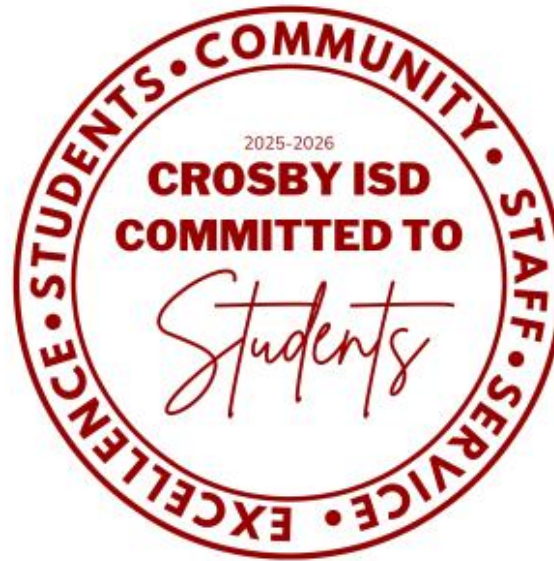


Crosby Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

The vision of Crosby ISD is to provide an education that addresses the needs of every student in our community while preparing them for a career that will sustain a productive future. We want every student to graduate from our high school prepared to pursue college interests or prepared to pursue career opportunities. We want to tap into the potential of all learners and capitalize on their talents and interests. We want to help them to discover how education affects their future and realize how lifelong learning can fulfill their capacity for growth and opportunities for many years to come.

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 districts. Community members, Chamber of Commerce and Crosby Education Foundation are vital contributors of time, attention and finances that enhance our work with students.

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Comprehensive Needs Assessment

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 2024-25 PEIMS data, the Hispanic student group represents 54.20% of our student population. Our white student group is 29.14%, African American is 12.864%, Asian is .28%, Pacific Islanders and American Indian represent less than .17%. There are 3.36% identifying as two or more races. The student groups in Crosby ISD include 24.51% Emergent Bilingual (EB), 6.74% Gifted and Talented, and 18.07% Special Education (SPED). Additionally, 60.26% are economically disadvantaged (Eco Dis), and approximately 56.59% are identified as at-risk. We ended the 2024-25 school year with 6,987 students.

On September 4, 2025, CISD's student enrollment for the 2025-26 school year was 7,202 students. Based on the current enrollment, the Hispanic student group continues to be the fastest growing in Crosby at 56.03%. Our white student group is 26.98%, African American is 13.2%, Asian is .32%, and Pacific Islanders and American Indian represent less than .21%. There are 3.27% 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
2025	71	44	17	36	16	3	61	31	12
2025 State	78	52	23	51	23	7	69	41	14
2024	77	42	12	31	16	2	62	31	7
2024 State	75	49	21	46	20	6	69	41	15
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 4	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	81	51	20	51	20	4	73	39	10
2025 State	81	54	24	54	22	6	73	41	13
2024	85	51	20	50	16	2	84	40	11
2024 State	81	51	23	53	18	5	74	41	15
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	80	63	31	38	18	2	75	58	24
2025 State	77	58	30	42	21	6	66	43	16
2024	76	49	22	34	11	7	66	35	12
2024 State	78	54	29	45	20	7	71	43	19

- The All student group saw gains in Meets and Masters performance levels for grades 3 and 5 from the 2024 scores to the 2025 scores.
- The Special Education group saw an increase from the 2024 scores to the 2025 scores in Approaches, Meets, and Masters performance levels across the district except for grade 3 Meets performance level where it remained constant.
- The All students Grade 5 student group performed better than the state in Approaches, Meets, and Masters performance. Meets performance for the All Students group increased by 5%.
- The Emergent Bilingual Grade 5 student group significantly out performed the state in Approaches (+9%), Meets (+15%), and Masters (+8%) 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
2025	75	48	21	33	8	1	64	27	9
2025 State	75	54	28	42	18	5	55	29	9
2024	72	48	17	34	10	1	63	30	7
2024 State	75	54	25	39	18	5	60	38	12
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 7	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	68	40	15	31	4	1	54	24	4
2025 State	74	52	27	36	14	4	55	29	9
2024	69	42	15	30	11	3	56	31	6
2024 State	72	52	28	34	14	5	57	34	13
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	75	50	19	29	8	2	66	35	8
2025 State	80	56	31	45	16	5	62	31	10
2024	68	42	18	32	5	0	54	22	7
2024 State	79	54	28	43	16	5	64	34	12

- 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 8th grade scores from 2024 to 2025 with Meets (+8%) and Masters (+1%) performance levels. Special Education students saw an increase at Meets and Masters performance levels of 3%. Additionally, Emergent Bilingual students saw an increase in both Meets (+13%) and Masters (1%) performance levels.

