

2026–2027 Crosby Middle School Campus Improvement Plan

Campus: Crosby Middle School

Campus Number: 084908042

Principal: Andrew Lockhart

Planning Basis: 2026–27 Comprehensive Needs Assessment and Root Cause Analysis

Draft Date: October 2026

“Every Crosby Student Belong to All Crosby Staff • Be DAWGS”

Planning Foundation

This first draft follows the structure of the Stewart Elementary 2026–2027 first draft while grounding the goals, objectives, strategies, and progress measures in Crosby Middle School's 2026–2027 Comprehensive Needs Assessment and Root Cause Analysis. Crosby's improvement priorities center on Tier 1 instruction, student achievement, academic growth, WIN intervention/enrichment, attendance, behavior, data integrity, and CSI response.

Campus Vision

Crosby Middle School will become a data-driven campus where every teacher consistently teaches high-quality Tier 1 instruction and every student receives the support, intervention, and enrichment needed to grow. Through Teach, Track, Respond, rigorous instruction, and targeted intervention, every minute of the school day will be protected for learning.

Teach – Track – Respond

TEACH	TRACK	RESPOND
Deliver clear, aligned, high-quality Tier 1 instruction every day.	Monitor learning in real time through CFUs, student work, data, and observation.	Adjust instruction immediately when evidence shows students have not mastered the standard.

2026–27 Campus Goals

- Goal #1 – Student Achievement: Raise the percentage of students demonstrating grade-level mastery while building a coherent response for students in every performance band.
- Goal #2 – Instructional Excellence — Teach, Track, Respond: Establish consistent, observable instructional expectations in every classroom and close the coaching/feedback loop quickly.
- Goal #3 – School Progress and Academic Growth: Build a reliable growth system so every student has a documented response plan based on current evidence.
- Goal #4 – Attendance, Behavior, and Campus Culture: Protect instructional time by improving attendance, reducing disruptions, and making behavior systems predictable and teachable.
- Goal #5 – Data Integrity, PEIMS Compliance, and CSI Response: Improve the accuracy of student-program data and use Closing the Gaps evidence to drive the campus response to CSI identification.

Comprehensive Needs Assessment Summary

- 2026 TEA accountability: Overall 58 (F); Student Achievement 58 (F); School Progress 59 (F); Academic Growth 59; Relative Performance 49; Closing the Gaps 57 (F). Crosby Middle School is identified for Comprehensive Support and Improvement (CSI).
- 2026 STAAR: 28% of results across all subjects were at Meets Grade Level or above; 18% of Grade 3–8 results were at Meets or above in both Reading and Mathematics.
- 2026 Masters-level performance was 10% in Grade 6 Reading, 19% in Grade 7 Reading, 13% in Grade 8 Reading; 10% in Grade 6 Math, 8% in Grade 7 Math, 4% in Grade 8 Math; 10% in Grade 8 Science; and 3% in Grade 8 Social Studies.
- Accelerated Student Learning was 22% in RLA and 17% in Mathematics.
- Strengths to leverage include the Teach–Track–Respond framework, daily WIN intervention/enrichment structure, recurring PLCs and data reviews, positive behavior systems, and family engagement structures.
- Priority needs include consistent Tier 1 instructional delivery, rigorous TEKS-aligned lesson internalization, rapid movement across performance bands, a tightly monitored WIN Block, attendance/chronic absenteeism reduction, consistent behavior systems, data integrity/PEIMS accuracy, and CSI response.

2026–27 Campus Improvement Team

Committee Role	Name / Status	Verification
Principal	Andrew Lockhart	Pending
Assistant Principal / Committee Chair	Kirsten Westbrook	Pending
Core Teacher	Jessica Vestal	Pending
Special Programs Teacher	Jillianr Hartman	Pending
Paraprofessional / Support	Mr. Hunter	Pending
Counselor	Holly Bankston	Pending
Parent Representative	MUNOZ, CHRISTINE	Required
Community Representative	Jana Ebanks	Required
Business Representative	Jana Ebanks	Required
District Representative	TBD	Pending

GOAL #1: Student Achievement

Purpose: Raise the percentage of students demonstrating grade-level mastery while building a coherent response for students in every performance band.

