Crosby Independent School District

District Improvement Plan

2026-2027



Mission Statement

Crosby Independent School District is committed to protecting, preparing, and empowering every student for lifelong success in an ever-changing world.

Vision

Empowered students.

A future-focused community.

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.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
District Processes & Programs 14
Parent and Family Engagement Summary 16
Perceptions 19
Comprehensive Needs Assessment Data Documentation 20
Goals 22
Goal 1: Student Achievement Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world. 22
Goal 2: Public Education Reform Crosby ISD will support and/or participate in litigation and/or legislative efforts in support of a strong public education system 52
Goal 3: Technology Crosby ISD will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace 53
Goal 4: Facilities Crosby ISD will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs 56
Goal 5: Finance Crosby ISD will be a good steward of taxpayers' money 58
Goal 6: Community Relations Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all. 61
Goal 7: Co-Curricular Activities Crosby ISD will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride 70
Goal 8: District-wide climate of high expectations and teamwork Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy 71
Goal 9: Quality Faculty and staff Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators 77
Goal 10: College or Career Readiness Graduates of Crosby ISD will be prepared for success after high school by being college, career, and military ready 84
Assurances 87
Statutorily Required Assurances 87

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crosby ISD Overview

The Crosby Independent School District (CISD) consists of 7 campuses and one middle school DAEP: one kindergarten center, four elementary schools, one middle school campus which houses the middle school DAEP, and one comprehensive high school campus. The district is accredited by the Texas Education Agency. The Crosby Independent School District brings together two communities, Barrett Station and Crosby. These communities boast a thriving family and business component. CISD is located near the city of Houston, which provides students with opportunities for educational and cultural experiences to support student outcomes. The diverse resources and amenities in the surrounding areas enhance the appeal of the Crosby Independent School District, making it an attractive place for both living and working.

Crosby ISD Students

Based on the 2025-26 PEIMS data, the Hispanic student group represents 56.4% of our student population. Our white student group is 26.8%, African American is 13.1%, Asian is 0.3%, Pacific Islanders and American Indian combined represent 0.2%. There are 3.1% identifying as two or more races. The student groups in Crosby ISD include 23.7% Emergent Bilingual (EB), 5.8% Gifted and Talented, and 16% Special Education (SPED). Additionally, 60.6% are economically disadvantaged (Eco Dis), and approximately 56.9% are identified as at-risk. We ended the 2025-26 school year with 7,183 students.

On August 28, 2026, CISD's student enrollment for the 2026-27 school year was 7,476 students. Based on the current enrollment, the Hispanic student group continues to be the fastest growing in Crosby at 58.56%. Our white student group is 23.9%, African American is 13.74%, Asian is .37%, and Pacific Islanders and American Indian represent less than .4%. There are 3.21% identifying as two or more races.

Strengths

1. The diversity within the CISD student population mirrors the growth of our two communities, offering students valuable exposure to a range of cultures. This environment fosters understanding and highlights the importance of collaboration and cooperation essential for thriving in a global society.
2. The district continues to have a high graduation rate and a low dropout rate.
3. The district leverages numerous partnerships with community organizations, business, and industries to support the education of students.

Student Learning

Student Learning Summary

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**
2026	**74**	**50**	**21**	46	18	2	69	37	10
2026 State	**73**	**50**	**25**	44	21	7	63	37	16
2025	70	44	17	40	23	4	60	32	14
2025 State	77	52	23	51	23	7	69	41	14
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 4	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	77	50	20	47	18	2	72	45	16
2026 State	77	53	24	49	22	6	65	39	13
2025	**81**	**53**	**20**	**52**	**27**	**5**	**72**	**42**	**13**
2025 State	**81**	**54**	**24**	**54**	**22**	**6**	**73**	**41**	**13**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	**79**	**58**	**31**	**45**	**24**	**6**	**69**	**45**	**20**
2026 State	**79**	**60**	**35**	48	23	9	67	40	17
2025	**82**	**64**	**32**	**39**	**19**	**3**	**79**	**63**	**31**
2025 State	**77**	**58**	**30**	**42**	**21**	**6**	**66**	**43**	**16**

- The All student group saw gains in Meets and Masters performance levels for grade 3 from the 2025 scores to the 2026 scores.
- The Special Education group saw an increase from the 2025 scores to the 2026 scores in Approaches, Meets, and Masters performance levels for grade 5.
- The Emergent Bilinguals in Grades 4&5 outperformed the state in Meets and Masters performance levels.

Reading Language Arts (RLA)

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	**74**	**55**	**28**	**30**	**14**	**3**	**64**	**47**	**11**
2026 State	**74**	**56**	**30**	38	18	5	50	27	8
2025	76	50	22	35	13	1	69	33	11
2025 State	77	56	29	42	18	5	55	29	9
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 7	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	76	50	25	53	13	1	59	29	6
2026 State	78	56	32	42	16	5	56	27	9
2025	**68**	**41**	**16**	**34**	**8**	**3**	**60**	**32**	**8**
2025 State	**76**	**54**	**27**	**36**	**14**	**4**	**55**	**29**	**9**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	83	54	25	52	16	0	71	30	8
2026 State	84	61	33	51	18	5	66	32	9
2025	**77**	**52**	**19**	**35**	**16**	**1**	**71**	**43**	**10**
2025 State	**82**	**58**	**32**	**45**	**16**	**5**	**62**	**31**	**10**

- The All Students group for grades 6-8 did not perform better than the state in either performance level.
- The All Students group showed gains in Grades 6-8 scores from 2025 to 2026 in Meets and Masters performance levels.
- Special Education students in Grades 6 and 7 saw an increase at Meets performance levels.
- Emergent Bilingual students in Grade 6 saw increase in Meets performance level.

EOC English I and English II

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
English I	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	**71**	**46**	**5**	**38**	**13**	**0**	**61**	**30**	**1**
2026 State	**73**	**53**	**12**	38	18	1	46	26	1
2025	**60**	**36**	**6**	**29**	**14**	**1**	**47**	**25**	**4**
2025 State	**69**	**49**	**15**	**31**	**15**	**2**	**41**	**24**	**2**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
English II	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	70	48	5	21	4	1	59	34	2
2026 State	73	58	9	37	21	1	46	29	1
2025	**61**	**39**	**3**	**28**	**14**	**0**	**51**	**26**	**1**
2025 State	**72**	**55**	**8**	**34**	**17**	**1**	**45**	**27**	**1**

- The All Students groups for both English I and English II saw an increase in scores from 2025 to 2026 in Approaches and Meets performance levels.
- The Special Education group for English I did see an increase for the Approaches performance level from 2025 to 2026 scores.

Mathematics

Grades 3-5

	All Students			Special Education (SPED			Emergent Bilingual (EB)		
Grade 3	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	66	41	15	39	22	2	66	42	12
2026 State	68	46	22	39	20	8	60	36	15
2025	**67**	**41**	**14**	**38**	**23**	**7**	**68**	**44**	**15**
2025 State	**71**	**46**	**19**	**45**	**22**	**7**	**65**	**38**	**13**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 4	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	68	47	18	35	19	3	63	46	18
2026 State	68	49	24	39	22	8	61	40	17
2025	**74**	**49**	**20**	**45**	**29**	**4**	**77**	**49**	**17**
2025 State	**69**	**47**	**24**	**40**	**20**	**8**	**63**	**39**	**17**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	76	44	16	48	20	5	70	31	9
2026 State	76	49	21	49	19	5	67	35	11
2025	**84**	**60**	**25**	**60**	**18**	**3**	**86**	**59**	**23**
2025 State	**74**	**47**	**22**	**43**	**17**	**6**	**67**	**37**	**14**

- The All Students group saw declines with the largest decreased in Grade 5.
- Performance for students in special education was mixed. Declines were seen in Grade 4, but improvements were seen in Grade 5 Meets and Masters performance levels.
- Performance declined in the Emergent bilingual group, with the largest decrease in Grade 5 across Approaches, Meets, and Masters performance levels.

Mathematics

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	79	39	15	52	13	2	74	29	4
2026 State	74	40	16	46	13	3	58	21	5
2025	**71**	**35**	**13**	**36**	**9**	**0**	**66**	**25**	**4**
2025 State	**74**	**40**	**16**	**46**	**12**	**3**	**59**	**21**	**6**
Grade 7	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	48	23	1	30	13	0	39	14	0
2026 State	51	32	10	23	9	1	33	15	2
2025	**25**	**8**	**0**	**19**	**9**	**1**	**27**	**28**	**1**
2025 State	**55**	**33**	**11**	**24**	**9**	**2**	**38**	**18**	**4**
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	68	40	13	32	12	0	58	19	3
2026 State	75	49	17	41	18	3	59	30	6
2025	**72**	**50**	**19**	**38**	**23**	**4**	**68**	**38**	**10**
2025 State	**71**	**47**	**18**	**37**	**15**	**4**	**56**	**29**	**7**

- Performance in 6th and 7th grade saw an increase in Approaches, Meets and Masters for All Student group from 2025 to 2026.
- Performance declined in 8th grade for All Atudents, Special Education and Emergent Bilingual groups from 2025-2026.
- 6th grade outperformed the state in Approaches for the All Studentts, Special Education and Emergent Bilingual groups.