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
2025	57	39	6	25	12	0	40	24	2
2025 State	66	51	16	31	15	2	41	24	2
2024	63	47	8	24	8	0	45	24	2
2024 State	67	54	17	30	16	2	44	29	4
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
English II	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	61	41	3	28	9	0	42	19	0
2025 State	71	56	9	34	17	1	45	27	1
2024	72	54	3	26	10	0	58	33	1
2024 State	74	60	9	38	19	1	50	32	1

- The All Students groups for both English I and English II saw a decrease in scores from 2024 to 2025 in Meets performance level. Additionally, the same groups either remained the same or saw a decrease in Masters level performance.
- Masters level performance for English I and English II showed no increase in scores from 2024 to 2025 in the All Students, Special Education or Emergent Bilingual groups
- The Special Education group for English I did see an increase for the Meets performance level (+4%) from 2024 scores to the 2025 scores.

Mathematics

Grades 3-5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 3	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	67	40	14	31	15	5	67	42	14
2025 State	70	45	19	45	22	7	65	38	13
2024	63	30	8	29	10	1	55	23	5
2024 State	69	41	15	42	18	6	64	34	11
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 4	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	72	47	20	40	22	4	77	48	16
2025 State	68	46	24	40	20	8	63	39	17
2024	68	43	16	27	16	4	69	40	14
2024 State	68	45	21	38	18	6	65	40	17
	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	84	58	24	57	16	3	83	53	17
2025 State	73	46	22	43	17	6	67	37	14
2024	80	48	13	53	16	1	77	50	11
2024 State	76	49	19	48	20	5	73	43	13

- The All Students, Special Education, and Emergent Bilingual groups for grade 3 saw an increase in scores from 2024 to 2025 in Approaches, Meets and Masters performance levels. Additionally, the Emergent Bilingual student group for grade 3 also outperformed the state in the Approaches, Meets, and Masters performance levels.
- Grade 4 saw an increase in scores from 2024 to 2025 and out performed the state in the Meets performance level for All Students, Special Education, and Emergent Bilingual student groups.
- Grade 5 All Students and Emergent Bilingual groups saw an increase in scores from 2024 to 2025 and out performed the state in Meets and Masters performance levels.
- The all performance levels for the All Students, Special Education, and Emergent Bilingual groups for grades 3-5 saw an increase in scores from 2024 to 2025 except for 2 levels that remained the same: Grade 4 Special Education Masters level and Grade 5 Special Education Meets level.

Mathematics

Grades 6-8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 6	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	68	34	13	34	6	0	60	19	4
2025 State	72	38	15	46	12	3	59	21	6
2024	67	35	10	32	10	1	56	23	2
2024 State	69	37	13	39	11	3	60	26	7
2023	69	34	11	34	8	2	59	27	4
Grade 7	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	23	6	0	13	3	0	18	2	0
2025 State	52	31	10	24	9	2	38	18	4
2024	55	35	10	32	10	1	56	23	2
2024 State	53	32	10	24	9	2	42	21	5
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	70	48	19	31	14	5	63	31	10
2025 State	69	45	17	37	15	4	56	29	7
2024	70	41	6	54	24	3	61	36	5
2024 State	70	40	15	40	14	3	61	30	8

- Student performance in grade 7 in All Students, Special Education, and Emergent Bilingual groups saw a decrease in Approaches, Meets, and Masters performance levels. Additionally, none of the student groups out performed the state.
- The All Students and Emergent Bilingual student groups in grade 6 saw an increase in scores from 2024 to 2025 for the Masters performance level.
- Masters performance level in grade 8 for the All Students, Special Education, and Emergent Bilingual groups increased scores from 2024 to 2025 and also out performed the state.