Performance Objectives:

- Increase Meets+ across all subjects from 28% to at least 40% on the 2027 accountability cycle.
- Increase the combined Reading/Math Meets+ rate from 18% to at least 30%.
- Increase Masters performance by at least 5 percentage points in each tested content area where the 2026 baseline is established.
- Reduce Did Not Meet by at least 15 percentage points in priority grade/content cohorts.

ROOT CAUSE / NEED	2026–27 PERFORMANCE TARGETS	KEY STRATEGIES	MONITOR
2026 TEA data show 28% of STAAR results at Meets+ across all subjects.	Increase Meets+ across all subjects from 28% to at least 40% on the 2027 accountability cycle.	Standards-based lesson planning and internalization aligned to TEKS and assessment expectations.	Principal / Campus Leadership
2026 results show 18% of combined Reading/Math results at Meets+ in both subjects.	Increase the combined Reading/Math Meets+ rate from 18% to at least 30%.	Common formative assessments every 3 weeks with item-level analysis.	Principal / Campus Leadership
Masters performance is especially low in Grade 8 Math (4%) and Grade 8 Social Studies (3%).	Increase Masters performance by at least 5 percentage points in each tested content area where the 2026 baseline is established.	Daily WIN intervention/enrichment using current student mastery data.	Principal / Campus Leadership
Priority support is needed to move students across performance bands.	Reduce Did Not Meet by at least 15 percentage points in priority grade/content cohorts.	Priority support cycles for Grade 8 Math, Grade 8 Social Studies, and Reading across Grades 6–8.	Principal / Campus Leadership

Evaluation Data Sources / Evidence Demonstrating Progress: 3-week CFA data reports • WIN rosters and student movement • STAAR interim data • 2027 STAAR results • i-Ready growth data

GOAL #2: Instructional Excellence — Teach, Track, Respond

Purpose: Establish consistent, observable instructional expectations in every classroom and close the coaching/feedback loop quickly.

Performance Objectives:

- By Spring 2027, at least 95% of classrooms demonstrate all campus instructional non-negotiables during walkthroughs.
- Campus leadership completes at least 20 instructional walkthroughs weekly.
- Written walkthrough feedback is provided within 24 hours for principal walkthroughs and the campus feedback loop closes within 48 hours.

ROOT CAUSE / NEED	2026–27 PERFORMANCE TARGETS	KEY STRATEGIES	MONITOR
Inconsistent instructional practices produce variation in student achievement and growth.	By Spring 2027, at least 95% of classrooms demonstrate all campus instructional non-negotiables during walkthroughs.	Daily objective/DOL is posted and verbally referenced.	Principal / Campus Leadership
Students need more frequent checks for understanding and immediate instructional response.	Campus leadership completes at least 20 instructional walkthroughs weekly.	Academic vocabulary is explicitly taught and tied to the TEKS.	Principal / Campus Leadership
Instructional minutes must be protected through pacing, transitions, and active monitoring.	Written walkthrough feedback is provided within 24 hours for principal walkthroughs and the campus feedback loop closes within 48 hours.	Teachers use pacing tools/timers and protect instructional minutes.	Principal / Campus Leadership
		Teachers operate from the Power Zone and actively monitor students.	Principal / Campus Leadership
		Checks for understanding occur every 10–15 minutes.	Principal / Campus Leadership
		Teach–Track–Respond is visible in lesson execution.	Principal / Campus Leadership

Evaluation Data Sources / Evidence Demonstrating Progress: Weekly walkthrough dashboard • T-T-R-aligned feedback • Coaching logs • Lesson plans/internalization artifacts • Student work evidence

GOAL #3: School Progress and Academic Growth

Purpose: Build a reliable growth system so every student has a documented response plan based on current evidence.

Performance Objectives:

- Increase campus Expected/Accelerated Growth to at least 60% as measured by the campus growth system.
- Increase movement from Did Not Meet → Approaches in every grade level.
- Increase movement from Approaches → Meets across Grades 6–8.
- Increase movement from Meets → Masters through enrichment and extension.