EOC Algebra I

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Algebra I	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	85	55	29	49	17	5	82	47	21
2026 State	83	51	28	59	22	8	73	37	15
2025	**80**	**48**	**30**	**61**	**30**	**13**	**78**	**47**	**28**
2025 State	**78**	**51**	**28**	**49**	**17**	**7**	**66**	**32**	**16**

- Performance in Approaches and Meets in the All Students and Emergent Bilingual saw an increase from 2025-2026.
- Special Education saw a decrease in all performance levels from 2025-2026.

Science

Grade 5 and 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	65	33	13	34	16	5	57	27	5
2026 State	66	38	18	37	14	5	52	21	8
2025	**70**	**34**	**12**	**38**	**15**	**2**	**59**	**27**	**9**
2025 State	**65**	**31**	**12**	**36**	**10**	**3**	**51**	**16**	**5**
	All Students			**Special Education (SPED)**			**Emergent Bilingual (EB)**		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	69	46	20	32	14	3	55	26	5
2026 State	77	55	30	44	21	9	54	28	9

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
2025	**75**	**44**	**13**	**36**	**16**	**1**	**71**	**33**	**4**
2025 State	**74**	**48**	**19**	**37**	**15**	**4**	**54**	**25**	**5**

- 8th grade saw an increase in Approaches and Masters in the All Students, Special Education and Emergent Bilingual student groups from 2025-2026.
- 5th grade saw a decrease in Approaches, Meets and Masters in the All Student group from 2025-2026.

EOC Biology

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Biology I	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	91	62	26	69	29	3	87	46	14
2026 State	93	69	34	81	36	9	87	48	12
2025	**90**	**55**	**11**	**77**	**31**	**0**	**80**	**46**	**5**
2025 State	**92**	**61**	**21**	**74**	**26**	**4**	**81**	**38**	**6**

- Pereformance in Approaches, Meets and Masters increased in the All Student group from 2025-2026.
- Emergent Bilinguals saw an increase in Approaches and Masters from 2025-2026. They maintained the same percentage in the Meets level from last year.

Social Studies

Grade 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	41	22	11	16	8	3	22	8	2
2026 State	59	33	17	24	9	4	30	10	4
2025	**44**	**21**	**10**	**30**	**19**	**3**	**33**	**11**	**2**
2025 State	**58**	**32**	**17**	**24**	**9**	**4**	**33**	**11**	**4**

- Performance at the Meets and Masters level in 8th grade for the All Students group saw an increase from 2025-2026.
- 8th grade did not perform better than the state in any student group.

EOC US History

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
US History	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
2026	90	62	28	54	21	3	84	39	11
2026 State	93	69	37	77	35	12	84	45	14
2025	**93**	**61**	**27**	**74**	**24**	**10**	**86**	**45**	**16**
2025 State	**95**	**68**	**37**	**80**	**32**	**12**	**87**	**40**	**14**

- Performance at the Meets and Masters level in US History for the All Students group saw an increase from 2025-2026.
- US History did not perform better than the state in any student group.

TELPAS Performance Summary

	TELPAS Composite Ratings				TELPAS Composite Score Progression 22-24 to 23-25		
	Beginning	**Intermediate**	**Advanced**	**Advanced High**	**Lower or Same Level**	**1 Level Higher**	**2 Levels Higher**
Kindergarten	**39**	**39**	**17**	**4**	*	*	*
Grade 1	**15**	**42**	**36**	**7**	**55**	**39**	**6**
Grade 2	**20**	**64**	**16**	**0**	**83**	**17**	**0**
Grade 3	**19**	**56**	**25**	**1**	**82**	**18**	**0**
Grade 4	**14**	**48**	**35**	**3**	**70**	**28**	**2**
Grade 5	**6**	**35**	**54**	**5**	**78**	**22**	**0**
Grade 6	**8**	**46**	**41**	**6**	**87**	**13**	**1**
Grade 7	**9**	**40**	**47**	**5**	**80**	**20**	**0**
Grade 8	**6**	**37**	**52**	**6**	**69**	**29**	**2**
Grade 9	**10**	**54**	**31**	**5**	**83**	**16**	**1**
Grade 10	**5**	**40**	**47**	**7**	**75**	**23**	**2**
Grade 11	**6**	**42**	**37**	**15**	**65**	**32**	**3**
Grade 12	**14**	**39**	**41**	**6**	**80**	**18**	**2**

- The majority of K-2 Emergent Bilingual students have a composite rating of intermediate. This has remained consistent with the 2024 and 2025 scores.
- The Emergent Bilingual students in Grades 1-12 scored lower or at the same TELPAS Composite Score Progression level from 24-25 to 25-26.

District Processes & Programs

District Processes & Programs Summary

Facilities Summary

Strengths

1. The district continues to evaluate maintenance and operations staff to ensure the proper maintenance of facilities.
2. Through the bond of 2017, the district has been able to update several chillers (HVAC Systems) at different campuses.
3. The district continues to manage all work orders through the technology work order system.

Opportunities

1. With the age of the buildings, we continue to take on a higher number of work orders.
2. Provide additional training for custodial staff.

School Safety and Security

Strengths

1. The district has fully implemented Navigate 360, which is our panic alert system. This system is activated through district devices.
2. Every campus in CISD will have a School Resource Officer all day, every day.
3. Secondary campuses have hallway monitors to actively monitor daily.
4. Each campus has security resistant film.
5. The district and campuses have a threat assessment team that assists with struggling students and parent engagement.
6. The district has purchased ParentSquare as the mass communication platform. This system provides instant notification and two-way communication.

Opportunities

1. We are still seeking to be better with social and emotional support efforts across the district.
2. The district is continuing to work on bus discipline and creating further processes for communication from transportation to campus.

Transportation Summary

Strengths

1. The transportation department is fully staffed with drivers.
2. The department is also fully staffed with mechanics
3. We have made our starting pay competitive to attract drivers to Crosby ISD.

Opportunities

1. Drivers continue to require training for safety elements on the bus.
2. Crosby ISD continues to seek ways to increase efficiency and look at more community-based stops.

Technology Summary

Strengths

1. A strong network and CyberSec Infrastructure exists throughout the district.
2. The district provides equitable student access to devices in grades K-12.
3. The district provides a user-friendly classroom management system, Schoology.
4. The department utilizes a work order system for accountability and tracking.

Opportunities

1. Inventory management systems are being created to streamline and optimize processes.
2. Implement and enhance device repair procedures internally and across all campuses.
3. Promote a deeper understanding of technology integration and its impact on instruction through professional learning for staff.
4. Strengthen inter-departmental relationships district-wide to promote a more collaborative supportive environment.

Business Services Summary

Strengths

1. Reducing cash handling for district employees and an increase in fee collections due to online credit card payments with RevTrak website.
2. Creating documentation and cross-training our staff to promote idea-sharing and coverage of duties.
3. Reviewing current processes and creating efficiencies for the Finance Department staff and district employees.
4. Providing guidance and rules to Booster Clubs, student organizations, and Parent Volunteer Organizations to ensure understanding of district needs and that federal laws are followed.
5. Continue to provide accurate financial information to the district administration and Board of Trustees to make informed fiscal decisions.
6. Accurate and transparent accounting of district monies to earn multiple financial awards, including a Superior Rating on School FIRST.

Opportunities

1. Decrease in compensatory time and overtime earned across the district.
2. Review grant processes and allocations to ensure we are making the best fiscal decisions with grant funds.

Communications Summary

Strengths

1. Crosby ISD's new district website enhances user experience and improves access to important information for all stakeholders. Ongoing monthly audits and staff training are being implemented to ensure content remains accurate, relevant, and easy to navigate.
2. A weekly district newsletter is distributed to parents and guardians, providing timely updates and positive news that impacts the entire Crosby ISD community.
3. The Communications Department offers a wide range of services, including photography, videography, news and feature writing, marketing, and crisis communications, ensuring consistent and professional messaging across all platforms.

Opportunities

1. Analyze website analytics to gain insights into user behavior, such as entry and exit pages and time spent on specific content, in order to continually refine the site for easier access to high-demand information.
2. Revise the District Parent and Family Engagement Policy to align with current best practices and better reflect the needs of the community,
3. Train campus and department staff on creating a welcoming environment and delivering effective customer service to families and visitors.
4. Provide professional development for staff to enhance two-way communication with families through ParentSquare and other district platforms.
5. Increase family participation in decision-making by promoting involvement in campus and district site based decision-making committees and extending open invitations to Long-Range Planning Committee meetings during the fall semester.
6. Expand the district's social media presence to celebrate student and staff achievements and to deliver important alerts and updates to the community in a timely manner.