EOC Algebra I

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Algebra I	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	79	50	32	61	31	15	75	46	28
2025 State	76	47	29	49	17	7	66	32	16
2024	81	49	28	52	23	12	79	40	17
2024 State	79	45	25	52	14	5	71	32	15

- Meets and Masters performance levels for the All Students, Special Education, and Emergent Bilingual groups increased scores from 2024 - 2025. Additionally, they outperformed the state in Approaches, Meets, and Masters performance levels.

Science

Grade 5 and 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 5	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	68	33	11	35	12	2	54	22	6
2025 State	64	30	12	36	10	3	51	16	5
2024	55	23	8	24	8	0	43	11	3
2024 State	57	26	11	28	9	3	45	16	5

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	72	42	13	28	7	2	64	27	2
2025 State	72	46	18	37	15	4	54	25	5
2024	68	36	12	33	11	2	52	18	3
2024 State	68	42	16	33	12	3	51	23	6

- The All Students group saw an increase in scores from 2024 to 2025 in Approaches, Meets, and Masters performance levels with grade 5 Meets level higher than the state.
- The Emergent Bilingual group saw an increase in scores from 2024 to 2025 in the Meets performance level for grades 5 and 8 with both also outperforming the state.

EOC Biology

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Biology I	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	89	57	11	77	31	0	77	46	6
2025 State	91	62	21	74	26	4	81	38	6
2024	87	48	13	65	15	2	79	25	4
2024 State	91	57	19	74	22	4	83	36	6

- Meets performance increased for the All Students, Special Education, and Masters groups from 2024 to 2025. Additionally, Special Education and Emergent Bilingual groups outperformed the state at the Meets performance level.

Social Studies

Grade 8

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
Grade 8	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	42	19	9	21	10	3	28	7	2
2025 State	55	30	16	24	9	4	33	11	4
2024	43	23	10	26	3	0	25	8	3
2024 State	57	31	16	25	9	4	38	14	5

- Meets and Masters performance levels decreased from 2024 to 2025 for the All Students and Emergent Bilingual student groups.
- The Special Education student group saw an increase in scores in both the Meets and Masters performance levels from 2024 to 2025 with the Meets performance level slightly higher than the state.

EOC US History

	All Students			Special Education (SPED)			Emergent Bilingual (EB)		
US History	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2025	93	62	28	73	13	3	81	38	13
2025 State	94	68	37	80	32	12	87	40	14
2024	95	64	28	70	20	0	86	30	9
2024 State	95	69	37	83	32	11	89	43	13

- Performance at the Masters level for the Special Education and Emergent Bilingual student groups increased from 2024 to 2025 with the All Students group remaining the same.

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 scores.
- The Emergent Bilingual students in Grades 1-12 scored lower or at the same TELPAS Composite Score Progression level from 23-24 to 24-25.

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 level of work orders.
2. Provide additional training for custodial staff.
3. Facility grounds continue to need addressing to keep up with the demands of vegetation growth.

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 department recently purchased the SmartTag system. This system is fully functioning student accountability software that badges our students on and off the bus among other things.
2. Bus driver's are guaranteed a minimum of 6 hours a day of pay.

Opportunities

1. It continues to be a challenge to find fully licensed people being in an industrial area.
2. Drivers continue to require training for safety elements on the bus.

3. 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 to 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
- RDA 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

- Texas approved Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal 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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide 18 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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide 2 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	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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 2026. Meets level in Math will move from 44% to 47%. Meets level in Reading will move from 46% to 49%. Meets level in Science will move from 45% to 48%. Meets level in Social Studies will move from 42% to 45%.

Evaluation Data Sources: 2026 STAAR Data

Strategy 1 Details		Reviews			
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		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
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		Formative			Summative
		Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Science teachers in grades 3-9 (Biology) will use EduSmart 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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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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 2026.

Evaluation Data Sources: 2026 STAAR Assessment





Strategy 1 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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: Crosby ISD PK-2nd grade students will achieve the yearly adopted goals for HB3 in Reading and Mathematics.

