** Increase in passing rates on SAT, ACT, TSI, and AP exams.
Increase in Industry based certifications.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** Evaluation of Senior Transcripts<br>CHS will assess the transcripts of all Seniors by the conclusion of the Fall semester to determine if they meet the College and Career Readiness Standards. Each senior will have a personalized plan in place to achieve these standards by the end of the academic year.<br>**Strategy's Expected Result/Impact:** Students will be on the correct path with a vetted plan.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 2:** CHS programs of study will be reviewed and aligned with the Approved Texas CTE Programs of Study. Vertical alignment from middle school to high school.<br>**Strategy's Expected Result/Impact:** Students will be in the proper pathway and following the proper classes.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 3:** CHS students will be provided with opportunities and preparation to obtain Industry-Based Certifications.<br>**Strategy's Expected Result/Impact:** Students will be prepared for the workforce.<br>**Staff Responsible for Monitoring:** Administrators and Counselors. | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 4:** CHS will promote career pathways using a variety of methods including but not limited to career fairs, visits by colleges and military representatives.<br>**Strategy's Expected Result/Impact:** More students will choose pathways that excite them to excel and become workforce or military ready.<br>**Staff Responsible for Monitoring:** Administrators and Counselors. | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

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

**Performance Objective 2:** Crosby HS will have 96% of all students graduate on the Foundation High School Plan with an endorsement or Distinguished Level of Achievement.

**Evaluation Data Sources:** Percentage of students graduating the Foundation High School Plan with an endorsement or Distinguished Level of Achievement.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| **Strategy 1:** CHS will work in partnership with the Special Education Department, the District's Transition Specialist, and Region IV to ensure that students receiving special education services are prepared for college and careers by providing real-world work experiences, specifically designed to assist high school students with Individualized Education Programs (IEPs) in their job preparation.<br>**Strategy's Expected Result/Impact:** More students graduating on the foundation plan.<br>**Staff Responsible for Monitoring:** Administrators and counselors. | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# Title I

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

## 1.1: Description of CNA Process

The campus cabinet will meet and discuss all campus needs relating to instruction, staff, facilities, students, and resources.

We have an established goal of 93.5% for attendance at CHS. We need to have follow through on incentives and attendance policies.

We will continue to focus on PD for teachers in order to increase the level of our Tier I instruction.

We will continue to improve our targeted instructional teaching and interventions in Reading and in Math.

We will focus on the needs of the individual sub-pops.

## 1.2: Location for Evidence of Multiple Meetings Held

Dated sign in sheets on campus.

Notes from meeting.

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

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

The campus improvement committee includes all required stakeholders per TEA rules and the CIP will be reviewed, revised, and updated with input from stakeholders representing all areas.

## 2.2: Stakeholders 1114(b)(2)

Campus leadership will consistently monitor and revise the campus improvement plan. The plan will be reviewed in December, February, and April. A summative review follows in June.

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

The plan will be available to parents and community on the website and available for pickup in the front office in English and Spanish.

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

We are providing tutorials and interventions in order to reach all students that need accelerated instruction, EB students, and re-testers. Student progress will be monitored through a variety of formative and summative assessment methods. Academic supports and interventions will be implemented with all student groups when the need is identified.

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

We created a new bell schedule with increased class time and we have an initiative for bell to bell instruction. The instruction will be TEKS aligned in all classrooms and will provide tutorial and intervention programs for all students who are in need of additional support. CHS also provides a wide variety of extra-curricular and co-curricular activities that complement the academic programs.

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

## 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

We will annually evaluate the plan and revise it quarterly.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Brittany Cherry | Interventionist | | 1 |
| Jan Harris | Interventionist | | 1 |
| Katrina Newell | Math Interventionist | | 1 |
| Shelley Smith | Interventionist | | 1 |
| Yajaira Mouliatis | Teacher | | .5 |