Parent and Family Engagement Summary

Strengths

1. ParentSquare is used as a two-way communication platform that connects parents, teachers, administrators, and the broader community. It supports messaging, email, and posts to ensure consistent and accessible communication.
2. The district hosts a wide range of family and community engagement events, including Meet the Teacher Nights, the Back-to-School Bash, Pep Rallies, and the GT Expo Night. Families are also encouraged to attend academic showcases, athletic events, fine arts performances, and other extracurricular activities that build strong school-community connections and support student involvement.
3. Community business partners contribute valuable service hours on campuses, providing support for classrooms and enhancing student learning experiences.
4. Crosby ISD will increase its social media presence to celebrate student and staff achievements and to provide timely updates and important alerts to the community.

Opportunities

1. Provide training for department and campus staff on creating a welcoming school environment and delivering high-quality customer service to families, whether they are seeking support or visiting as guests.
2. Offer professional development for faculty and staff to enhance their use of effective two-way communication strategies through ParentSquare and other district-approved platforms.
3. Expand family involvement in decision-making by increasing recruitment and outreach for participation in campus and district site based decision-making committees. Additionally, promote open invitations to the district's Long-Range Planning Committee meetings held during the fall semester.

Leadership Development

Strengths

1. The administrative team meets monthly to participate in professional learning provided by district departments and consultants.
2. The district's principals participate in weekly principals' meetings to address needs and provide professional learning centered around identified responsibilities in their role.
3. District personnel visits campuses weekly to support initiatives and provide principals with feedback on daily campus operations.
4. A shared Google Drive acts as a collection point for all instructional meeting agendas and notes.

Opportunities

1. Continue to update and refine instructional resources in the shared Google Drive.
2. Provide specific instructional leadership training with experts from outside Crosby ISD.
3. Update the principal appraisal document (Eduphoria Campus Walkthrough Form) in an effort to build capacity in leaders as they continue to grow.

Staffing Systems Summary

Strengths

1. Crosby ISD provides a first-year teacher academy to support new teachers through mentoring and professional development.
2. The district offers a competitive salary schedule for teachers and builds in uninterrupted work time on campus to take care of professional tasks once a month.
3. We offer a robust recruiting program through university and region partnerships.
4. Crosby ISD has initiated the Teacher Incentive Allotment (TIA) process.

Opportunities

1. Narrow the district's focus on recruiting efforts with particular emphasis on SPED, ESL, and secondary teaching fields.
2. Continue to seek opportunities to increase partnerships with universities to provide more opportunities for internships in Crosby ISD.
3. Continue to strengthen retention efforts with all employees.
4. Continue with TIA implementation.

Professional Learning

Strengths

1. Engage core content teachers in collaborative draft and design learning sessions led by district curriculum coordinators.
2. Working with an accountability consultant to focus on aligning assessment and student growth opportunities to the rigor of the TEKS and STAAR.

Opportunities

1. Develop systems to help campuses identify top academic priorities with campus leaders, interventionists, and teachers so that they are incorporated into goals, objectives and weekly planning.
2. Develop specific training surrounding early childhood reading and mathematics assessment.
3. Provide interventionists and teachers with core content learning opportunities in depth of knowledge and rigor of TEKS, including how they are assessed.
4. Provide support to campus leadership teams (administration, interventionists, classroom teachers) to help utilize small group instruction to support Tier 1 standards and Tier 2 interventions, including data analysis for student selection, planning effective instruction/interventions, delivering effective interventions, progress monitoring/assessing, reteaching and regrouping.
5. Provide K-12 professional development to support the district's initiative of utilizing the Fundamental Five.

Curriculum and Instruction

Strengths

1. A robust Curriculum Hub in Schoology for core content area teachers, including scope and sequence for pacing, instructional resources, vocabulary, and common misconceptions.
2. Continue to adopt Top Academic Priorities for Prekindergarten - grade 12 to include collaborative planning and writing across the content areas.

Opportunities

1. Campus and district leaders engage in collaborative walks to support instructional practices in RLA and Mathematics (grades 3-8) and EOC assessments.
2. Support the move to aligning reading practices to Science of Teaching Reading (STR) strategies.
3. Continued focus on Prekindergarten - grade 12 literacy and numeracy.
4. Identify mathematics data to collect and develop a progress monitoring system focusing on prekindergarten through 2nd grade mathematics.
5. Support effective instruction in secondary STAAR and EOC STAAR classes to support increases in Meets and Masters performance.

Career and Technical Education

Strengths

1. The district provides diverse, complete CTE Programs of Study.
2. Crosby High School expanded its CTE facilities for the start of the 2025 - 26 school year, providing for a new welding lab and carpentry lab.
3. The district provides appropriately certified instructors through State Board of Educator Certification or through District of Innovation Strategies (DOI).

Opportunities

1. Build and expand partnerships with local businesses, trade organizations, and higher education institutions.
2. Evaluate current programs of study needs by conducting student interest surveys.
3. Provide ongoing professional development focused on industry trends, technology integration, and instructional strategies unique to CTE.

Perceptions

Perceptions Summary

Crosby ISD recognizes that meaningful stakeholder engagement is essential to student achievement and long-term district success. Building authentic relationships with parents, staff, students, and community partners fosters a culture of collaboration rooted in trust. The district acknowledges that transparency may invite both questions and criticism, but views this as a necessary driver for organizational growth and accountability. A healthy school system values multiple perspectives, encourages constructive dialogue, and leverages feedback to guide improvement efforts.

Family and community engagement continue to be areas of focus for Crosby ISD. Current initiatives such as *Kids Hope*, *Watch D.O.G.S.*, and parent volunteer organizations, alongside partnerships with groups like the *Crosby Huffman Chamber of Commerce* and *Barrett Civic League*, provide valuable opportunities for stakeholders to connect with schools and contribute to student success. Expanding these partnerships and increasing participation in family engagement programs remain key needs to further strengthen trust and community investment.

Effective, timely communication is central to maintaining stakeholder engagement. Crosby ISD currently utilizes newsletters, social media, ParentSquare, Skyward, Schoology, and campus-level updates to keep families and the community informed. These tools have broadened engagement across multiple age groups and created opportunities for parents and guardians to take a more proactive role in district initiatives. Continued improvement is needed in ensuring consistent two-way communication, particularly in reaching families who may face barriers related to language, technology access, or work schedules.

As the district experiences ongoing demographic, cultural, and economic shifts, Crosby ISD is committed to maintaining high expectations for all students, respecting diverse perspectives, and fostering an inclusive learning environment. Equity remains a district priority, with focused efforts to close achievement gaps across student groups and ensure that every learner has access to rigorous, supportive educational experiences. The district's commitment to continuous improvement in perceptions, culture, and climate will strengthen community trust and promote long-term student success.

Opportunities

1. Expand stakeholder engagement opportunities that promote consistent and meaningful collaboration between families, staff, and community partners.
2. Increase parent and community participation in existing programs such as Kids Hope, Watch D.O.G.S., and Parent Volunteer Organizations to strengthen trust in schools.
3. Strengthen two-way communication systems that ensure stakeholders not only receive information but also have regular opportunities to provide input and feedback.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement

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

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

Evaluation Data Sources: Implementation of district programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The Superintendent will work with the school board to create district goals and communicate them to stakeholders at convocation and other venues. **Strategy's Expected Result/Impact:** Implementation of strategies to address goals. **Staff Responsible for Monitoring:** Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Data Analysis Teams consisting of Campus and District Leadership representatives will meet to communicate strengths and needs of each school. **Strategy's Expected Result/Impact:** Campus programs implemented to address students' needs. **Staff Responsible for Monitoring:** Principals Assistant Principals Teachers Content Coordinators Director of Curriculum & Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide Title I staff members assigned to various campuses across the district to accelerate and remediate students in prekindergarten through twelfth grade. **Strategy's Expected Result/Impact:** Increase performance on summative assessments (Circle Progress Monitoring Instrument, mCLASS Reading, iStation, and STAAR). **Staff Responsible for Monitoring:** Principals Assistant Principals Teachers Director of Curriculum and Instruction Assistant Superintendents				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide Title II staff members assigned to various campuses across the district to accelerate and remediate students in prekindergarten through twelfth grade. **Strategy's Expected Result/Impact:** Increase performance on summative assessments (Circle Progress Monitoring Instrument, mCLASS Reading, iStation, and STAAR). **Staff Responsible for Monitoring:** Principals Assistant Principals Teachers Director of Curriculum and Instruction Assistant Superintendent				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Crosby ISD will increase the number of students performing at Meets level according to the Texas Accountability System, by June of 2027. Meets level in Math will move from 43% to 48%. Meets level in Reading will move from 46% to 51%. Meets level in Science will move from 51% to 56%. Meets level in Social Studies will move from 43% to 48%.