Evaluation Data Sources: Amplify mClass
CLI Engage

Strategy 1 Details	Reviews			
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, CLI, Unit Test, and Milestone. Staff Responsible for Monitoring: Teachers Interventionist Elementary Curriculum Coordinators Assistant Principals Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 44% to 58% by June 2026. The percent of third grade students that score meets grade-level or above on STAAR Math will increase from 40% to 52% by June 2026.

- HB3 Goal**
- Evaluation Data Sources:** District Milestone Assessment
STAAR Assessment
Amplify mClass

Strategy 1 Details		Reviews			
Strategy 1: Student performance will be monitored through the use of past classroom-based student assessments, district milestones, 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		Formative			Summative
		Dec	Feb	Apr	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					





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 42% to 46% by June 2026.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 3 - English II will complete seven ECR cycles (including drafting, revising, and conferencing) before the Spring 2026 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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students identified for GT services will increase their masters performance on STAAR/EOC assessments in grades 6-11. Math: Increase from 33% to 38% by June 2026 Reading: Increase from 52% to 57% by June 2026 Science: Increase from 58% to 63% by June 2026 Social Studies: Increase from 58% to 63% by June 2026 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	Formative			Summative
	Dec	Feb	Apr	June



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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
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 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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide 5 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	Formative			Summative
	Dec	Feb	Apr	June



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: Crosby ISD will increase the number of Emergent Bilingual (EB) students who progress at least one composite level as measured by Texas English Language Proficiency Assessment System (TELPAS) by June 2026.

Beginner to Intermediate: Increase from 12% to 15%

Intermediate to Advanced: Increase from 46% to 50%

Advanced to Advanced High: Increase from 35% to 40%

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June



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
Follette Destiny

Strategy 1 Details	Reviews			
Strategy 1: The district will establish and implement clear, updated procedures and processes for library collection management that align with the Texas State Library and Archives Commission (TSLAC) standards and the requirements outlined in House Bill 900. These procedures will ensure that materials are regularly reviewed and updated to meet both educational objectives and state mandates. Strategy's Expected Result/Impact: Procedures compliant with HB900 Staff Responsible for Monitoring: Assistant Superintendents Directors of C&I District Librarians	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The district will establish and implement updated procedures for library collections in compliance with Senate Bill 13. These procedures will include revised acquisition policies, facilitate parental access, and update the process for challenging materials Strategy's Expected Result/Impact: Procedures compliant to Senate Bill 13 Staff Responsible for Monitoring: Assistant Superintendents Directors of C&I District Librarians	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 2026.

Content Goals:

- Reading: From 37% to 42%
- Mathematics: From 43% to 48%
- Science: From 50% to 55%
- Social Studies: From 47% to 52%

Evaluation Data Sources: STAAR Assessments
Individual IEPs
RDA Results

Strategy 1 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: For the 2025/26 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 Superintendents Director of Special Education Curriculum Coordinators Special Education Instructional Coordinator Principals Assistant Principals Results Driven Accountability		Formative			Summative
		Dec	Feb	Apr	June
Strategy 3 Details		Reviews			
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 Superintendents 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		Formative			Summative
		Dec	Feb	Apr	June
Strategy 4 Details		Reviews			
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 plan. Staff Responsible for Monitoring: Special Education teachers General/Bilingual Education teachers Coordinator of Special education instruction Director of Special Education Results Driven Accountability		Formative			Summative
		Dec	Feb	Apr	June