ROOT CAUSE / NEED	2026–27 PERFORMANCE TARGETS	KEY STRATEGIES	MONITOR
2026 Academic Growth score is 59 and accelerated learning was 22% in RLA and 17% in Math.	Increase campus Expected/Accelerated Growth to at least 60% as measured by the campus growth system.	40-minute daily WIN Block for all students.	Principal / Campus Leadership
Intervention must be faster and more precisely matched to student skill gaps. Data meetings must result in changed instruction, grouping, or intervention.	Increase movement from Did Not Meet → Approaches in every grade level.	Tier II groups target specific gaps; Tier III groups receive intensive daily intervention.	Principal / Campus Leadership
	Increase movement from Approaches → Meets across Grades 6–8.	Every 3–4 weeks, CFA data are used to reassign intervention groups.	Principal / Campus Leadership
	Increase movement from Meets → Masters through enrichment and extension.	Weekly PLCs focus on student work, misconceptions, and next-step instruction.	Principal / Campus Leadership
		Every teacher leaves each data meeting with a written response plan.	Principal / Campus Leadership

Evaluation Data Sources / Evidence Demonstrating Progress: i-Ready growth reports • CFA mastery trends • WIN group movement • PLC response plans • STAAR interim growth

GOAL #4: Attendance, Behavior, and Campus Culture

Purpose: Protect instructional time by improving attendance, reducing disruptions, and making behavior systems predictable and teachable.

Performance Objectives:

- Increase attendance to at least 95.0% by Spring 2027.
- Reduce chronic absenteeism to below 15%.
- Reduce office referrals by 50% from the verified 2025–26 baseline.
- Demonstrate measurable reductions in classroom disruptions by MOY and EOY.

ROOT CAUSE / NEED	2026–27 PERFORMANCE TARGETS	KEY STRATEGIES	MONITOR
2026 TEA attendance rate was 94.0%.	Increase attendance to at least 95.5% by Spring 2027.	Teach, Track, Respond, Refer behavior framework.	Principal / Campus Leadership
Chronic absenteeism is a significant loss of instructional opportunity.	Reduce chronic absenteeism to below 15%.	Daily attendance monitoring and same-day follow-up.	Principal / Campus Leadership
Off-task behavior and classroom disruptions reduce available learning time.	Reduce office referrals by 25% from the verified 2025–26 baseline.	Campus and individual attendance incentives.	Principal / Campus Leadership
	Demonstrate measurable reductions in classroom disruptions by MOY and EOY.	Consistent classroom expectations, routines, and transition procedures.	Principal / Campus Leadership
		CICO and other targeted supports for recurring behavior concerns.	Principal / Campus Leadership
		Positive parent contacts and documented intervention.	Principal / Campus Leadership

Evaluation Data Sources / Evidence Demonstrating Progress: Weekly attendance dashboard • Monthly discipline data • Behavior data • Walkthrough evidence • Parent contact logs

GOAL #5: Data Integrity, PEIMS Compliance, and CSI Response

Purpose: Improve the accuracy of student-program data and use Closing the Gaps evidence to drive the campus response to CSI identification.

Performance Objectives:

- Increase Closing the Gaps score to at least 65 for the 2027 accountability cycle.
- Complete monthly PEIMS/program-data audits with 100% of identified corrections resolved.
- Maintain 100% accuracy across required collection windows after internal verification.
- Document a CSI response for each identified student group and monitor progress quarterly.

ROOT CAUSE / NEED	2026–27 PERFORMANCE TARGETS	KEY STRATEGIES	MONITOR
TEA identified Crosby Middle School for Comprehensive Support and Improvement in 2026 due to low performance.	Increase Closing the Gaps score to at least 65 for the 2027 accountability cycle.	Monthly cross-functional PEIMS audit led by administration.	Principal / Campus Leadership
2026 Closing the Gaps score is 57.	Complete monthly PEIMS/program-data audits with 100% of identified corrections resolved.	Pre-submission verification during every PEIMS collection window.	Principal / Campus Leadership
Accurate program coding is necessary for valid accountability and student-support decisions.	Maintain 100% accuracy across required collection windows after internal verification.	Quarterly Closing the Gaps review by student group.	Principal / Campus Leadership
	Document a CSI response for each identified student group and monitor progress quarterly.	Case-management and special-program documentation checks.	Principal / Campus Leadership
		Immediate correction and reconciliation of identified errors.	Principal / Campus Leadership

Evaluation Data Sources / Evidence Demonstrating Progress: PEIMS audit logs • Quarterly accountability reviews • Student-group dashboards • CSI documentation • Post-submission reconciliation