Evaluation Data Sources: 2027 STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Reading Language Arts, Math, Science, and Social Studies teachers (grades 3-11) will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Curriculum Coordinators will attend planning sessions to ensure the use of curriculum guides, backwards design and the production of high quality lessons. **Strategy's Expected Result/Impact:** STAAR Assessments **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Directors of Curriculum & Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Reading Language Arts teachers in grades 3 through English II will use STAAR-aligned curriculum materials to ensure instruction is aligned to the rigor of STAAR. **Strategy's Expected Result/Impact:** Providing high-quality curriculum materials aligned to the STAAR will increase student performance at the Meets level of STAAR. **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principals Secondary Director of Curriculum Assistant Superintendents **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Mathematics teachers (grades 3-5) will implement daily problem solving as a routine in the math block. **Strategy's Expected Result/Impact:** Students will be proficient in problem solving strategies using mathematical reasoning, mathematical representations, and number calculations. Providing multiple representations through daily problem solving aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principals Director of Elementary Curriculum & Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Mathematics teachers in grades 6 - Algebra I will use STEMscopes Math curriculum materials and multiple representations to provide instruction aligned to the rigor of STAAR. **Strategy's Expected Result/Impact:** Providing multiple representations through curriculum materials aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principal Director of Secondary Curriculum and Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Social Studies teachers in grades 6-11 will implement "Write A Little A Lot" for their warm-ups and exit tickets for students to exhibit a deep understanding of the TEKS taught or previously taught. **Strategy's Expected Result/Impact:** Writing about the content will deepen the knowledge of the TEKS and increase the meets and masters performance for 8th Grade Social Studies and U.S. History. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principal Secondary Director of Curriculum and Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Crosby ISD will hire and utilize a consultant to educate on the accountability system, the district aims to empower its educators with the knowledge and skills needed to drive student success on STAAR assessments. This strategy not only focuses on immediate improvements but also builds a foundation for ongoing professional development and student achievement. **Strategy's Expected Result/Impact:** Increased STAAR performance and accountability ratings **Staff Responsible for Monitoring:** Assistant Superintendents Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Science teachers will use EduSmart (grades 3-8 and Biology) and Loman Education (grades 5, 8, and Biology) supplemental online curriculum materials to provide additional instruction aligned to the rigor of STAAR. **Strategy's Expected Result/Impact:** Providing multiple representations through curriculum materials aligned to the rigor of STAAR will increase student performance at the Meets level of STAAR. **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Director of Curriculum & Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: Crosby ISD Science Instruction K-12 will incorporate the use of Scientific and Engineering Practices to support instruction in the science content standards for 50% of instructional time, to include asking questions, planning and conducting multiple types of investigations, explaining phenomena using tools and models, identifying problems and designing solutions using tools and models. **Strategy's Expected Result/Impact:** Increasing quality lessons in the classroom will increase student performance on classroom tests, milestones, and STAAR. **Staff Responsible for Monitoring:** Teachers Interventionists Curriculum Coordinators Principals Elementary & Secondary Director of Curriculum & Instruction Assistant Superintendents				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Crosby Independent School District will boost student performance by increasing the percentage of students demonstrating growth by advancing one performance level, as defined by the Texas Accountability System. Student growth will elevate from 65% to 70% by June 2027.

Evaluation Data Sources: 2027 STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Crosby ISD will utilize our accountability consultant to provide professional development on the steps toward enhancing our capacity to track and support the growth of each student and their ability to meet their yearly goals. **Strategy's Expected Result/Impact:** Tracking growth goals will increase the number of students achieving a growth point on STAAR for Domain II and III. **Staff Responsible for Monitoring:** Assistant Superintendents Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Crosby ISD teachers will create and track the individual growth goals for their students on assessments throughout the year in order to increase student growth according to the Texas Accountability System. **Strategy's Expected Result/Impact:** Increase the number of students earning a growth point on STAAR according to the Texas Accountability System. **Staff Responsible for Monitoring:** Assistant Superintendents Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Curriculum Coordinators Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Crosby ISD will administer NWEA MAP Growth in Grade 3 reading and mathematics, Grades 5 and 8 science, and Biology to measure student growth, establish individual growth targets, guide instructional planning and intervention, monitor progress, and support the district's Teacher Incentive Allotment system. **Strategy's Expected Result/Impact:** Students in Grade 3 reading and mathematics, Grades 5 and 8 science, and Biology will demonstrate measurable academic growth from beginning-of-year to end-of-year, as evidenced by an increased percentage of students meeting or exceeding their individual NWEA MAP Growth projections. Results will also provide valid student-growth data to support instructional decisions and the district's TIA designation system. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction Director of Elementary and Secondary Curriculum and Instruction Curriculum Coordinators Director of Accountability Principals Assistant Principals Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By the end of the 2026-27 school year, CISD will increase the percentage of Pre-K-2 students meeting or exceeding grade-level expectations in Early Literacy and Math, with each grade level demonstrating growth from the 2026 baseline and meeting or exceeding the established 2026-27 HB3 targets.

Early Literacy Targets: Pre-K 90%, Kindergarten 84%, 1st Grade 80%, and 2nd Grade 75%.

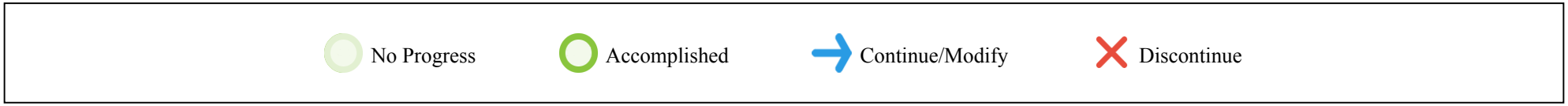
Math Targets: Pre-K 99%, Kindergarten 77%, 1st Grade 60%, and 2nd Grade 61%.

HB3 Goal

Evaluation Data Sources: Amplify mClass
CLI Engage

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Throughout the year, teachers, interventionist, and coordinators will prepare RLA lessons designed to improve TIER 1 instruction while meeting the needs of students. **Strategy's Expected Result/Impact:** Students will improve their performance on classroom tests, Amplify mClass, Ren 360, CLI, District CBAs, & 9 Weeks Assessments **Staff Responsible for Monitoring:** Teachers Interventionist Elementary Curriculum Coordinators Assistant Principals Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will engage students in daily Numeracy Routines designed to improve number sense in mathematics. **Strategy's Expected Result/Impact:** Students will improve their performance on classroom tests, Amplify mClass Math screeners, CLI screeners, Unit Tests, and Milestones. **Staff Responsible for Monitoring:** Teachers Interventionist Elementary Curriculum Coordinators Assistant Principals Principals				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 5: Crosby ISD 3rd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics. The percent of third grade students that score meets grade-level or above on STAAR Reading will increase from 47% to 54% by June 2027. The percent of third grade students that score meets grade-level or above on STAAR Math will increase from 40% to 54% by June 2027.

HB3 Goal

Evaluation Data Sources: District Milestone Assessment
STAAR Assessment
Amplify mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Student performance will be monitored through the use of past classroom-based student assessments, curriculum-based assessments, district 9-week assessments, and STAAR tests to form a baseline analysis for a student's general understanding of the subject material. Following this analysis, student intervention groups will be established according to local criteria. Selected students will participate in focused instruction that addresses content deficits. **Strategy's Expected Result/Impact:** Student intervention groups will be formed to meet local expectations and accelerated instruction will take place. Increased STAAR scores in 3rd grade Math and Reading **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum & Instruction Assistant Superintendents				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: Crosby ISD will increase the number of students scoring a 5 or higher in writing in grades 3-English II as measured on STAAR from 43% to 46% by June 2027.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students in grades 3 - English II will complete seven ECR cycles (including drafting, revising, and conferencing) before the Spring 2027 STAAR window. **Strategy's Expected Result/Impact:** More frequent exposure to the writing process and responsive feedback will improve students' writing scores. Increased Extended Constructed Response scores on STAAR. **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Curriculum Coordinators Assistant Principals Principals Directors of Curriculum Assistant Superintendents **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Selected students at CMS and CHS will utilize the literacy program ThinkCERCA to receive targeted writing instruction and practice. **Strategy's Expected Result/Impact:** ThinkCERCA's argumentative writing model will prepare at-risk students for the STAAR writing task by concentrating on organization and evidence-based reasoning. Increased STAAR scores in grade 6-English II Reading STAAR /English EOC **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Curriculum Coordinators Assistant Principals Principals Director of Secondary Curriculum Assistant Superintendents **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: RLA students (grades 3-English II) and teachers will develop writing goals and track ECR data throughout the year to help students focus on academic growth. **Strategy's Expected Result/Impact:** Teachers and students will utilize data trackers to develop, adjust, and monitor ECR goals. Increased ECR scores on State Assessment for grade 3-English II. **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Curriculum Coordinators Assistant Principals Principals Directors of Curriculum Assistant Superintendents **Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

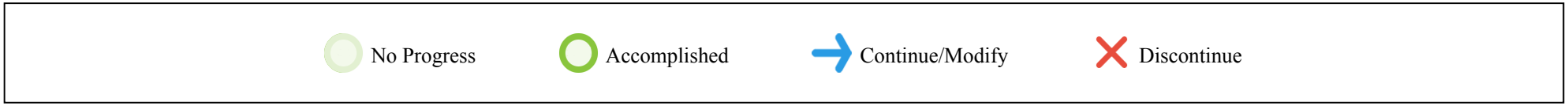
Goal 1: Student Achievement
Crosby ISD will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world.