No Progress



Accomplished



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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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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. 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	Formative			Summative
	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. Strategy's Expected Result/Impact: Decreased discipline referrals for acceptable use infractions Staff Responsible for Monitoring: Director of Technology	Formative			Summative
	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 Strategy's Expected Result/Impact: Decrease in security alerts Staff Responsible for Monitoring: Campus administrators Campus counselors Director of Technology	Formative			Summative
	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. Strategy's Expected Result/Impact: Fewer incidents of cyberbullying Staff Responsible for Monitoring: Campus Administrators Campus Counselors Director of Technology Director of Student Services	Formative			Summative
	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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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			
Strategy 1: Campuses will receive upgrades to lighting with LED lights district-wide through the SEECO program. Strategy's Expected Result/Impact: School building will be brighter in the learning environment. It will also save the district money in utilities. Staff Responsible for Monitoring: Executive Director of Operations Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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			
Strategy 1: Crosby ISD will take part in a district vulnerability assessment (DVA). Upgrades to security will be done to meet safety standards. Strategy's Expected Result/Impact: All schools will meet at least 90% of safety standards on the DVA. Staff Responsible for Monitoring: Executive Director of Operations	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 build 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			
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.	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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: CISC 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			
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: Reduced number of students reporting to be victimized by a bully from the 2024 - 2025 school year over the 2025 - 2026 school year Staff Responsible for Monitoring: Counselors District Therapist Director of Student Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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			
Strategy 1: Each member of the Superintendent's Cabinet developed a staff advisory committee for the 2025 - 2026 school year. Strategy's Expected Result/Impact: Increased staff voice throughout the district. Staff Responsible for Monitoring: Superintendent's Cabinet	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders. 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	Formative			Summative
	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. Strategy's Expected Result/Impact: Decreased staff absences. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Principals	Formative			Summative
	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. 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	Formative			Summative
	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. 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 8 Details	Reviews			
Strategy 8: Produce a recruitment video to showcase campuses and why teachers love working for CISD. 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 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
Strategy 11 Details	Reviews			
Strategy 11: Personal notes from the Superintendent will be mailed to retired teachers to encourage them to come back and substitute. Strategy's Expected Result/Impact: Increased recruitment and retention of substitutes Staff Responsible for Monitoring: Superintendent Principals	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Continue employee wellness program incentives and assistance program initiatives. Strategy's Expected Result/Impact: Recruitment and retention of healthy employees Reduced employee absenteeism Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Benefits Specialist District Lead Nurse	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Referral stipend of \$1000.00 to staff that recruit teachers for the district in high needs areas. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Pay student teachers substitute rate per day. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Assistant Superintendent of Human Resources & Administration Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: College and Career Readiness





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

Performance Objective 1: Crosby ISD will increase the number of 2026 graduates earning a CCMR (College, Career, Military Readiness) designation to 90% by June of 2026.

Evaluation Data Sources: 2025 SAT/TSIA2/ACT Assessment Data
2025 IBC Assessment Data
2025 CTE Aligned Pathway Course Completion
2025 College Preparatory English & Math Completion
2025 Military Enlistment Data

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor use of campus-wide system to track CCMR progress for every student in grades 9-12 and provide early interventions to ensure CCMR completion by graduation. Strategy's Expected Result/Impact: Increase the number of students who are college, career, or military ready upon graduation. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction CTE Coordinator Principal Dean of Instruction/Associate Principal Assistant Principals Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Evaluate our math courses to ensure that they align with the SAT and TSIA2 math components, 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 and TSIA2 math. Staff Responsible for Monitoring: Director of Secondary Curriculum & Instruction Secondary Math Coordinator Principal Dean of Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	Data Analysis Teams consisting of Campus and District Leadership representatives will meet to communicate strengths and needs of each school.
1	2	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.
1	2	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.
1	2	3	Mathematics teachers (grades 3-5) will implement daily problem solving as a routine in the math block.
1	2	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.
1	2	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.
1	2	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.
1	2	7	Science teachers in grades 3-9 (Biology) will use EduSmart supplemental online curriculum materials to provide additional instruction aligned to the rigor of STAAR.
1	3	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.
1	6	1	Students in grades 3 - English II will complete seven ECR cycles (including drafting, revising, and conferencing) before the Spring 2026 STAAR window.
1	6	2	Selected students at CMS and CHS will utilize the literacy program ThinkCERCA to receive targeted writing instruction and practice.
1	6	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.
1	8	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.
1	8	5	Provide 5 Bilingual/ESL instructional paraprofessionals to support program implementation at the campus level.
1	11	2	For the 2025/26 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.
1	11	3	Crosby ISD special education teachers will create and track individual growth goals for each of their students in order to track growth.

Goal	Objective	Strategy	Description
1	11	4	Crosby ISD special education students will be progress monitored each 9 weeks grading period. Information will be sent directly to parents.
1	12	3	The RTI process will identify and address students with academic needs at the Tier 2 and Tier 3 level.
9	1	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.
9	1	4	Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders.
9	2	1	New teachers receive support from mentor teachers in their grade level or subject area to help with content and campus procedures.
9	2	2	New teachers receive monthly district-level support through staff development sessions tailored to first-year educators.

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