Campuswide Progress Monitoring Schedule

Frequency	Data Review	Decision	Documentation
Weekly	Walkthroughs, attendance, behavior	Coaching / immediate response	Leadership dashboard
Monthly	CFAs, student work, WIN data	Regroup, reteach, enrich	PLC/data meeting notes
Monthly	PEIMS, attendance, discipline	Correct trends / compliance issues	Audit and action log
Quarterly	Closing the Gaps / student groups	CSI strategy adjustment	CIP/CSI review
MOY	Interim assessments, MAP/local growth	Midyear reset	CIP progress report
EOY	STAAR, attendance, discipline, PEIMS	Evaluate effectiveness and set next cycle	CIP evaluation

Campus Non-Negotiables

- Every lesson begins with a clear Daily Objective tied to the current TEKS.
- Academic vocabulary is explicitly taught and reinforced.
- Instructional minutes are protected; pacing and transitions are monitored.
- Teachers actively circulate and monitor every student.
- Checks for understanding occur throughout the lesson, not only at the end.
- Teachers use evidence of mastery to adjust instruction immediately.
- Every student participates in WIN Block for intervention, enrichment, or acceleration.
- Every PLC/data meeting produces a documented instructional response.

WIN Block / Intervention System

LEVEL	STRUCTURE	MONITORING
Tier II	Targeted skill gaps; approximately 1:5–6; minimum 4 days/week	Reassess every 3–4 weeks using CFA/IREADY evidence
Tier III	Intensive intervention; approximately 1:3–4; daily	Frequent progress monitoring and rapid regrouping
Enrichment / Acceleration	Extension, mastery, and acceleration opportunities for students already meeting targets	Student work, projects, advanced tasks, and mastery evidence

Professional Learning Plan

PD PRIORITY	TIMELINE	EVIDENCE / IMPLEMENTATION
Teach–Track–Respond and high-quality Tier 1 instruction	August–September 2026; ongoing	Walkthrough look-fors, coaching cycles, lesson evidence
TEKS internalization, rigor, and questioning	August–October; refresh each PLC cycle	Internalization templates, DOK-aligned tasks, student work
CFA design and data analysis	Every Month	Item analysis, reteach plans, regrouping decisions
WIN intervention and progress monitoring	August–May	Group rosters, progress data, student movement
Special populations: EB, SPED, Dyslexia, 504, At-Risk	Quarterly and as needed	Accommodation implementation, differentiation, program documentation
Attendance and behavior systems	August–September; monthly refresh	Attendance/discipline dashboards, parent contacts, CICO data
PEIMS/data integrity	Monthly / each collection window	Audit logs, correction logs, verification sign-offs

CSI Monitoring and Exit-Oriented Work

TEA status: The 2026 TEA report identifies Crosby Middle School for Comprehensive Support and Improvement because of low performance. The campus's 2026 Closing the Gaps score is 57, which is the identification-year score. The Crosby CIP states that exit requires the campus not to rank in the bottom five percent of its school type for two consecutive years and, by the end of the second year, to have a Closing the Gaps scaled score higher than the score in the original identification year.

- Establish a quarterly student-group dashboard for RLA, Mathematics, growth, attendance, and student success.
- Identify students and groups contributing to the largest gaps and assign an adult-owned response plan.
- Use 4-week CFA cycles to identify whether students are moving between performance bands.
- Review CSI evidence quarterly with the Campus Leadership Team and adjust strategies when progress is insufficient.
- Document the relationship between instructional changes, intervention, attendance, and student outcomes.

Data Sources

- Texas Education Agency 2026 Accountability Reports for Crosby Middle School, Campus ID 084908042, updated September 2026.
- 2025–2026 Crosby Middle School Campus Improvement Plan provided by Hitchcock ISD.
- 2026–2027 Crosby Middle School CIP working form provided for this planning process.
- Campus formative assessments, MAP/local growth measures, attendance, discipline, walkthrough, PLC, WIN, and PEIMS data will be added and updated during the 2026–27 implementation cycle.

Items Requiring Confirmation Before Final Adoption

- Final Campus Improvement Team membership and stakeholder verification.
- Funding source(s), amounts, and allowable-use confirmation for each strategy.
- Verification of the 2025–26 office referral baseline before applying the 50% reduction target.
- Final monitoring calendar and committee validation/approval dates.

Committee Validation Date: _____ Committee Chairperson: _____

Campus Commitment

Every minute matters. Every student matters.

We will teach with purpose, track what students know, respond to evidence, and build a culture of excellence without excuses.