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

Evaluation Data Sources: GT Projects
District Milestone Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students identified for GT services will receive support and enhanced instruction through project based learning. **Strategy's Expected Result/Impact:** Students will obtain deeper content knowledge and perform at the Meets and Masters grade level. **Staff Responsible for Monitoring:** Assistant Superintendents Directors of Elementary & Secondary C&I Principals Assistant Principals GT Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students identified for GT services will increase their masters performance on STAAR/EOC assessments in grades 6-11. Math: Increase from 39% to 43% by June 2027 Reading: Increase from 58% to 63% by June 2027 Science: Increase from 60% to 65% by June 2027 Social Studies: Increase from 58% to 63% by June 2027 **Strategy's Expected Result/Impact:** Increase in Masters Grade Level Performance on STAAR/EOC assessments. **Staff Responsible for Monitoring:** Assistant Superintendents Director of Secondary C&I Principals Assistant Principals Curriculum Coordinators Teachers				


No Progress
Accomplished
Continue/Modify
Discontinue

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

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

Evaluation Data Sources: TELPAS Assessment
STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will be supported in obtaining the Bilingual/ESL certification by attending professional development. **Strategy's Expected Result/Impact:** Increase number of certified Bilingual/ESL teachers in CISD. **Staff Responsible for Monitoring:** Principals Bilingual/ESL Coordinator Executive Director of Human Resources (for certification purposes) Director of Curriculum & Instruction Assistant Superintendents				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Continue ongoing training efforts in the ELPS (English Language Proficiency Standards), ESL strategies, and Content Based Language Instruction. **Strategy's Expected Result/Impact:** Teachers effectively implement strategies learned in the professional development sessions. **Staff Responsible for Monitoring:** Principals Assistant Principals Bilingual/ESL Coordinator Director of Curriculum & Instruction Assistant Superintendents				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Crosby ISD will continue the implementation of the One Way and Two Way Dual Language Programs. **Strategy's Expected Result/Impact:** Emergent bilingual and non-emergent bilingual student enrollment in the One Way and Two Way Dual Language Programs. Promote long-term academic and language achievement in both English and Spanish for participating Emergent Bilinguals and English Proficient students. **Staff Responsible for Monitoring:** Assistant Superintendents Elementary & Secondary Directors of Curriculum & Instruction Principals Assistant Principals Dual Language Teachers Bilingual ESL Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Host Emergent Bilingual parent nights to increase parent communication, awareness, and involvement by informing families about campus-level opportunities and programs designed to support students in achieving biliteracy. **Strategy's Expected Result/Impact:** Sharing parent communication in English and Spanish. Attendance in parent communication meetings. Participation of Bilingual/ESL parents as stakeholders in the decision-making process. Achievement of Emergent Bilingual students. **Staff Responsible for Monitoring:** Principals Assistant Principals Counselors Bilingual and ESL Teachers Bilingual ESL Coordinator Director of Curriculum & Instruction Executive Director of Communication & Community Relations Assistant Superintendents **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide Bilingual/ESL instructional paraprofessionals to support program implementation at the campus level. **Strategy's Expected Result/Impact:** Increased student outcomes on EOY summative assessments. The increases in the number of Emergent Bilingual students reclassifying at the EOY LPAC. **Staff Responsible for Monitoring:** Bilingual and ESL Coordinator Directors of Curriculum and Instruction Assistant Superintendents **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 9: By June 2027, Crosby ISD will increase the percentage of Emergent Bilingual (EB) students who progress at least one TELPAS composite proficiency level from 36% to 41%, as measured by the Texas English Language Proficiency Assessment System (TELPAS).

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide training and successfully implement Summit K-12 for all Emergent Bilinguals (EBs) to support the development of the English Language Proficiency Standards (ELPS) that are aligned with TELPAS assessments. Summit K-12 will be utilized in intervention and Tier I instruction. **Strategy's Expected Result/Impact:** Summit K-12 (Progress Monitoring) TELPAS Assessment **Staff Responsible for Monitoring:** Coordinator of Bilingual/ESL Principals Assistant Principals Dean of Instruction Associate Principal Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide content support for Emergent Bilingual students with Bilingual teachers, ESL teachers, Bilingual paras, ESL paras and aides. **Strategy's Expected Result/Impact:** Increase in Emergent Bilingual student performance on the TELPAS and STAAR. **Staff Responsible for Monitoring:** Elementary/Secondary Directors of Curriculum & Instruction Coordinator of Bilingual/ESL Principal Assistant Principal Dean of Instruction Associate Principal				

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Library Catalog
Follett Destiny

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The district will maintain consistent procedures for selecting, reviewing, purchasing, and removing library materials using TSLAC collection development standards and HB900. District librarians will regularly review collections to ensure materials are age-appropriate, educationally relevant, and aligned with current state requirements. **Strategy's Expected Result/Impact:** Procedures compliant with HB900 **Staff Responsible for Monitoring:** Assistant Superintendents Directors of C&I District Librarians				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The district will maintain clear documentation of procured and approved library material selections for school libraries in compliance with district policy, TSLAC collection development standards, and applicable state requirements. Documentation will be reviewed periodically to ensure procedures are being followed consistently across campuses **Strategy's Expected Result/Impact:** Procedures compliant to Senate Bill 13 **Staff Responsible for Monitoring:** Assistant Superintendents Directors of C&I District Librarians				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 11: Crosby Independent School District Special Education department will increase the percentage of students achieving the "Approaches Grade Level" standard, as defined by the Texas Accountability System by June 2027.
Content Goals:
Reading: From 40% to 45%
Mathematics: From 41% to 46%
Science: From 44% to 50%
Social Studies: From 30% to 35%

Evaluation Data Sources: STAAR Assessments
Individual IEPs
RDA Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus staff will be trained in identifying and providing services to special education students. **Strategy's Expected Result/Impact:** Increased understanding/implementation of providing services to special education students. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals Director of Special Education Coordinator of Special Education instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: For the 2026-27 school year, special education teachers, in class support teachers, and paraprofessionals will be trained in research-based instructional practices by the Special Education Instructional Coordinator, and the Director of special education, utilizing a variety of resources. **Strategy's Expected Result/Impact:** Increase teacher knowledge and resources **Staff Responsible for Monitoring:** Assistant Superintendent Director of Special Education Curriculum Coordinators Special Education Instructional Coordinator Principals Assistant Principals **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Crosby ISD special education teachers will create and track individual growth goals for each of their students in order to track growth. **Strategy's Expected Result/Impact:** Increased teacher knowledge on student growth Increased student growth on STAAR assessments **Staff Responsible for Monitoring:** Assistant Superintendent Director of Special Education C & I Directors Curriculum Coordinators Special Education Instructional Coordinators Special Education Teachers General/Bilingual education teachers Principals Assistant Principals **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Crosby ISD special education students will be progress monitored each 9 weeks grading period. Information will be sent directly to parents. **Strategy's Expected Result/Impact:** Track student's progress on individualized goals through their ARD plans. **Staff Responsible for Monitoring:** Special Education teachers General/Bilingual Education teachers Coordinator of Special education instruction Director of Special Education **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campus staff will be trained in identifying and providing services to 504 students. **Strategy's Expected Result/Impact:** Services provided to 504 students will be documented in 504 student plans. Support services (including Homebound services) will be made on an individual student basis to ensure each student has the opportunity to access the appropriate content/grade level curriculum. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals Director of Curriculum & Instruction Assistant Superintendents				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: District and campus staff will be trained in identifying the characteristics of Dyslexia and the instructional practices, intervention, and/or classroom accommodations utilized to meet their needs. **Strategy's Expected Result/Impact:** Staff will follow the plan of services documented in the IEP or 504 plan and dyslexic students will make reasonable progress. Progress will be monitored throughout the year to determine if any changes in services are needed. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principals Special Education Instructional Coach Dyslexia Coordinator Director of Special Education Director of Curriculum & Instruction Assistant Superintendents				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The RTI process will identify and address students with academic needs at the Tier 2 and Tier 3 level. **Strategy's Expected Result/Impact:** The number of students receiving Tier 2 and Tier 3 services will decrease. **Staff Responsible for Monitoring:** Teachers Interventionists Special Education Staff Content Coordinators Assistant Principals Principals Director of Curriculum & Instruction Assistant Superintendents **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Crosby ISD will maintain the Crosby Crossroads Academy to assist At-Risk high school students in earning credit needed for graduation. **Strategy's Expected Result/Impact:** Students enrolled in Crosby Crossroads Academy will earn course credit needed for graduation. **Staff Responsible for Monitoring:** Teachers Counselors Registrars Assistant Principals Principal Assistant Superintendents				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Crosby ISD will participate in a shared arrangement for DAEP services. Student performance will be monitored in the following areas to ensure academic success: student groups served, attendance rates, assessment results, dropout rates, graduation rates, and recidivism. **Strategy's Expected Result/Impact:** Behavior infractions as specified in the student code of conduct will be minimized; Repeated placement of students in the DAEP program will be minimized **Staff Responsible for Monitoring:** Campus Administration Counselors Attendance Personnel Registrar Director of Student Services Assistant Superintendent				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Students identified to be homeless will receive campus support to ensure their social, emotional, and academic needs are met. **Strategy's Expected Result/Impact:** Students in a homeless circumstance will have their social-emotional needs met and will be academically monitored for success. **Staff Responsible for Monitoring:** Principals Assistant Principals Counselors Teachers Director of Student Services Assistant Superintendents				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Crosby ISD will monitor the academic progress, attendance, behavior, and social-emotional well-being of students in foster care and provide targeted interventions and support services as needed throughout the school year. **Strategy's Expected Result/Impact:** Students in foster care will receive timely academic and social-emotional support, resulting in improved attendance, academic performance, educational stability, and successful progression toward grade-level expectations. **Staff Responsible for Monitoring:** Assistant Superintendent of HR & Administration Director of Student Services Campus Principals Assistant Principals Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Professional Development Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide professional learning opportunities for teachers, instructional paraprofessionals, campus and district administrators that promotes effective instruction in the classrooms. **Strategy's Expected Result/Impact:** Improved student achievement on formative and summative assessments. **Staff Responsible for Monitoring:** Assistant Superintendents Director of Elementary Curriculum & Instruction Director of Secondary Curriculum & Instruction Director of Technology				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide and effectively implement supplemental resources to support Tier I, II, and III instruction and intervention. **Strategy's Expected Result/Impact:** Perform at or above the state level on TELPAS and STAAR scores. **Staff Responsible for Monitoring:** Assistant Superintendents Director of Elementary Curriculum & Instruction Director of Secondary Curriculum & Instruction Director of Technology				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 14: Crosby ISD will implement and monitor schoolwide programs at all campuses through the use of evidence-based instructional practices, data-driven decision making, and targeted support systems to improve academic achievement for all students, with an emphasis on students demonstrating academic risk, by June 2027.

Evaluation Data Sources: STAAR Assessments, TELPAS Assessments, District Assessments, Campus Walkthrough Data, RTI Documentation, Student Intervention Records, Campus Improvement Plans, and Academic Growth Data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Crosby ISD campuses will implement evidence-based Tier I instructional practices aligned to the TEKS to ensure all students have access to high-quality instruction. **Strategy's Expected Result/Impact:** Increased student achievement and academic growth through consistent implementation of high-quality, standards-aligned instruction. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Director of Elementary and Secondary Curriculum and Instruction Curriculum Coordinators Principals Assistant Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Crosby ISD campuses will use student performance data to identify academic needs and provide timely intervention, acceleration, and enrichment opportunities for students. **Strategy's Expected Result/Impact:** Students will demonstrate increased academic growth and achievement, with reduced performance gaps among student groups. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Director of Elementary and Secondary Curriculum and Instruction Curriculum Coordinators Principals Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Crosby ISD campuses will review academic, attendance, behavior, and program data quarterly to evaluate the effectiveness of schoolwide programs and make continuous improvements. **Strategy's Expected Result/Impact:** Schoolwide program effectiveness will improve through continuous monitoring, resulting in increased student success and achievement. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Director of Elementary and Secondary Curriculum and Instruction Curriculum Coordinators Principals Assistant Principals				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 15: By June 2027, Crosby ISD will increase the percentage of students receiving special education services who achieve the "Meets Grade Level" standard from 16% to 26% in Reading and from 17% to 29% in Mathematics, as measured by STAAR results and reported through the Texas Accountability System.

Evaluation Data Sources: STAAR results, TAPR, district benchmark/common assessments, progress-monitoring data, and IEP progress-monitoring records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide targeted, standards-aligned instruction and research-based interventions through collaboration between general and special education staff. Use frequent data analysis and progress monitoring to identify student needs, adjust instruction, and provide appropriate specially designed instruction and accommodations. **Strategy's Expected Result/Impact:** Increase the percentage of students receiving special education services meeting the "Meets Grade Level" standard to 26% in Reading and 29% in Mathematics by June 2027. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Director of Elementary and Secondary Curriculum and Instruction Director of Special Education Special Education Coordinator Principals Special education teachers General education teachers Instructional support staff.				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Public Education Reform

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The board will be advised of legislation affecting public schools **Strategy's Expected Result/Impact:** Board meeting discussions and presentations **Staff Responsible for Monitoring:** Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The Superintendent will articulate effects of proposed legislation on Crosby schools to legislators. **Strategy's Expected Result/Impact:** Impact on legislation **Staff Responsible for Monitoring:** Superintendent				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology

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

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

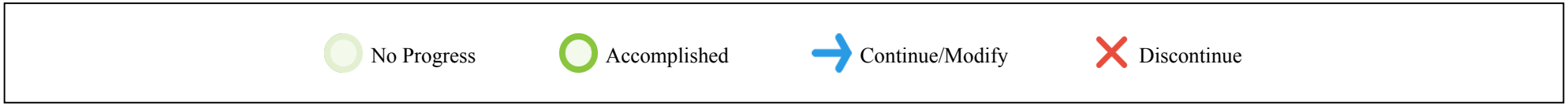
Evaluation Data Sources: Discipline Records

Strategy 1 Details	Reviews			
Strategy 1: Parent and student Cyber Safety Class will be conducted.	Formative			Summative
Strategy's Expected Result/Impact: Parents will be informed of the appropriate use of technology and safety rules for the student. **Staff Responsible for Monitoring:** Director of Technology	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The District Acceptable Use Policy will be signed as part of the enrollment and yearly verification procedures.	Formative			Summative
Strategy's Expected Result/Impact: Decreased discipline referrals for acceptable use infractions **Staff Responsible for Monitoring:** Director of Technology	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The technology department will leverage BARK and GoGuardian to monitor communication and ensure the safety of the faculty and students	Formative			Summative
Strategy's Expected Result/Impact: Decrease in security alerts **Staff Responsible for Monitoring:** Campus administrators Campus counselors Director of Technology	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Implement BARK's and GoGuardian's features to detect and prevent cyberbullying instances, promoting a more inclusive and respectful digital environment.	Formative			Summative
Strategy's Expected Result/Impact: Fewer incidents of cyberbullying **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors Director of Technology Director of Student Services	Dec	Feb	Apr	June


No Progress
Accomplished
Continue/Modify
Discontinue

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

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

Evaluation Data Sources: Monitoring of lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Staff development will be provided to all new employees during new educator orientation. **Strategy's Expected Result/Impact:** Increased teacher and student performance **Staff Responsible for Monitoring:** Director of Technology				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Instructional technologists will provide in class modeling and support for classroom teachers using new technology. **Strategy's Expected Result/Impact:** Increased implementation of technology in the learning environment **Staff Responsible for Monitoring:** Director of Technology				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The technology department will maintain devices and manage work orders in a timely manner. **Strategy's Expected Result/Impact:** Decreased work order completion times. **Staff Responsible for Monitoring:** Director of Technology				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Staff will engage in technology training to empower students with essential 21st century digital skills. **Strategy's Expected Result/Impact:** Increased knowledge of technology programs. Increased use of technology in the classrooms and workplace. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Director of Technology				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Facilities

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

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

Evaluation Data Sources: Facilities will operate efficiently without interruption.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campuses will receive chiller upgrades through the Lone Star chiller program **Strategy's Expected Result/Impact:** School buildings will operate at a standard temperature which improves the learning environment. It will also save the district money in utilities with more energy efficient HVAC systems. **Staff Responsible for Monitoring:** Executive Director of Operations Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: The number and type of incidents occurring that pose a disruption to the buildings, staff, students or the community will be minimized and/or eliminated.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Campuses will continue to address safety measures by upgrading cameras and other security features to enhance safety for all stakeholders. **Strategy's Expected Result/Impact:** To maintain safety on all campuses and facilities **Staff Responsible for Monitoring:** Campus Principals Executive Director of Operations				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The district will add weapons detectors to Cougar Stadium for all events. **Strategy's Expected Result/Impact:** To maintain the safety of all spectators **Staff Responsible for Monitoring:** CHS Staff Executive Director of Operations SRO's				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Impact of legislation on CISD.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: CISD will maintain memberships in statewide organizations that work to ensure adequate and equitable funding for public schools. **Strategy's Expected Result/Impact:** Adequate and equitable funding **Staff Responsible for Monitoring:** Superintendent Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: A balanced or surplus General Fund budget will be presented to the Board for approval. **Strategy's Expected Result/Impact:** A balanced or surplus General Fund budget will be approved. **Staff Responsible for Monitoring:** Superintendent Chief Financial Officer	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: The business office will review each purchase to verify budgeted funds are available. **Strategy's Expected Result/Impact:** The budget will be monitored and followed. **Staff Responsible for Monitoring:** Chief Financial Officer	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The district will increase fund balance yearly to work toward meeting and maintaining TEA's recommended fund balance levels. **Strategy's Expected Result/Impact:** CISD will increase fund balance yearly. **Staff Responsible for Monitoring:** Superintendent Chief Financial Officer	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: A facility assessment will provide a thorough roadmap for prioritizing repairs, renovations, or construction projects to ensure that the school environment is conducive to learning and safe for students, teachers, and staff. **Strategy's Expected Result/Impact:** Implementation of a long-range facility plan. **Staff Responsible for Monitoring:** Chief Financial Officer	Dec	Feb	Apr	June

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: PEIMS data submissions

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Set up the Ed-Fi Operational Data Store (ODS) and the Ed-Fi API on your local machine or server. This setup is crucial for testing and building proficiency with the standard's core tools. **Strategy's Expected Result/Impact:** Student Data from Ed-Fi matches XML Data and all PEIMS submissions are submitted on time **Staff Responsible for Monitoring:** Director of Accountability PEIMS Coordinator SIS Specialist				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a district-wide communication calendar for key updates and campaigns. **Strategy's Expected Result/Impact:** Informed stakeholders. **Staff Responsible for Monitoring:** Executive Director of Communications and Community Relations				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Long Range Planning Committee feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Establish Regular Two-Way Engagement Opportunities Between Schools and Stakeholders **Strategy's Expected Result/Impact:** Increased trust and collaboration with parents, community members, and local organizations, resulting in stronger relationships, higher engagement in district initiatives, and expanded support for students. **Staff Responsible for Monitoring:** Campus Principals District Communications Team Parent & Community Engagement Coordinator Department Leaders.				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Enhanced district reputation and community trust through increased online engagement. **Strategy's Expected Result/Impact:** Strengthen the district's online visibility to inform, engage, and celebrate successes. **Staff Responsible for Monitoring:** District Communications Team Campus Principals Department Directors				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Establish a centralized tracking and response system for Public Information Act requests, with clear timelines, designated staff responsibilities, and regular compliance monitoring. **Strategy's Expected Result/Impact:** Timely and accurate processing of PIA requests, ensuring organizational transparency, maintaining compliance with state law, and strengthening public trust in district operations. **Staff Responsible for Monitoring:** Executive Director of Communications and Community Relations				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Collaborate with the Crosby Education Foundation to align funding and initiatives with district academic priorities, ensuring resources directly support student learning and instructional programs. **Strategy's Expected Result/Impact:** Increased access to academic resources, enrichment programs, and innovative instructional opportunities, resulting in enhanced student achievement and stronger alignment between community support and district goals. **Staff Responsible for Monitoring:** Executive Director of Communications and Community Relations Campus Principals Crosby Education Foundation Liaison				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: Foster partnerships with local businesses and organizations

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Develop and maintain structured partnerships with local businesses and organizations to provide resources, mentorships, and experiential learning opportunities that support student success and community engagement. **Strategy's Expected Result/Impact:** Expanded student learning opportunities, increased community involvement, and strengthened relationships that enhance both student outcomes and local support for the district. **Staff Responsible for Monitoring:** Executive Director of Communication and Community Relations Campus Principals Community Relations Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

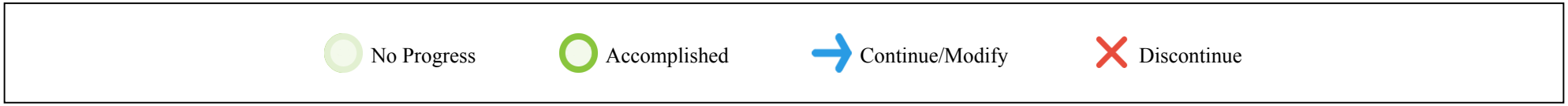
Goal 6: Community Relations
Through communications and customer service, Crosby ISD will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 7: Crosby ISD will increase meaningful parent and family engagement opportunities that support student academic achievement and strengthen partnerships between home and school by June 2027.

Evaluation Data Sources: District and Campus sign-in sheets
District and Campus agendas
Annual Title I Meeting participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct annual Title I parent meetings at all campuses to inform families about the Title I program, parents' rights, academic expectations, and opportunities for involvement. **Strategy's Expected Result/Impact:** Increased parent understanding of the Title I program, academic expectations, student achievement data, and opportunities for family involvement. Increased participation in campus and district engagement activities resulting in strong family-school partnerships that support student success. **Staff Responsible for Monitoring:** Executive Director of Communications & Community Relations Director of Elementary and Secondary Curriculum and Instruction Campus Principals Assistant Principals Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide family learning events focused on literacy, mathematics, college and career readiness, and supporting student success at home. **Strategy's Expected Result/Impact:** Increased parent capacity to support student learning at home, improved family participation in academic activities, and stronger collaboration between families and schools. Students will demonstrate improved academic performance and engagement as a result of increased family involvement in literacy, mathematics, and college and career readiness initiatives. **Staff Responsible for Monitoring:** Executive Director of Communications and Community Relations Executive Director of Curriculum and Instruction Director of Elementary and Secondary Curriculum and Instruction Curriculum Coordinators Campus Principals Counselors				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 8: Crosby ISD will ensure parents receive timely information regarding teacher qualifications, student academic progress, state assessments, and federal program rights in accordance with Title I requirements by June 2027.

Evaluation Data Sources: Parent notifications
ParentSquare records
District website postings
Annual program compliance documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide annual Parent Right-to-Know notifications to parents regarding teacher qualifications, student assessment information, and parental rights under Title I. **Strategy's Expected Result/Impact:** Parents will be informed of their rights under Title I and will have increased awareness of teacher qualifications, student academic expectations, and assessment requirements, resulting in strong family-school partnerships and compliance with federal requirements. **Staff Responsible for Monitoring:** Assistant Superintendent of HR & Administration Executive Director of Curriculum & Instruction Campus Principals Director of Elementary and Secondary Curriculum & Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: Co-Curricular Activities
Crosby ISD will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Parents must complete the Student Club Participation Form for students to take part in co-curricular activities **Strategy's Expected Result/Impact:** Enhanced awareness of student club offerings throughout the district. **Staff Responsible for Monitoring:** Director of Student Services Principals Club Sponsors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Showcase clubs, UIL events, and other student activities on social media platforms, ParentSquare, and the district website. **Strategy's Expected Result/Impact:** Increased exposure to Crosby ISD's co-curricular activities. **Staff Responsible for Monitoring:** Executive Director of Communications and Community Relations Director of Student Services				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Crosby ISD will utilize the Honest Game educational software to ensure that our schools can proactively plan students' academic eligibility for college sports. The automated system aligns school departments, students, and families by tracking learning outcomes across all student activities. **Strategy's Expected Result/Impact:** * Creates academic roadmaps for student-athletes aiming to play college sports * Improved communication between school staff, students, and parents * Reduced administrative tasks for school personnel * Personalized CARE(r) reports with NCAA and NAIA eligibility guidance based on transcripts **Staff Responsible for Monitoring:** Athletic Director Assistant Athletic Director Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Community and parent representatives will be given the opportunity to serve on district or campus level decision-making committees as referenced in the District and Campus Family Engagement Plan. **Strategy's Expected Result/Impact:** Empower parents and community to be collaborative participants in district initiatives. **Staff Responsible for Monitoring:** Campus Principals Superintendent's Cabinet				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Allow opportunity for input through interactive communication outlets including social media sites, Q&A links, and surveys. **Strategy's Expected Result/Impact:** Enhance collaborative and responsive culture between internal and external stakeholders. **Staff Responsible for Monitoring:** Principals Superintendent's Cabinet Executive Director of Communication & Community Relations				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Encourage community attendance at district board meetings and encourage appropriate communication channels with the Board of Trustees. **Strategy's Expected Result/Impact:** Increased awareness of district-level decision-making process **Staff Responsible for Monitoring:** Superintendent's Cabinet Executive Director of Communication & Community Relations				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Culture Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: District counselors will maintain an anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the schools. **Strategy's Expected Result/Impact:** Reduce the percentage of students reporting that they have been victimized by bullying from the 2025-2026 school year to the 2026-2027 school year, as measured by student survey data. **Staff Responsible for Monitoring:** Counselors District Therapist Director of Student Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Crosby ISD will implement two district-wide age appropriate surveys for students in grades 3-12. **Strategy's Expected Result/Impact:** Collect data from surveys to ensure that our students' voices are heard. **Staff Responsible for Monitoring:** Counselors District Therapist Principals Director of Student Services				

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: All district personnel who come in contact with students will complete on-line and/or face-to-face training regarding child abuse, neglect reporting, suicide prevention, sexual harassment, and bullying. Students will also be counseled in the areas of conflict resolution, violence prevention, and the dangers of dating violence. **Strategy's Expected Result/Impact:** Identification of students in need and referral for counseling assistance. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Director of Student Services Principals District Lead Counselor Campus Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Texas Behavior Support Initiative will be implemented and sustained district-wide to analyze discipline issues and apply corrective action, as well as emotional support for students. Programs used to address discipline management are PBIS and STEP. **Strategy's Expected Result/Impact:** Reduction in time of students missing class for social/emotional conflict. **Staff Responsible for Monitoring:** Director of Student Services Director of Special Education District Behavior Coordinator Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Students facing emotional, behavioral, family, or social challenges will be referred to TRIAD for services, which provide training, support, and guidance to help them succeed. **Strategy's Expected Result/Impact:** Support will be provided to students who have social/emotional problems that interfere with their academic success. **Staff Responsible for Monitoring:** Director of Student Services Principal Counselors				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: District personnel will receive support from counselors and McKinney Vento specialists on their campus to ensure a successful school year for unaccompanied minors or any family experiencing homelessness. **Strategy's Expected Result/Impact:** Students under the McKinney Vento students and their families will receive support from the entire district. **Staff Responsible for Monitoring:** Director of Student Services Counselors McKinney Vento Campus Specialist Director of Transportation Director of Child Nutrition				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Meeting Agendas and Minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Each member of the Superintendent's Cabinet will maintain a staff advisory committee during the 2026 - 2027 school year. **Strategy's Expected Result/Impact:** Increased staff voice throughout the district. **Staff Responsible for Monitoring:** Superintendent's Cabinet				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Meeting Agendas and Minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The PEIMS and Accountability Department will train and support the campus support teams (Principals, Assistant Principals, Registrars and Attendance Clerks) on how to collect and maintain accurate data. **Strategy's Expected Result/Impact:** Data Quality for campuses and district **Staff Responsible for Monitoring:** Director of Accountability				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The PEIMS and Accountability will provide training, support and resources for campus and district staff regarding the TEA A-F Accountability System. **Strategy's Expected Result/Impact:** Campus and District staff will be knowledgeable about the A-F Accountability System. **Staff Responsible for Monitoring:** Director of Accountability				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with Principals and School Administration on the implementation of next steps. **Strategy's Expected Result/Impact:** Teacher Retention Rate: decrease in turnover of high performing teachers. Exit Interviews **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Principals **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Participate in multiple service center and university job fairs. **Strategy's Expected Result/Impact:** Interview and hire experienced / inexperienced teachers who are interested in Crosby ISD. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration H R Generalist Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Make timely offers of employment to maximize and increase acquiring the best possible applicants and expedite the process for late hires during July and August. **Strategy's Expected Result/Impact:** Applicants are hired in a timely manner. Late hires are expedited to ensure they are working on or before the first day of school. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Principals				

Strategy 4 Details	Reviews			
Strategy 4: Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders.	Formative			Summative
Strategy's Expected Result/Impact: Inspiring, motivating and effective campus, department and district leadership **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Assistant Superintendent of Administration Curriculum Department **Results Driven Accountability**	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Review staff absence from duty data and update incentive plans as needed to increase attendance.	Formative			Summative
Strategy's Expected Result/Impact: Decreased staff absences. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Principals	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Providing a range of options through the use of various types of technology to employees in order to connect them with HR services.	Formative			Summative
Strategy's Expected Result/Impact: Virtual functions include virtual recruiting, training and on-boarding. Employees can put data directly into digital self-service platforms and skip the process of in person or face-to-face. Face-to-face options will still be available as well. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Meet with the Human Resource Advisory Committee in order to give voice to the faculty in the areas of recruitment and retention of staff, as well as be a liaison to the campuses for climate and culture.	Formative			Summative
Strategy's Expected Result/Impact: Increased recruitment and retention of staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Produce a recruitment video to showcase campuses and why teachers love working for CISD.	Formative			Summative
Strategy's Expected Result/Impact: Increased recruitment and retention of staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration	Dec	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Develop a student teacher pipeline with surrounding colleges and universities. **Strategy's Expected Result/Impact:** Increased recruitment and retention of staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Grow Your Own - Recruit Crosby Alumni to teach in Crosby by offering scholarships to paraprofessionals to complete their teaching degree. **Strategy's Expected Result/Impact:** Increased recruitment and retention of staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration	Formative			Summative
	Dec	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: New teachers receive support from mentor teachers in their grade level or subject area to help with content and campus procedures. **Strategy's Expected Result/Impact:** Appraisal and contract renewal of first year teachers. Increased new teacher retention. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Principals **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: New teachers receive monthly district-level support through staff development sessions tailored to first-year educators. **Strategy's Expected Result/Impact:** Improved Instructional Effectiveness as seen through T-TESS observations. Increased Teacher Retention Enhanced understanding of District expectations, procedures, and resources. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Elementary/Secondary Director of Curriculum and Instruction **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Maintain and strengthen collaboration with universities and alternative certification programs. **Strategy's Expected Result/Impact:** Expanded Recruitment Pipeline Improved Teacher Preparation Stronger Alignment with District Needs **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide first-year teachers with additional planning time to meet with their mentor twice a month. **Strategy's Expected Result/Impact:** Increased instructional confidence and readiness as evidenced in T-TESS evaluations. Faster professional growth. Strong teacher-mentor relationships. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Stipends will be used as an incentive to recruit and retain staff in shortage areas such as Special Education, Secondary Math, Secondary Science, and Bilingual programs **Strategy's Expected Result/Impact:** Quality and retention of staff in critical areas **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Chief Financial Officer Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The district strives to give a percent pay raise each school year. **Strategy's Expected Result/Impact:** Quality candidates recruited Decrease of staff turnover TASB statewide compensation surveys **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration Chief Financial Officer Superintendent				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: District teaching staff will be "highly qualified" according to state standards for certification. **Strategy's Expected Result/Impact:** 100% of the staff having the educator credentials appropriate for Texas certification **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources & Administration				

Strategy 4 Details	Reviews			
Strategy 4: Continue employee wellness program incentives and assistance program initiatives.	Formative			Summative
Strategy's Expected Result/Impact: Recruitment and retention of healthy employees Reduced employee absenteeism	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Benefits Specialist District Lead Nurse				

Strategy 5 Details	Reviews			
Strategy 5: Referral stipend of $1000.00 to staff that recruit teachers for the district in high needs areas.	Formative			Summative
Strategy's Expected Result/Impact: Increased recruitment	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Chief Financial Officer				

Strategy 6 Details	Reviews			
Strategy 6: Pay student teachers substitute rate per day.	Formative			Summative
Strategy's Expected Result/Impact: Increased recruitment	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 10: College or Career Readiness

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

Performance Objective 1: By June 2027, Crosby ISD will increase the percentage of 2027 graduates earning a College, Career, and Military Readiness (CCMR) designation to 95%, as measured by Texas Education Agency accountability data.

Evaluation Data Sources: Texas Education Agency (TEA) CCMR Tracker
TEA CCMR Final Student Listing/CCMR Accountability Data
TSDS PEIMS data
TEA A-F Accountability System data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Utilize CareerCraft's CCMR Data Center to monitor CCMR progress by student and graduation cohort, identify students who have not met a qualifying CCMR indicator, and implement targeted supports and interventions to ensure students are on track for CCMR readiness prior to graduation. **Strategy's Expected Result/Impact:** By June 2027, 95% of Crosby ISD's 2027 graduates will meet at least one qualifying CCMR indicator. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Director of Secondary Curriculum & Instruction CTE Coordinator Principal Dean of Instruction Assistant Principals Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Offer targeted professional learning opportunities for teachers and administrators to enhance their knowledge, implementation, and effectiveness in promoting college readiness **Strategy's Expected Result/Impact:** Increase the percentage of CHS students who meet college readiness requirements. **Staff Responsible for Monitoring:** Assistant Superintendent of Administration Director of Secondary Curriculum and Instruction Secondary Math Coordinator Secondary ELAR Coordinator Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide SAT and TSIA2 math and reading prep materials for our secondary math and reading courses, achieving a comprehensive and in-depth understanding of the required standards. **Strategy's Expected Result/Impact:** Increase number of students meeting the college ready status on SAT math/ reading and TSIA2 math/reading. **Staff Responsible for Monitoring:** Director of Secondary Curriculum & Instruction Secondary Math Coordinator Secondary RLA Coordinator Principal Dean of Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide tutoring opportunities for students on the reading and math TSIA2 during the school day. **Strategy's Expected Result/Impact:** Increase the number of students meeting the college-ready status on TSIA2 reading and math. **Staff Responsible for Monitoring:** Director of Secondary Curriculum & Instruction Secondary ELAR Coordinator Secondary Math Coordinator Principal Dean of Instruction Counselors Interventionist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Students will complete an aligned program of study and pass the aligned Industry-Based Certification (IBC) in order to reach career ready status by graduation. **Strategy's Expected Result/Impact:** Increase in completer status and career ready graduates. **Staff Responsible for Monitoring:** Director of Secondary Curriculum & Instruction CTE Coordinator Principal Dean of Instruction Assistant Principals Counselors Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Provide professional learning opportunities for CTE teachers in order to promote effective classroom instruction. **Strategy's Expected Result/Impact:** Increase student achievement and IBC passing rates. **Staff Responsible for Monitoring:** Assistant Superintendent of Administration Director of Secondary Curriculum & Instruction CTE Coordinator				

No Progress Accomplished Continue/Modify Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance