

# Crosby Independent School District

## District Improvement Plan

### 2023-2024



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)	17
Goal 2: The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.	69
Goal 3: Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.	75
Goal 4: 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.	82
Goal 5: Crosby ISD will develop Co-Curricular programs that enhance students' educational experiences, academic achievement, and school and community pride.	87
Goal 6: Community Relations Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.	89
Goal 7: Crosby ISD will be a good steward of taxpayers' money	96
Goal 8: Crosby ISD will maintain quality and safe facilities and adequately plan for future needs.	98
Goal 9: Public Education Reform CISD will support and/or participate in litigation and/or legislative efforts that support a strong public education system.	105

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

All students 6,869

Hispanic 3,592 (52.29%)

White 2,131 (31.02%)

African American 870 (12.67%)

American Indian 17 (0.25%)

Hawaiian/Pacific Islander 0(0.00%)

Asian 20 (0.29%)

2 or more races 239 (3.48%)

Economically Disadvantaged 4,315 (62.82%)

Emergent Bilingual 1,462 (21.28%)

Special Ed. 976 (14.21%)

Gifted and Talented 383 (5.58%)

The Hispanic student population in Crosby ISD is our fastest growing student demographic population. The number of students served in our bilingual programs (in the elementary level) and ESL programs (in the secondary level) have increased considerably over the last five years. The percent of students receiving Special Education services has increased and the number of students comprising the overall population has also increased. A significant factor that continues to contribute to this observation is the district processes in place for the Response to Intervention program (RtI) at all levels.

In an effort to address the needs of each student population, Crosby ISD actively seeks out qualified personnel. Crosby ISD requires all teachers and paraprofessionals to be high quality. Teachers must be in an approved alternative certification program or have a certified teaching certificate in their teaching field with at least a Bachelor's degree. A complete background check and fingerprinting is required of all new employees. Crosby ISD continuously provides salaries, benefits, and incentives that are competitive to surrounding school districts, both large and small. As a result of these efforts, Crosby ISD has been able to hire qualified teachers. To further support this measure, building principals are interacting with staff members and setting the tone for expectations on every campus. Walk-throughs are being conducted consistently and well above what is required for appraisal compliance. Administrators consistently provide information and feedback from routine walk-throughs and observations to each teacher. Teachers developing habits of continuous improvement are an emphasis of both the administrator and teacher with a focus on evidence-based feedback and professional development through ongoing dialogue and collaboration. Teachers meet with their administrator at the beginning of the year to outline goals during a preconference, undergo observations during the year, and at the end of the year a post-conference is held to discuss the year and future goals. When necessary, documentation is provided to address teachers that need support and performance plans are put in place to encourage

improvement. Appraisals are in place for all staff that must be completed yearly. Conferences with feedback throughout the year keep staff apprised of their performance. Continued efforts are still in place to attract and retain highly qualified professionals, with particular emphasis in Reading/ELA, Math, Science and Bilingual/ESL. Crosby ISD is committed to quality staff development providing every teacher the opportunity to achieve and maintain proper qualifications, as well as, the classroom effectiveness necessary for exemplary teaching and learning.

### **Demographics Strengths**

The diversity of our entire student population is reflective of greater societal growth. Our students are exposed to other cultures and gain an understanding of the collaboration and cooperation needed to perform in a global society.

The Superintendent and CISD School Board expect that all teachers are certified as defined by state standards.

A supportive board that does what it takes to attract the best candidates.

A Human Resources department that aggressively seeks outlets to recruit personnel.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Local Strategic Priority (District & Campus): Crosby ISD attendance rate falls below the district attendance expectation of 96%. **Root Cause:** Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.

# Student Learning

## Student Learning Summary

Students in Crosby ISD are achieving at a high level. Classroom instruction continues to strengthen through consistent practices of team planning, data analysis, and classroom instruction that aligns to the rigor required of the Texas Essential Knowledge and Skills. However, the achievement of students in Crosby ISD is not defined exclusively by their performance in the classroom. Students across the district are active in a wide range of school based activities. Over the years, students continue to be highly involved in multiple Fine Arts programs that experience success at and above the district level. Crosby High School Band and Theater programs are recognized annually for their success in UIL competitions. Likewise, the Crosby ISD Athletic programs excels across all grade levels and advance in multiple sports beyond the district level. Students from all grades are actively involved in community outreach programs that unite the district and community. The success experienced by Crosby ISD students during the past years has created a solid foundation that can be built upon in the 2023-2024 school year.

## Student Learning Strengths

From an academic standpoint, Crosby ISD has multiple strengths and celebrations. Students generated solid scores on state assessments across most content areas compared to state performance. The continuation of academic success helps create a solid foundation for all core content programs in subsequent grade levels. Reading scores have improved in multiple areas; although specific grade levels still need improvement. Our campuses continue to work on multiple areas of accountability and continue to focus on gaps in learning. CISD has implemented strategies to assess students' academic knowledge and apply intervention support on an individual basis. Support is being focused in each of the core content areas, as well as in non-traditional settings such as preparation for SAT and TSIA2 testing. Crosby ISD began support efforts early in the school year and will continue until students' needs are adequately addressed.

Below is a breakdown by content area of CISD student performance on the STAAR and EOC assessments compared to the State scores:

Grade-Level/Content	CISD Scores	State Scores	CISD Scores	State Scores	CISD Scores	State Scores	CISD Scores	State Scores
	2019-2020	2019-2020	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023
3 <sup>rd</sup> Grade Reading	No Data Available	71	68	78	75	82	77	
3 <sup>rd</sup> Grade Math	No Data Available	66	61	68	70	75	72	
4 <sup>th</sup> Grade Reading	No Data Available	70	63	82	76	75	78	
4 <sup>th</sup> Grade Math	No Data Available	60	58	70	68	67	70	
4 <sup>th</sup> Grade Writing	No Data Available	61	53	No Data Available				
5 <sup>th</sup> Grade Reading	No Data Available	80	72	85	80	82	81	
5 <sup>th</sup> Grade Math	No Data Available	76	69	84	75	83	79	
5 <sup>th</sup> Grade Science	No Data Available	65	61	70	65	61	64	
6 <sup>th</sup> Grade Reading	No Data Available	57	61	64	69	74	75	
6 <sup>th</sup> Grade Math	No Data Available	70	66	71	72	69	74	
7 <sup>th</sup> Grade Reading	No Data Available	69	68	72	78	66	77	
7 <sup>th</sup> Grade Math	No Data Available	60	54	61	59	59	61	
7 <sup>th</sup> Grade Writing	No Data Available	58	61	No Data Available				
8 <sup>th</sup> Grade Reading	No Data Available	78	72	79	82	78	82	
8 <sup>th</sup> Grade Math	No Data Available	74	60	74	70	75	74	
8 <sup>th</sup> Grade Science	No Data Available	67	67	70	73	75	72	
8 <sup>th</sup> Grade Social Studies	No Data Available	50	56	48	59	50	60	
Algebra EOC	No Data Available	82	72	89	74	83	78	
Biology EOC	No Data Available	78	81	88	82	90	89	
English I EOC	No Data Available	62	66	67	63	71	71	
English II EOC	No Data Available	69	70	67	71	73	74	
US History EOC	No Data Available	83	88	92	89	94	94	

## **Problem Statements Identifying Student Learning Needs**

### **Problem Statement 1 (Prioritized):**

"Strategic Priority" District & Campus: "Building a Foundation in Reading and Writing" - Improvement of Tier I instruction across the campus/district. **Root Cause:** Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

**Problem Statement 2 (Prioritized):** "Strategic Priority" District & Campus: (Building a Foundation in Reading and Math) **Root Cause:** Focus on targeted instructional teaching & interventions based upon individual and sub-group needs/gaps.

**Problem Statement 3 (Prioritized):** Local Strategic Priority (District & Campus): Crosby ISD attendance rate falls below the district attendance expectation of 96%. **Root Cause:** Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.

**Problem Statement 4 (Prioritized):** "Strategic Priority" District & Campus: (Recruit, Support, and Retain teachers and principals) **Root Cause:** Professional development of instructional strategies need to be aligned across the district and maintained at the district and campus level.



# District Processes & Programs

## District Processes & Programs Summary

Crosby Independent School District is a public school district based in Crosby, Texas—an unincorporated area of northeastern Harris County within the Houston-Sugar Land-Baytown metropolitan area. Proximity to several Houston area technological and manufacturing centers makes Crosby a desirable residential destination. Investments and expansion in the Port of Houston, Exxon and Enterprise will include Crosby I.S.D. in the pool of potential housing locations for new employees. In addition, ongoing roadway improvements will help alleviate congestion and increase access to Crosby I.S.D. coming from all employment centers in the Houston area.

With the integration of technology, instruction will look different in CISD. It is expected that instruction will integrate technology, whenever possible, in an effort to provide content and resources that appeal to our 21st century learners. In today's classrooms, students are responding to visuals and a digital learning environment. Throughout the past several years, all classroom teachers have received MacBooks, iPads, and Apple TV's. The goal is for teachers to create course content and lessons with graphics, organization, and virtual displays to make content real and accessible. We also utilize a Learning Management System (LMS), Schoology, at all campuses. Schoology promotes secure student collaboration and allows teachers a way to create and deliver content, monitor student participation, and assess student performance. Students will use devices to further their learning and discovery concepts. Crosby ISD wants students to gain access to content through various forms of technology to make concepts meaningful and relevant to them. We currently have many teachers who are incorporating innovative technical resources and programs in their classrooms. Crosby ISD students are provided one-to-one devices. Grades prekindergarten through 12th grade are issued iPads for daily instructional engagement. Textbooks and instructional resources are selected with a digital version for students to access. As a functional component to making technology available in each classroom, we will continue to upgrade infrastructure district wide to operate at a greater capacity.

The goal of the curriculum and instruction department is to raise the passing performance of all STAAR assessments to a level above the state passing averages. A second priority is to academically "push" students to the next level of performance. This approach is exceptionally critical for students who are not in danger of failing state assessments, because their needs are often overlooked due to other immediate academic and organizational factors. Yearly goals have been established at the district level for areas of vulnerability. Emphasis has been placed in the areas of Special Education and the performance of students in low performing student sub populations, as identified within state accountability expectations. The Curriculum and Instruction Department analyzed student performance data to identify areas in need of support. Goals have been established by subject and grade level to address deficient areas. These goals have been shared with both the teachers of the content and the administration of the campus, which allows teachers to present areas of emphasis during the T-TESS process. Further, this alignment allows T-TESS evaluators to support teachers by providing access to meaningful professional development that aligns to goals that appear in T-TESS.

In an effort to address the needs of each student population, the Human Resource Department is active in participating in events to attract certified and qualified personnel. We employ staff that want to be in our district and many who are moving to the area. The school board continues to support the effort of making Crosby ISD's salaries competitive with surrounding districts, both large and small. Additionally, our hiring program, TalentEd, is utilized to help make the application and hiring process more efficient. It is becoming increasingly difficult to find teachers with certifications in Spanish, math and bilingual. However, continued efforts are still in place to attract and retain certified professionals, with particular emphasis in Math, Science, Reading/ELA, Special Education, and Bilingual/ESL. To further support this measure, building principals are interacting with staff members and setting the tone for expectations on every campus. Walk-throughs are being done consistently and well above what is required for appraisal compliance. When necessary, documentation during the goal setting and professional development plan will address teachers in need of assistance. Appraisals are in place for all staff that must be completed during the 3-year appraisal cycle. Conferences with feedback keeps staff apprised of their performance.

## District Processes & Programs Strengths

Preparation for future growth in enrollment.

Ongoing consideration of community concerns.

Capable and driven technology department.

Support offered to teachers.

The Superintendent and School Board expect that all teachers are qualified as defined by state standards.

A supportive board that does what it takes to attract the best candidates.

HR department that aggressively seeks resources to recruit personnel.

#### **Human Resources:**

- Reviewed and decreased the internal HR hiring process time for teachers and paraprofessionals
- Increased the substitute teacher fill-rate
- Developed and implemented standard operating procedures for investigations of misconduct and investigations of discrimination and harassment complaints
- Implemented a strategy to comply with the most recent changes to the Fair Labor Standards Act

#### **Leadership Development:**

- Leadership programs offered for aspiring and current leaders (i.e. New Assistant Principal and Teacher Mentoring Program)
- Providing leadership preparation for new administrators through the Region 4 Administrators Cohort for a seamless continuum of professional training

#### **Curriculum and Instruction:**

Crosby ISD Curriculum and Instruction Department is vital in supporting the core academic programs by providing content leadership and instructional coaching. Campus principals and administrative leaders work closely with the content areas to create structures for learning and support. A culture of team planning has emerged in a strong way - replacing the practice of teachers planning in isolation. As a result, lessons presented to students are more challenging, thus requiring students to think and rationalize at a higher level. Because of these efforts, students are realizing a higher level of success on state tests, but are also gaining valuable skills and accomplishments that will benefit them as they transition into college and/or the work force.

#### **Student Support Services:**

Crosby ISD promotes academic success, maintaining good attendance, school spirit, physical and emotional health. Students' well-being and safety is vital, and Crosby ISD provides a wide range of supports to help students be successful and healthy. The District's most significant resource for students are our campus counselors, who support students on a daily basis with concerns ranging from changing a schedule, conflict resolution, and check-ins to grief support, threat assessments, and providing resources to families for clinical or medical needs.

When students have other needs that may require additional time, a different approach, or more frequent services, the District has developed support structures both inside and outside of the district.

Crosby ISD is partnering with the Bay Area Council on Drugs and Alcohol, BACODA, to provide a tested and proven prevention program to students that empowers our youth to continue to learn about the dangers of substance use/abuse, but the program also promotes making healthy choices. In addition, the program addresses and reinforces skills necessary to support positive growth and development.

#### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** "Strategic Priority" District & Campus: (Recruit, Support, and Retain teachers and principals) **Root Cause:** Professional development of instructional strategies need to be aligned across the district and maintained at the district and campus level.

**Problem Statement 2 (Prioritized):** Local Strategic Priority (District & Campus): Crosby ISD attendance rate falls below the district attendance expectation of 96%. **Root Cause:** Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.

**Problem Statement 3 (Prioritized):**

"Strategic Priority" District & Campus: "Building a Foundation in Reading and Writing" - Improvement of Tier I instruction across the campus/district. **Root Cause:** Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

**Problem Statement 4 (Prioritized):** "Strategic Priority" District & Campus: (Building a Foundation in Reading and Math) **Root Cause:** Focus on targeted instructional teaching & interventions based upon individual and sub-group needs/gaps.

# Perceptions

## Perceptions Summary

Crosby Independent School District continues to implement strategies to encourage the idea that stakeholder participation is becoming increasingly important in public education organizations. It is our belief that fostering authentic relationships between internal and external stakeholders ultimately leads to participation, collaboration, and student success. Historically, school leaders have stayed away from being 'too open' out of fear that it only makes the district vulnerable to unnecessary criticism and discord. The belief is that this intrusiveness hinders a district's ability to function. However, it is important to understand that criticism, conflict, transparency, and collaboration are opportunities for meaningful organizational change if managed in a healthy manner. By nurturing opportunities for collaboration between District and Community, we strive to create a foundation of trust and an opportunity to build rapport that is critical to Crosby ISD's success. This establishment of trust does not nullify conflict. In fact, a healthy organization should invite differing opinions and conflict if there is a sincere desire to improve an organization to continue serving students effectively for years to come.

Strategies have been implemented in recent years to promote community engagement at the campus and district level. Programs such as Kids Hope, Watchdog Dads, Parent Volunteer Organizations, Parent University, Music Programs, Parent Conferences, and site base committee meetings are a few examples of campus level programs aimed to draw community members into the schools and educate parents on the day-to-day operations on a campus. The district also works closely with the Crosby Huffman Chamber of Commerce, local First Responders, the Barrett Station Civic League, the Crosby Education Foundation, and various local organizations that have the best interests of Crosby ISD students and the Barrett Station/Crosby community in mind.

Through the use of mass communication outlets including ParentLink, Schoology, news media outlets, the District website, surveys, and social media outlets, we continue to flow information to audiences of all ages. These strategies have allowed stakeholders to take a proactive role in District operations and engaged a wide audience that spans generations.

Crosby ISD continues to face a transition in culture and system-wide operations. It is our desire to continue managing this shift in a way that is productive, transparent, inclusive, and ultimately beneficial to the students of Crosby ISD.

## Perceptions Strengths

Collaboration between Community and Schools

Schools are involved in community events

Increased transparency and communication

Promoting of Staff and Student success

Welcoming school climate

Two-way communication

## Problem Statements Identifying Perceptions Needs

### Problem Statement 1 (Prioritized):

"Strategic Priority" District & Campus: "Building a Foundation in Reading and Writing" - Improvement of Tier I instruction across the campus/district. **Root Cause:** Training and

ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

**Problem Statement 2 (Prioritized):** "Strategic Priority" District & Campus: (Building a Foundation in Reading and Math) **Root Cause:** Focus on targeted instructional teaching & interventions based upon individual and sub-group needs/gaps.

**Problem Statement 3 (Prioritized):** "Strategic Priority" District & Campus: (Recruit, Support, and Retain teachers and principals) **Root Cause:** Professional development of instructional strategies need to be aligned across the district and maintained at the district and campus level.

# Priority Problem Statements

**Problem Statement 1:** Local Strategic Priority (District & Campus): Crosby ISD attendance rate falls below the district attendance expectation of 96%.

**Root Cause 1:** Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.

**Problem Statement 1 Areas:** Demographics - Student Learning - District Processes & Programs

**Problem Statement 2:** "Strategic Priority" District & Campus: (Building a Foundation in Reading and Math)

**Root Cause 2:** Focus on targeted instructional teaching & interventions based upon individual and sub-group needs/gaps.

**Problem Statement 2 Areas:** Student Learning - District Processes & Programs - Perceptions

**Problem Statement 3:** "Strategic Priority" District & Campus: "Building a Foundation in Reading and Writing" - Improvement of Tier I instruction across the campus/district.

**Root Cause 3:** Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

**Problem Statement 3 Areas:** Student Learning - District Processes & Programs - Perceptions

**Problem Statement 4:** "Strategic Priority" District & Campus: (Recruit, Support, and Retain teachers and principals)

**Root Cause 4:** Professional development of instructional strategies need to be aligned across the district and maintained at the district and campus level.

**Problem Statement 4 Areas:** Student Learning - District Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data







# Goals

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**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			
<p><b>Strategy 1:</b> The Superintendent will work with the school board to create district goals and communicate them to stakeholders at convocation and other venues.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of strategies to address goals.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data Analysis Teams consisting of Campus and District Leadership representatives will meet to communicate strengths and needs of each school.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus programs implemented to address students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Teachers Content Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)





**Performance Objective 2:** CISD teachers will offer rigorous coursework while keeping the individual needs of students in mind.

**Evaluation Data Sources:** Student performance on state assessments, including advanced performance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review Honors and AP student enrollment reports and academic performance to identify students with potential to enroll in advanced classes.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students in advanced classes will increase when compared to the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> CMS and CHS Campus Administrators CMS and CHS counselors Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The 1:1 initiative is an ongoing process focusing on the implementation and sustained use of technology in the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in grades PK-12 will have the opportunity to be issued an iPad. Teachers in all grade levels implement iPads and Macbooks into their daily instruction. Technology integration occurs throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director Principals Assistant Principals Content Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Technology will be integrated into the classroom to enhance students' learning. In order to facilitate this process, professional development will be provided to teachers and teacher leaders for the purpose of identifying and creating lessons that incorporate engaging technology based activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers using technology programs and devices during classroom instruction will be evident throughout CISD classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Content Coordinators Instructional Technologists Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Tier One instruction will be reviewed and expectations will be articulated district wide. All teachers will know their TEKS. All teachers will prepare meaningful lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be performing at or above Meets Grade Level on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Content Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Universal screeners will be used for reading in grades K-8 and Mathematics in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students scoring at grade level or above on universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Content Coordinators Elementary and Middle School Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The Balanced Literacy Program will be the district expectation for instruction in elementary reading classes. Amplify and DRA assessments will be used to monitor reading progress in K - 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance of elementary students on grade level reading standards</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals ELA Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Elementary Math instruction will use the Guided Math Model to differentiate instruction based on student data.  <b>Strategy's Expected Result/Impact:</b> Performance of elementary students on grade level math standards will increase when compared to the previous year.  <b>Staff Responsible for Monitoring:</b> Elementary Math Coordinators  Campus Principals  Director of Curriculum and Instruction  Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> PreK teachers will teach the state standards for their program.  <b>Strategy's Expected Result/Impact:</b> Students will score at grade level or above on the End of Year Assessments  <b>Staff Responsible for Monitoring:</b> CKC Principal  Content Coordinators  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Data Driven Instruction will be used to monitor all core subjects. Teachers will receive feedback and identify strategies to improve.  <b>Strategy's Expected Result/Impact:</b> Student performance on tests used for accountability will reflect growth when compared to the previous year.  <b>Staff Responsible for Monitoring:</b> Content Coordinators  Principals  Director of Curriculum and Instruction  Assistant Superintendent of Administration</p> <p><b>Title I:</b>  2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> The Technology Services department will evaluate and update core operations systems as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> The following are activities taking place this year:</p> <p>Wireless infrastructure upgrades</p> <p>Core routing upgrades</p> <p>SAN upgrades</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 3:** Monitor student performance throughout the year to ensure progress on state tests.

**Evaluation Data Sources:** Progress and pass rates of students on state tests used for accountability.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will enter students assessments in Eduphoria Aware in order to track achievement and progress.  <b>Strategy's Expected Result/Impact:</b> STAAR/EOC pass rates and progress measures will increase.  <b>Staff Responsible for Monitoring:</b> Content Coordinators                      Principals                      Director of Curriculum &amp; Instruction                      Assistant Superintendent of Administration                      Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data Analysis Teams meet at least twice per year to discuss academic strengths and weaknesses.  <b>Strategy's Expected Result/Impact:</b> Increase in students scoring at the meets &amp; masters grade level on STAAR/EOC assessments.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Teachers                      Content Coordinators                      Director of Curriculum &amp; Instruction                      Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct "learning walks" to observe that teachers are meeting district expectations for instruction.  <b>Strategy's Expected Result/Impact:</b> Students scoring at the meets &amp; masters grade level will increase on STAAR/EOC assessments.  <b>Staff Responsible for Monitoring:</b> Content Coordinators                      Assistant Principals                      Principals                      Director of Curriculum &amp; Instruction                      Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will enter lesson plans and cite ELPS in Euphoria- Forethought.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on Unit Assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Department Chairs            Content Coordinators            Assistant Principals            Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 4:** Crosby ISD will provide meaningful professional development opportunities for all staff.

**Evaluation Data Sources:** Staff successfully attends and implements strategies taught in the PD sessions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Content Coordinators will lead staff development throughout the year in vertical teams.  <b>Strategy's Expected Result/Impact:</b> Quality of staff. Student grades. AP and dual credit class grades, and the number of students passing STAAR and EOC tests at the advanced level. will increase.  <b>Staff Responsible for Monitoring:</b> Content Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development offered throughout the year will target strategies to reach all students.  <b>Strategy's Expected Result/Impact:</b> Student achievement will increase.  <b>Staff Responsible for Monitoring:</b> Principals            Content Coordinators            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The RTI process will continue to be implemented. Staff will be trained on the model and standards.  <b>Strategy's Expected Result/Impact:</b> Increased STAAR/EOC scores.  <b>Staff Responsible for Monitoring:</b> Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 5:** All student groups taking the STAAR Reading Language Arts Assessments will increase their performance to a level equal to or greater than the overall passing rate of the campus; student groups meeting this criteria will increase their passing rate by 2%, when compared to the previous year, 2023.





**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Reading assessment data will be reviewed to identify mastery of the performance objective. Achievement of this performance objective can be evidenced in the HB 3 Early Literacy and Math 5-Year Goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student performance will be monitored through the use of past universal screeners, unit tests, 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 HB 1416 criteria as well as local criteria. Selected students will participate in focused instruction that addresses content deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB 1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data teams consisting of teachers, interventionists, assistant principals, principals, Director of Curriculum and Instruction, and the Assistant Superintendent of Administration will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas will be identified and addressed in intervention groups with accelerated instruction. Adjustments will be made to intervention groups as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups and accelerated instruction will be monitored and adjusted according to immediate student needs as determined by local assessments, including classroom tests and district milestones.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplemental instructional materials will be chosen and created for accelerated instruction to meet the content deficits of students participating in intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Reading Language Arts teachers will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Curriculum Coordinators will attend planning sessions as needed to ensure the use of curriculum guides and the production of high quality lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing quality lessons in the classroom will increase student performance on classroom tests, milestones, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading Language Arts teachers will participate in staff development and utilize TEA tools such as online practice tests to prepare students for the new online testing platform. All local assessments, such as classroom tests and district milestones, will be administered online utilizing Schoology or Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide just-in-time professional development targeting foundational reading skills and balanced literacy components (Reading Academy, phonological and phonemic awareness, guided reading, and shared reading) to strengthen teachers' knowledge to respond to students' individual reading needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom, district, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring forms will be completed by teachers/interventionists and housed within eSped.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Assistant Principals Principals Content Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> In grades K-2, the Amplify mClass Reading Screener will be used to identify students who may be at risk for reading difficulties. Amplify data will be used by teachers to implement relevant lessons that will improve students' reading proficiency and continue to strengthen early basic literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading fluency will lead students to comprehend what they read in Unit Assessments, Milestones, and STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Principals ELA Coordinator Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> In grades K-2, the Amplify mClass Math Screener will be used to identify students who may be at risk for mathematical difficulties. Amplify data will be used by teachers to identify students' patterns of mathematical thinking, which will support the implementation of relevant lessons that will improve students' understanding and application of mathematical skills and concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the understanding and application of mathematical skills and concepts will support student achievement in Unit Assessments, Milestones, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Principals Elementary Math Coordinator Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)





**Performance Objective 6:** CISD 3rd grade students will achieve the yearly adopted goals for HB3 Early Childhood Literacy. The percent of third grade students that score meets grade-level or above on STAAR Reading will increase from 53% to 65% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Reading assessment data will be reviewed to identify attainment of the performance objective. Achievement of this performance objective can be evidenced in the HB 3 Early Literacy and Math 5-Year Goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data teams consisting of teachers, interventionists, assistant principals, principals, and Director of Curriculum &amp; Instruction will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas will be identified and addressed in intervention groups with accelerated instruction. Adjustments will be made to intervention groups as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups and accelerated instruction will be monitored and adjusted according to immediate student needs as determined by local assessments, including classroom tests and district milestones.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplemental instructional materials will be chosen and created for accelerated instruction to meet the content deficits of students participating in intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Reading Language Arts teachers will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Curriculum Coordinators will attend planning sessions as needed to ensure the use of curriculum guides and the production of high quality lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing quality lessons in the classroom will increase student performance on classroom tests, milestones, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading Language Arts teachers will participate in staff development and utilize TEA tools such as online practice tests to prepare students for the new online testing platform. All local assessments, such as classroom tests and district milestones, will be administered online utilizing Schoology or Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Curriculum Coordinators Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide just-in-time professional development targeting foundational reading skills and balanced literacy components (Reading Academy, phonological and phonemic awareness, guided reading, and shared reading) to strengthen teachers' knowledge to respond to students' individual reading needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom, district, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators Director of Elementary Education Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring forms will be completed by teachers/interventionists and housed within eSped.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Assistant Principals Principals Content Coordinators Director of Elementary Education Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 7:** All student groups taking the STAAR Math Assessments will maintain their prior performance to a level equal to or greater than the overall passing rate of the campus; student groups currently meeting this criteria will maintain or exceed their passing rate by 2%, when compared to the previous year, 2023.





**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Math assessment data will be reviewed to identify attainment of the performance objective. Achievement of this performance objective can be evidenced in the HB 3 Early Literacy and Math 5-Year Goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the year, teachers and interventionists will prepare lessons designed to improve TIER I instruction while meeting the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student performance will be monitored through the use of common district-based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Teachers and intervention specialists will also utilize universal screeners to assess the current academic level of the student within the content. Following this analysis, student intervention groups will be established according to HB 1416 criteria as well as local criteria. Selected students will participate in focused instruction that addresses content deficits. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom. (Intervention materials will need to be purchased for the students in this setting).</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB 1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following common district-based student assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #2 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their misunderstandings can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring forms within eSped of the RtI contents</p> <p>Beginning of the Year, Middle of the Year, and End of the Year diagnostic screeners (for identified grade levels)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Assistant Principals Principals Content Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)





**Performance Objective 8:** CISD 3rd grade students will achieve the yearly adopted goals for HB3 Early Childhood Mathematics. The percent of third grade students that score meets grade-level or above on STAAR Math will increase from 39% to 60% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Math assessment data will be reviewed to identify attainment of the performance objective. Achievement of this performance objective can be evidenced in the HB 3 Early Literacy and Math 5-Year Goals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the year, teachers and interventionists will prepare lessons designed to improve TIER I instruction while meeting the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student performance will be monitored through the use of common district-based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Teachers and intervention specialists will also utilize universal screeners to assess the current academic level of the student within the content. Following this analysis, student intervention groups will be established according to HB 1416 criteria as well as local criteria. Selected students will participate in focused instruction that addresses content deficits. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom. (Intervention materials will need to be purchased for the students in this setting).</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB 1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following common district-based student assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #2 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their misunderstandings can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campuses will continue to monitor the RtI process to ensure teacher understanding of how to match appropriate student goals with targeted intervention and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitoring forms within eSped of the RtI contents</p> <p>Beginning of the Year, Middle of the Year, and End of the Year diagnostic screeners (for identified grade levels)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Assistant Principals Principals Content Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 9:** All student groups taking the STAAR Science Assessments will maintain their prior performance to a level equal to or greater than the overall passing rate of the campus; student groups currently meeting this criteria will maintain or exceed their passing rate by 2%, when compared to the previous year, 2023.

**Evaluation Data Sources:** 2023 STAAR Science assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the year, teachers and interventionists will prepare lessons designed to improve TIER I instruction while meeting the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Curriculum Coordinators Assistant Principals Principal Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student performance will be monitored through the use of common district based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Following this analysis, student intervention groups will be established according to HB 1416 criteria as well as local criteria. Selected students will participate in focused instruction that addresses content deficits. The instructional material presented to students will be supplemental to the Tier 1 instruction the student received in the classroom. (Intervention materials will need to be purchased for the students in this setting).</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB 1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #2 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their lack of understanding can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers  Interventionists  Assistant Principals  Principals  Curriculum Coordinators  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 10:** All student groups taking the STAAR Social Studies Assessment will increase their performance to a level equal to or greater than the overall passing rate of the campus; student groups currently meeting this criteria will increase their passing rate by 2%, when compared to the previous year, 2023.

**Evaluation Data Sources:** 2024 STAAR Social Studies assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student performance will be monitored through the use of past classroom based student assessments and STAAR tests. This information will help form a baseline for a student's general understanding of the subject material. Following this assessment analysis, student intervention groups will be established to address deficit areas students have within the content.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed and focused instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their lack of understanding can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Throughout the year, teachers and interventionists will prepare lessons designed to meet the needs of the students they are working with. The instructional material presented to students will be supplemental to the Tier 1 instruction the students received in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, Milestone Assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Assistant Principals Dean of Instruction Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 11:** The overall passing rate of the STAAR English 1 EOC and STAAR English II EOC assessments for Crosby High School will increase by 2%, when compared to the previous year, 2023.

**Evaluation Data Sources:** 2024 STAAR English 1 EOC and STAAR English II EOC data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student performance will be monitored through the use of past STAAR EOC, classroom-based assessments and district milestones to form baseline analysis for a student's general understanding of subject material. Following this analysis, student intervention groups will be established according to HB1416 requirements and criteria as well as local criteria. Required and selected students will participate in focused instruction that addressed content deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant and Associate Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet after major local assessments, such as unit tests and milestones, to review student performance. Deficit areas will be identified and addressed in intervention groups with accelerated instruction. Adjustments will be made to intervention groups as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups and accelerated instruction will be monitored and adjusted according to immediate student needs as determined by local assessments, including classroom tests and district milestones. Student groups and accelerated instruction will be flexible and responsive to identified student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant and Associate Principal Dean of Instruction Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplemental instructional materials will be chosen and created for accelerated instruction to explicitly address the content deficits of students participating in intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, milestone assessments, and STAAR EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant and Associate Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> English I and English II teachers will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Interventionists and curriculum coordinator will regularly participate.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, milestones, and STAAR EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Assistant Principals Interventionists Dean of Instruction Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> English I and English II teachers will utilize TEA tools such as online practice tests to prepare students for the new online testing platform. All local assessments, such as classroom tests and district milestones, will be administered online utilizing Schoology or Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, milestones, and STAAR EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant and Associate Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum and Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)





**Performance Objective 12:** The overall passing rate of the STAAR Algebra 1 EOC Assessment for Crosby High School will increase by 2%, when compared to the previous year, 2023.

\*(Source: Texas Academic Performance Report for Algebra 1, 2023)

**Evaluation Data Sources:** 2024 STAAR Algebra 1 EOC data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the year, teachers, department chairs, and content coordinators will prepare lessons designed to improve Tier I instruction while meeting the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on district unit tests, Milestone Assessments, and STAAR EOC Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention Specialists Department Chairs Assistant Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student performance will be monitored through the use of common district assessments and STAAR/EOC Assessments. This information will help form a baseline for a student's general understanding of the subject material. Following this assessment sequence, student intervention groups will be established to address deficit areas students have within the content. The instructional material presented to students will be supplemental to the Tier 1 instruction the students received in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed and focused instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #2 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their misunderstandings can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Intense accelerated instruction with the high school math interventionist will be provided to students that performed below Approaches Grade Level on the prior year's Algebra I End of Course Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on STAAR Algebra I End of Course of Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists  Assistant Principals  Dean of Instruction  Principals  Curriculum Coordinators  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 13:** The overall passing rate of the STAAR Biology EOC Assessment for Crosby High School will increase by 2%, when compared to the previous year, 2023.

\*(Source: Texas Academic Performance Report for Biology, 2023)

**Evaluation Data Sources:** 2024 STAAR Biology EOC data will be reviewed to identify attainment of the performance objective.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the year, teachers, department chairs, and content coordinators will prepare lessons designed to improve Tier I instruction while meeting the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on district unit tests, Milestone Assessments, and STAAR EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Department Chairs            Interventionists            Curriculum Coordinators            Assistant Principals            Dean of Instruction            Principal            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student performance will be monitored through the use of common district assessments and STAAR/EOC tests. This information will help form a baseline for a student's general understanding of the subject material. Following this assessment sequence, student intervention groups will be established to address deficit areas students have within the content. The instructional material presented to students will be supplemental to the Tier 1 instruction the students received in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed and focused instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction (CHS) Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data teams consisting of teachers, interventionists, assistant principals, and principals will meet following major assessments, such as unit tests and milestones, to review student performance. Deficit areas within the content or among student groups will be identified during these meetings. As a result, the intervention groups formed in strategy #1 will be adjusted as needed to meet the individual needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The intervention groups should remain fluid, meaning that as students master struggling concepts, they exit the intervention. Likewise, as other students develop a struggle within the content, they are added to the intervention group so their lack of understanding can be corrected.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Assistant Principals Dean of Instruction Principals Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 14:** The overall passing rate of the STAAR U.S. History EOC assessment for Crosby High School will increase by 2%, when compared to the previous year, 2023.

**Evaluation Data Sources:** Spring 2024 U.S. History STAAR EOC data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student performance will be monitored through the use of past classroom-based assessments and district milestones and STAAR/EOC assessments to form baseline analysis for a student's general understanding of subject material. Following this analysis, student intervention groups will be established according to HB 1416 and local criteria. Selected students will participate in focused instruction that addresses content deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups will be formed to meet HB 1416 requirements as well as local expectations and accelerated instruction will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Department Chair            Assistant Principals            Dean of Instruction            Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data teams consisting of teachers, department chair, assistant principals, and principals will meet after major local assessments, such as unit tests and milestones, to review student performance. Deficit areas will be identified and addressed in intervention groups with accelerated instruction. Adjustments will be made to intervention groups as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student intervention groups and accelerated instruction will be monitored and adjusted according to immediate student needs as determined by local assessments, including classroom tests and district milestones.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Department Chair            Assistant Principals            Dean of Instruction            Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> U.S. History teachers will utilize a common planning time to prepare Tier 1 instruction explicitly aligned to the TEKS. Supplemental instructional materials will be created to meet the content deficits of students participating in intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their performance on classroom tests, milestones, and STAAR EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Department Chair Assistant Principals Dean of Instruction Principal Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 15:** Crosby ISD addresses the needs of the students in the Gifted and Talented (GT) program.

**Evaluation Data Sources:** An annual review/alignment of the Texas State Plan for the Education of Gifted and Talented Students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers are required to obtain 30 hours of GT training. Additionally, teachers acquire 6 hours of annual GT update training.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development hours are obtained and documented.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The GT identification process will be revised to address under represented subgroups.</p> <p><b>Strategy's Expected Result/Impact:</b> PEIMS records will reflect an increase of GT students among sub groups.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Informational meetings for students, parents, and community regarding the GT identification process and services will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-In sheets indicating attendance of meetings</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students identified for GT services will receive support and enhanced instruction through project based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students performing at advanced levels.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers Assistant Principals Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District staff will be educated on characteristics of GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students appropriately referred for GT testing.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 16:** Crosby ISD will address linguistic, cognitive and affective needs of the students in the Bilingual/ESL program.

**HB3 Goal**





**Evaluation Data Sources:** The records of numerous assessment data, including TAPR, STAAR, and TELPAS will be monitored.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be supported in obtaining the Bilingual/ESL certification.  <b>Strategy's Expected Result/Impact:</b> Increase number of certified Bilingual/ESL teachers in CISD.                      Provide resources to assist teachers in obtaining certification.  <b>Staff Responsible for Monitoring:</b> Principals                      Bilingual/ESL Coordinator                      Executive Director of Human Resources (for certification purposes)                      Director of Curriculum &amp; Instruction                      Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will monitor, maintain and adjust Bilingual/ ESL services according to student needs, academic deficits, and the master schedule of each campus.  <b>Strategy's Expected Result/Impact:</b> Implementation of Bilingual/ESL programs that meet linguistic, cognitive, and affective needs of Emergent Bilingual students.                      Document linguistic accommodations for each BIL/ESL student commensurate to individual student language proficiency at the beginning, middle, and end of year through the LPAC process.                      Document testing accommodation for each BIL/ESL student commensurate to individual student language proficiency through the LPAC process for STAAR/TELPAS testing.  <b>Staff Responsible for Monitoring:</b> Principals                      Assistant Principals                      Counselors                      Teachers                      Bilingual/ESL Coordinator                      Director of Curriculum &amp; Instruction                      Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve TELPAS composite scores by increasing student performance in listening, speaking, reading, and writing by providing teacher training on implementing listening, speaking, reading, and writing activities in the classroom, holding TELPAS data student conferences to set goals, and implementing the Summit K-12 Program in grades 5-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS composite scores</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Teachers Bilingual ESL Coordinator Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue ongoing training efforts in the ELPS (English Language Proficiency Standards), ESL strategies, and Content Based Language Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers effectively implement strategies learned in the professional development sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Bilingual/ESL Coordinator Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Crosby ISD will continue the implementation of the One Way and Two Way Dual Language Programs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Two Way Dual Language Teachers Bilingual ESL Coordinator Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> LPAC Campus Administrators will receive updated training on LPAC compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> All LPAC documentation will be in compliance with the state expectations. All members of the LPAC will be trained in the LPAC process. Instructional and assessment decisions will be based on individual student assessment data as part of the LPAC process.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Campus Administrators  Teachers  Special Education Representatives  Bilingual ESL Coordinator  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Increase Bilingual/ESL parent communication, awareness, and involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Sharing parent communication in English and Spanish. Attendance in parent communication meetings. Participation of Bilingual/ESL parents as stakeholders in the decision-making process.</p> <p><b>Staff Responsible for Monitoring:</b> Principals  Assistant Principals  Bilingual and ESL Teachers  Bilingual/ESL Coordinator  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Emergent Bilingual parent nights will inform parents about opportunities for students and programs offered at the campus level to help students achieve biliteracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement of Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals  Assistant Principals  Counselors  Bilingual and ESL Teachers  Bilingual ESL Coordinator  Director of Curriculum &amp; Instruction  Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Facilitate TEA's English Learner Support Division's Parent, Family, and Community Engagement Events. These events will focus on educating parents to increase English skills, academic performance, literacy, and to provide knowledge of resources in the community through the active participation in the education of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement of EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual ESL Coordinator Bilingual ESL Instructional Coach Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Bilingual Interventionists will support our Emergent Bilinguals through RTI instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Data is collected and reviewed in order to assess skills addressed through RTI instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors Bilingual and ESL Teachers Bilingual Interventionists Bilingual ESL Coordinator Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)





**Performance Objective 17:** During the 2023-24 school year, students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments, or shows student growth from the previous year's data.

**HB3 Goal**

**Evaluation Data Sources:** Successful implementation of the ARD committee recommendations, STAAR/EOC Assessment Scores, PBMAS score indicators.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In-class support will be given for Special Education students as per the student's IEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance of Special Ed students on grade level standards with support or accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director Campus Principals Special Education Staff Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the usage of Leveled Literacy Intervention at grades K-5 as curriculum support.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students' achievement</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff Director of Special Education Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue the use of iPads during therapy and instruction for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students making progress and performing at grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff Director of Special Education Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Train campus staff on identification of students for Special Education services within the federal requirements (including Child Find responsibilities). Focus will also include discipline and positive behavior support techniques for students with disabilities, restorative practices, and cultural diversity.</p> <p><b>Strategy's Expected Result/Impact:</b> Data supported Special Education referrals. Reduction in exclusionary disciplinary placements. Increased staff knowledge of Restorative Discipline, and foundational knowledge of Child Find responsibilities</p> <p><b>Staff Responsible for Monitoring:</b> Educational Diagnosticians Assistant Principals Principals Director Special Education Assistant Superintendent of Administration Director of Student Services District Therapist District Behavior Specialist</p> <p><b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers of Special Education students will meet with special education staff to ensure the students are being prepared for the state test.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students passing state assessments inline with the state passing rate for student with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Principals Campus instructional staff Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continuing professional development will be delivered to classroom teachers and para-professionals with a focus on inclusion instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development instructional strategies can be witnessed in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff Special Education Director Director of Curriculum &amp; Instruction Assistant Superintendent of Administration Principals</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Learning-walks will be conducted by the Special Education staff and Content Coordinators to observe instruction in the inclusion setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Content feedback will be given to classroom teachers based on best practices for special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Special Education Staff Curriculum Coordinators Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Paraprofessionals who assist classroom teachers with the instruction of Special Education students will attend training focusing on the role of the paraprofessional in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> The level of instruction provided by the teacher-para team will be student focused and positively impact the academic performance of Special Education students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education Principals District Level Special Education Staff Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> General education and special education teachers will attend training focused on accommodations and present levels of performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with disabilities will benefit from a strong collaboration between general and special ed to improve service delivery and result in academic skills acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education District level Special Education Staff Principals Assistant Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 18:** Students identified for a special population (EB, Special Education, 504, Dyslexia, 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			
<p><b>Strategy 1:</b> Students will receive in class support through staff qualified to address their needs. This is for Bilingual, ESL, and Special Ed students.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress on evaluation measures.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Content Specialists            Program Coordinators            Director of Special Education            Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p> <p><b>Title I:</b>            2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will be trained in identifying and providing services to 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Services provided to 504 students will be documented in 504 student plans. Support services (including Homebound services) will be made an an individual student basis to ensure each student has the opportunity to access the appropriate content/grade level curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Assistant Principals            Principals            Director of Curriculum &amp; Instruction            Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Assistant Principals Principals Special Education Instructional Coach Dyslexia Coordinator Director of Special Education Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The RTI process will identify and address students with academic needs at the Tier 2 and Tier 3 level.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students receiving Tier 2 and Tier 3 services will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Special Education Staff Content Coordinators Assistant Principals Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Crosby ISD will maintain the Crosby Crossroads Academy to assist At-Risk high school students in earning credit needed for graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students enrolled in Crosby Crossroads Academy will earn course credit needed for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors Registrars Assistant Principals Principal Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior infractions as specified in the student code of conduct will be minimized; Repeated placement of students in the DAEP program will be minimized</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Attendance Personnel Registrar Director of Student Services Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students identified to be homeless will receive campus support to ensure their social, emotional, and academic needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in a homeless circumstance will have their social-emotional needs met and will be academically monitored for success.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors Teachers Director of Student Services Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Students who did not pass the STAAR test in grades 3-8 or STAAR (EOC) end-of-course assessments will receive 15 hours of accelerated instruction per HB1416.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students who do not pass the STAAR test in grades 3-8 or STAAR (EOC) end-of-course assessments will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Principals Assistant Principals Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 19:** Students will be provided counseling and social-emotional support services

**Evaluation Data Sources:** Students will seek support from counseling and support staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dating violence is not tolerated in Crosby ISD. A support system is in place for reporting and immediately notifying parents/guardians if a report identifies a student as an alleged victim or perpetrator. Guidelines are also established for student who are victims. The guidelines are outlined below.</p> <p>When a student reports they are a victim of dating violence:</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>Investigate the claim and take statements from the student. Notify the parents of both students.</li> <li>Complete Dating Violence Questionnaire with students</li> <li>Review class schedules and activities that both students are a part of during and after the school day.</li> <li>Hold separate meetings for each student with their guardian to discuss student support plans and changes that will affect their school day.</li> <li>Identify a plan of action for support for each student and identify adults in the building that each student feels comfortable speaking to if there is a concern during the day.</li> <li>Complete a District Stay-Away Agreement and have both students sign the document.</li> <li>Make available resources for both students regarding dating violence.</li> </ul> <p>Base for Education Modules:</p> <ul style="list-style-type: none"> <li>Healthy Communication</li> <li>Health Relationships</li> <li>Anger Management</li> <li>Character Traits</li> </ul> <p>Working with the victim:</p> <ul style="list-style-type: none"> <li>Campus will make every effort to protect the due process rights of the alleged perpetrator. Campus staff may consider adopting the following methods of intervention:</li> <li>Meet with victim and parent/guardian</li> <li>Review and identify all actions that will be taken on campus to ensure that the victim is safe during the school day.</li> <li>Express the importance of reporting any further incidents to campus staff immediately.</li> <li>Explain the Stay-Away Agreement and how it is meant to protect the student from any future occurrences.</li> <li>For situations involving sexual harassment, inform the victim of his or her rights to file a complaint about sexual harassment directly with the Title IX Coordinator of the district.</li> <li>Monitor the victim's safety and assist the victim with safety planning during and after school hours.</li> <li>Document the meeting and all support plans on the Dating Violence Questionnaire. Also document if the parent/guardian or</li> </ul>	Formative			Summative
	Dec	Feb	Apr	June



victim does not want certain information documented.  
 Store all forms and documentation in a confidential file along with any other follow-up actions.  
 Make any adult that may come in contact with the student(s) only aware that there is a Stay-Away Agreement in place for both students.  
 Students are allowed to have a support person (parent/guardian) present during all stages of the investigation.

**Working with the Alleged Perpetrator:**  
 Meet with alleged perpetrator and parent/guardian  
 Review and identify all actions that will be taken on campus to ensure the safety of the student during the school day.  
 Express the importance of reporting any further incidents to campus staff immediately.  
 Explain the Stay-Away Agreement and how it is meant to protect the student from any future occurrences.  
 Increase supervision of the alleged perpetrator if needed.  
 Emphasize expectations for positive behavior and conduct at school and at any school events.  
 Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.  
 Discuss the seriousness of retaliation against the victim for reporting the incident.  
 Document the meeting and action plans.

**Strategy's Expected Result/Impact:** Students who are victims and/or perpetrators will be provided the support necessary to be successful in completing their education.

**Staff Responsible for Monitoring:** Counselors  
 Campus Administration  
 Director of Student Services

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**Strategy 2 Details**

**Reviews**

**Strategy 2:** Restorative Circles taught at various grade levels to be implemented throughout the district.  
**Strategy's Expected Result/Impact:** To create a focus on fostering a sense of community within classrooms to prevent conflict, and building ways to react to misconduct by encouraging students to accept responsibility and rebuild relationships.  
**Staff Responsible for Monitoring:** All campus staff that have been trained on the strategies.

Formative			Summative
Dec	Feb	Apr	June

**Strategy 3 Details**

**Reviews**

**Strategy 3:** Implementing BACODA services to assist with students that have faced discipline consequences throughout the year.  
**Strategy's Expected Result/Impact:** Assisting students with not repeating behaviors and making better decisions. Reducing the numbers of students who repeat offenses.





Formative			Summative
Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 20:** The student attendance rate for 2023-24 will meet or exceed 96%.

**Evaluation Data Sources:** Student attendance will be noted in the state accountability records.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student attendance incentive programs will be implemented at the campus level.  <b>Strategy's Expected Result/Impact:</b> Campus attendance rates will increase from the previous school year  <b>Staff Responsible for Monitoring:</b> Attendance Specialist                      Teachers                      Assistant Principals                      Principal                      PEIMS Coordinator                      Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Crosby ISD Truancy Prevention Protocol is enforced for 2023-24.  <b>Strategy's Expected Result/Impact:</b> Campus attendance rates will increase from the previous school year  <b>Staff Responsible for Monitoring:</b> Attendance Specialist                      Teachers                      Assistant Principals                      Principal                      PEIMS Coordinator                      Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 21:** The Crosby ISD student graduation rate will increase from 94.9% to 95.5%.

\*(Source: TEA Class of 2021 Five-Year Graduation Rate; used for 2022 accountability)





**Evaluation Data Sources:** The increased graduation rate will be noted on the state accountability records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and counselors will track student credits to ensure students are on track to graduate.  <b>Strategy's Expected Result/Impact:</b> The graduation rate of Crosby ISD students will increase.  <b>Staff Responsible for Monitoring:</b> Counselors                      Assistant Principals                      Dean of Instruction                      Principal                      Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students who failed to graduate with their cohort will be identified and contacted to re-enroll in an effort to obtain credit for graduation.  <b>Strategy's Expected Result/Impact:</b> The five-year extended graduation rate for Crosby ISD students will increase to 95.5%.  <b>Staff Responsible for Monitoring:</b> Registrars                      Counselors                      Assistant Principals                      Dean of Instruction                      Principal                      Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Crosby Independent School District will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.)

**Performance Objective 22:** Provide campus Title I interventionists for all campuses to provide interventions targeting increased student achievement on local and state diagnostic, formative, and summative assessments.

**Evaluation Data Sources:** Circle Learning institute Assessments, Amplify, DRA, Rigby, and STAAR





Strategy 1 Details	Reviews			
Strategy 1: Provide each campus with a Title I Interventionist.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 1:** CISD students will achieve the yearly adopted goals for College, Career, and Military Readiness.

**HB3 Goal**

**Evaluation Data Sources:** The number of students achieving the college ready status as defined by TEA; The number of students earning an industry based certification aligned to their CTE program of study as defined by TEA; The number of students enlisting in the US armed forces

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Crosby High School students will achieve the following target goals for College, Career and Military Readiness: 2022: 70%; 2023: 70.5%; 2024: 71%; 2025: 71.5%; 2026: 72%</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn college ready status, industry based certifications, and enlist in the US Armed Forces</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors CTE Coordinator Assistant Principals Dean of Instruction CHS Principal Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 2:** Articulate a process for students to plan their course path through high school.

**HB3 Goal**

**Evaluation Data Sources:** Number of students registering for programs of study/endorsements and adhering to the chosen program of study/endorsement; The number of students earning a completer or concentrator status in CTE

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student participation in CTE courses that lead to completion of a Program of Study.  <b>Strategy's Expected Result/Impact:</b> CTE classes will be at or near capacity.  <b>Staff Responsible for Monitoring:</b> CHS/CMS Counselors, CTE Coordinator, CHS Dean of Instruction, CHS Principal, CMS Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a process for the HB5 4-year graduation plans to be entered and stored electronically  <b>Strategy's Expected Result/Impact:</b> 4 year graduation plans will be complete with parent signature and multiple stakeholders can view them  <b>Staff Responsible for Monitoring:</b> CHS/CMS Counselors, CTE Coordinator, CHS Dean of Instruction, CHS Principal, CMS Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Beginning in Middle School, CTE Coordinator and Counselors will assist students in selecting an Endorsement and creating a 4 Year Plan. Counselors will review and update 4 Year Plans each year to ensure that all students are scheduled for courses that culminate with Endorsements and/or Distinguished Level of Achievement.  <b>Strategy's Expected Result/Impact:</b> All students will graduate with an Endorsement that matches their college and career interests and will have the opportunity to earn a Distinguished Level of Achievement.  <b>Staff Responsible for Monitoring:</b> CHS/CMS Counselors                      CTE Coordinator                      CHS Principal                      CMS Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and implement new CTE course opportunities that are tied to high wage, high skill jobs in the Gulf Coast Region and align with the Texas Programs of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> Crosby ISD's CTE Programs of Study will align with the Texas Programs of Study and will meet area workforce needs resulting in students graduating ready to enter the workforce in high skill, high wage jobs.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, CHS Principal, CMS Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students at the Middle School will be provided with information about the CTE programs available at the Middle and High School campuses through a variety of recruiting events and information sessions to ensure they are ready to make choices regarding their Endorsements and 4 Year Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students selecting Endorsements supported by CTE will grow by 25% and the number of students enrolling in CTE classes will increase.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, CHS Dean of Instruction, CHS Principal, CMS Principal, CHS/CMS Counselors, CTE Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students at the high school level who participate in CTE programs will be provided the opportunity to take and pass an Industry Based Certification prior to high school graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students graduating from high school that are Career Ready will increase each year.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers CTE Coordinator CHS Dean of Instruction CHS Principal CHS/CMS Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** The District will ensure that all graduates are College and/or Career ready; Crosby ISD students will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 3:** Support administrative leadership to implement programs at all levels to educate students, teachers and parents about college and careers





**HB3 Goal**

**Evaluation Data Sources:** Number of students graduating with Post Secondary Readiness standards as identified by Graduation Plans, Endorsements chosen, and CTE Programs of Study selected. Feedback from parents, students, staff. Number of students entering college. Number of students entering professional careers. Achievement of this performance objective can be evidenced in the HB 3 College, Career, and Military Readiness 5-Year Goals (see addendum).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish partnerships with local businesses to provide opportunities for student involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of CHS students employed by, mentored by, served by a Job Shadowing opportunity, or participating in a learning opportunity such as a speaker or field trip opportunity by a CISD business partner will grow by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish and nurture partnerships with local colleges.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of Dual Credit opportunities will grow resulting in an increase in dual credit course enrollment of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Dual Credit Counselor CTE Coordinator Dean of Instruction Director of Curriculum &amp; Instruction CHS Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a plan for career awareness Pre-K through 12th grade to ensure students are knowledgeable about career options and opportunities at the Middle School, High School, and beyond.</p> <p><b>Strategy's Expected Result/Impact:</b> A CISD Career Awareness Plan will be developed that includes a Pre-K through 12th grade Career Curriculum including activities/events.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, HS Principal, Middle School Principal, Elementary Principals, CHS/CMS Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct district-wide college week to encourage application to college and higher education opportunities. College Day will be held at CHS with reps from a variety of colleges.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students participating in activities and applying to colleges, universities, and other post-secondary programs will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> HS Principal, Middle School Principal, Elementary Principals, CHS/CMS Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Crosby High School will host a College Parent Night to inform parents and students about college applications, applications for grants, scholarships, and financial aid.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students applying to colleges, universities, and other post-secondary programs and applying for financial aid will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principals Dean of Instruction Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The CTE Advisory committee will advise, steer, and encourage growth of the CTE program.</p> <p><b>Strategy's Expected Result/Impact:</b> The CISD CTE Advisory Board meetings will be well attended by both CISD staff and our Business Partners resulting in a relationship that meets the needs of CISD and our Business Partners. The number of teacher internship opportunities, student internship and job shadowing opportunities and mentorships will increase. As a result, enrollment in CTE classes will increase, students will earn more industry based certifications, and students will be college, career, and military ready upon graduation from CISD.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue to identify and implement meaningful industry based certifications leading students to workforce readiness upon graduation from high school.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students receiving meaningful industry based certifications will increase by 5% resulting in all CTE students having the opportunity to take an industry based certification prior to graduating from CISD.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Identify and implement strategies for collaboration between CTE teachers, core teachers, and special population staff to promote student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration between the departments will increase resulting in increased student success on STAAR tests, industry based certification assessments, and grades in all classes.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator Dean of Instruction Director of Curriculum &amp; Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Human Capital: Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.





**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Retention Rate: decrease in turnover of high performing teachers.</p> <p>Teacher Exit Interviews</p> <p><b>Staff Responsible for Monitoring:</b> Principals Executive Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued focus on the use of technology to increase process efficiency and the use of paperless systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment and improved quality of district personnel processes</p> <p><b>Staff Responsible for Monitoring:</b> Human Resource Department Director of Technology Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Participate in multiple service center and university job fairs.</p> <p><b>Strategy's Expected Result/Impact:</b> Interview and hire experienced / inexperienced teachers who are interested in Crosby ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources H R Generalist Principals</p> <p><b>Funding Sources:</b> - Local Funds - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Applicants are hired in a timely manner. Late hires are expedited to ensure they are working on or before the first day of school.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Inspiring, motivating and effective campus, department and district leadership</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Assistant Superintendent of Administration Curriculum Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Review staff absence from duty data and update incentive plans as needed to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased staff absences.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Executive Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Providing a range of options through the use of various types of technology to employees in order to connect them with HR services.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p> <p><b>Funding Sources:</b> Technology - Local Funds - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Create a 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resource</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Give recruitment campus tours to prospective graduates during their last semester of college. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff. <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resource  <b>Funding Sources:</b> Transportation - Local Funds - \$1,000	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Produce a recruitment video to showcase campuses and why teachers love working for CISD. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff. <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resource  Director of Communications	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Develop a student teacher pipeline with surrounding colleges and universities. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff. <b>Staff Responsible for Monitoring:</b> Human Resources Department	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Send subject specific teacher teams of vacancies to job fairs. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff. <b>Staff Responsible for Monitoring:</b> Human Resources Department	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Create a straight out of college packet including information about: real estate agents, district insurance options, local business discounts and coupons. <b>Strategy's Expected Result/Impact:</b> Increased retention of staff. <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resource  Director of Communications / Community Relations	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Grow Your Own - Recruit Crosby Alumni to teach in Crosby by offering scholarships to paraprofessionals to complete their teaching degree. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of staff. <b>Staff Responsible for Monitoring:</b> Human Resources Department	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Personal notes from the Superintendent will be mailed to retired teachers to encourage them to come back and substitute. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of substitutes <b>Staff Responsible for Monitoring:</b> Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Implement a four day hybrid student work week. Teachers and staff will have most Fridays off allowing one Friday a month for professional development. <b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention <b>Staff Responsible for Monitoring:</b> Superintendent Cabinet Principals	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 3: Human Capital:** Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

**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			
<p><b>Strategy 1:</b> New teachers are provided support at the campus level from mentor teachers within their assigned subject/grade level to assist with content and campus procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Appraisal and contract renewal of first year teachers.</p> <p>Increased new teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Executive Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New Teachers will receive district level support through staff development activities pertinent to first year teachers once a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Appraisal and contract renewal of first year teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction Assistant Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue partnerships and work collaboratively with universities and alternative certification programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Guidance and support with the implementation of effective mentoring and sustained induction processes that helps new teachers transition to the profession.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Schedule additional planning time for first year teachers to meet with their mentor twice a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Appraisal and contract renewal of first year teachers</p> <p>Increased new teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3: Human Capital:** Crosby ISD will recruit, hire, develop, and retain highly qualified and effective personnel.

**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			
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Quality and retention of staff in critical areas</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Chief Financial Officer Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district strives to give a percent pay raise each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality candidates recruited Decrease of staff turnover TASB statewide compensation surveys</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Chief Financial Officer Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District teaching staff will be "highly qualified" according to state standards for certification.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the staff having the educator credentials appropriate for Texas certification</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue employee wellness program incentives and assistance program initiatives. <b>Strategy's Expected Result/Impact:</b> Recruitment and retention of healthy employees Reduced employee absenteeism <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Benefits Specialist District Lead Nurse	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Referral stipend of \$1000.00 to staff that recruit teachers for the district in high needs areas. <b>Strategy's Expected Result/Impact:</b> Increased recruitment <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources CFO	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Pay student teachers substitute rate per day. <b>Strategy's Expected Result/Impact:</b> Increased recruitment <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources CFO	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 4: 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:** 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower parents and community to be collaborative participants in District initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals District Executive Leadership</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Allow opportunity for input through interactive communication outlets including social media sites, Q&amp;A links, and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance collaborative and responsive culture between internal and external stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership Director of Technology</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage community attendance at District Board Meetings and encourage appropriate communication channels with the Board of Trustees.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of district-level decision-making process</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Board Clerk</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: District-Wide Climate of High Expectations and Teamwork**

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

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

**Evaluation Data Sources:** Campus Culture Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District counselors will maintain an anti-bullying campaign, which will also include cyber-bullying, and display media messages throughout the schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students reporting to be victimized by a bully.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Crosby ISD will implement two district-wide age appropriate survey for all students in 3rd thru 12th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Collect data from surveys to ensure that our students voices are heard.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administration team, and Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				





**Goal 4: 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification of students in need and referral for counseling assistance.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Director of Student Services District Lead Counselor Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 PASS.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in time of students missing class for social/emotional conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services Behavior Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> TRIAD services will be used to train, help, and support students with emotional, behavioral, family and social problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Support will be provided to students who have social/emotional problems that interfere with their academic success.</p> <p><b>Staff Responsible for Monitoring:</b> District Lead Counselor Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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 .</p> <p><b>Strategy's Expected Result/Impact:</b> Students under the McKinney Vento students and their families will receive support from the entire district.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services Counselors McKinney Vento Campus Specialist Transportation Child Nutrition</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: 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.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each member of the Superintendent's Cabinet developed a staff advisory committee for the 23-24 school year. <b>Strategy's Expected Result/Impact:</b> Increased staff voice throughout the district. <b>Staff Responsible for Monitoring:</b> Superintendent's Cabinet	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Crosby ISD will develop Co-Curricular programs that enhance students' educational experiences, academic achievement, and school and community pride.

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

**Evaluation Data Sources:** The number of students involved in extra-curricular activities will continue to increase.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student organizations will be showcased.</p> <p><b>Strategy's Expected Result/Impact:</b> New members will join student organizations.</p> <p><b>Staff Responsible for Monitoring:</b> CISD Administration Crosby High School Principal Crosby Middle School Principal Elementary Principals Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The number of student organizations available for students to join will increase.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of student organizations will increase from the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> CISD Administration Crosby High School Principal Crosby Middle School Principal Elementary Principals Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in grades 6 - 12 will participate in UIL competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will compete in UIL competitions.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals: Elementary, Middle, and High School Activity Sponsors/Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campuses will encourage students to participate in activities that interest them (FFA, Dance, Art, Choir, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate and remain committed to their activities and organizations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals: Elementary, Middle, and High School Activity Sponsors/Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 6: Community Relations**

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

**Performance Objective 1:** Maintain positive relationships between district employees and community through authentic, consistent, and honest communication.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District and campuses will utilize the Crosby ISD Website and Parent Connect System to efficiently deliver important information to staff and parents through text, email, and phone calls when appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient delivery of information to stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications and Community Relations, Principals, Webmaster</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a community newsletter designed to deliver important information to community members, who may not have students in the District.</p> <p><b>Strategy's Expected Result/Impact:</b> The District will be able to provide updates and information to community members who may not have students in district. This additional newsletter will supplement the weekly newsletter that goes to parents and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grow our social media site followers so that we can dispense important information to a wider range of parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunity for utilizing social media as an information channel, especially during emergency situations. Continue to celebrate Crosby ISD's brand and image to the wider Southeast Texas community.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications and Community Relations, Webmasters, Campus Administration, Campus staff as assigned</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Encourage student groups to participate in community events as representatives of Crosby ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> High visibility of Crosby ISD student groups at Crosby/Barrett Station community events.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications and Community Relations, Campus Leadership, Community Liaison, Sponsors, Directors, Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Recognize that all district employees are key communicators by providing district employees with regular updates and explanations of organizational decisions or changes.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members are able to articulate the vision of the District effectively to public stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Communications and Community Relations, District Leadership, Campus Leadership</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Recruit brand ambassadors from among staff members and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize staff members and students to share photos and videos and stories of the important and great things happening around the district.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6: Community Relations**

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

**Performance Objective 2:** Crosby ISD will strive to maintain positive media relations and provide media outlets with press releases, updates, and student recognition content with fidelity to accuracy and timeliness.

**Evaluation Data Sources:** Accurate media coverage of organizational topics that ultimately shape public opinion.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate interview opportunities between District leadership and media outlets.</p> <p><b>Strategy's Expected Result/Impact:</b> Visibility of District leadership as advocates for the goals of Crosby ISD Collaboration between District and Press outlets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Superintendent's Secretary Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 6: Community Relations**

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

**Performance Objective 3:** Effectively use a variety of communication outlets to engage all stakeholders.

**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			
<p><b>Strategy 1:</b> Ensure communication through website, press outlets, social media platforms, ParentLink system, Skyward, Microsoft Teams and Schoology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for information sharing Keep stakeholders informed about District/Campus news Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent of Administration Director of Communications Campus Leadership Director of Technology Webmasters</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize surveys and forums, whenever possible, to solicit engagement data and feedback from all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased data-driven decision- making.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership Director of Communications Campus Leadership Director of Technology</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Promote Board Governance procedures and processes to internal and external stakeholders to educate, empower, and encourage collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of organizational processes. Create cooperative culture between district leadership and other public audiences. Create culture of collaboration and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Leadership Campus Leadership Board Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create an Employee Perks Program to benefit staff members and also raising profile of Crosby and Barrett Station businesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members benefit from discounts, while businesses in Crosby and Barrett Station feel better connected to Crosby ISD. We are the biggest employer in the area.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6: Community Relations**

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

**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:** TPIA requests will be completed in a timely manner and with strict adherence to legal requirements.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Streamline Public Information Act request process accordance with requirements as set forth by the Texas Public Information Act.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely and efficient responsiveness to requests made for information.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Directors Campus Leadership Legal Counsel</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Facilitate access to information and feedback via the district website.</p> <p><b>Strategy's Expected Result/Impact:</b> Website used as a meaningful source of information and feedback from Crosby ISD stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership Director of Technology Webmaster</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6: Community Relations**

Through communications and customer service, Crosby ISD will create an informative, responsive, and welcoming culture.

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





**Evaluation Data Sources:** Teachers will take advantage of grant opportunities and instructional tools funded by CEF. The District will celebrate the major fundraisers and distribution events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage teachers to apply for grants through CEF.  <b>Strategy's Expected Result/Impact:</b> Crosby ISD students will benefit from expanded and enhanced instructional materials.  <b>Staff Responsible for Monitoring:</b> CEF Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CEF fundraising events will be used as a venue to connect district staff with community and business members.  <b>Strategy's Expected Result/Impact:</b> Grant funding will provide teachers with instructional materials to extend lessons.                      Increased awareness of Crosby ISD's academic mission and cooperation between district and community.  <b>Staff Responsible for Monitoring:</b> CEF Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 7:** 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			
<b>Strategy 1:</b> CISD will maintain memberships in statewide organizations that work to ensure adequate and equitable funding for public schools. <b>Strategy's Expected Result/Impact:</b> Adequate and equitable funding <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 7:** 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			
<b>Strategy 1:</b> A balanced or surplus General Fund budget will be presented to the Board for approval. <b>Strategy's Expected Result/Impact:</b> A balanced or surplus General Fund budget will be approved. <b>Staff Responsible for Monitoring:</b> Superintendent and Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The business office will review each purchase to verify budgeted funds are available. <b>Strategy's Expected Result/Impact:</b> The budget will be monitored and followed. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The district will increase fund balance yearly to work toward meeting and maintaining TEA's recommended fund balance levels. <b>Strategy's Expected Result/Impact:</b> CISD will increase fund balance yearly. <b>Staff Responsible for Monitoring:</b> Superintendent and Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 8:** Crosby ISD will maintain quality and 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			
<b>Strategy 1:</b> Director of Maintenance will monitor and address building needs <b>Strategy's Expected Result/Impact:</b> Calls from concerned staff and parents will be minimized <b>Staff Responsible for Monitoring:</b> Director of Maintenance, Principals, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All buildings will be cleaned and repaired during the summer months. <b>Strategy's Expected Result/Impact:</b> Facilities will be cleaned and maintained for the opening of school. <b>Staff Responsible for Monitoring:</b> Director of Maintenance	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Balanced nutrition options will be provided to all district students. <b>Strategy's Expected Result/Impact:</b> Students will be provided well-balanced meals to support their personal well being and to be prepared for daily educational activities <b>Staff Responsible for Monitoring:</b> Director of Nutrition Services Nutrition Services Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Constables will be assigned to each campus for security. <b>Strategy's Expected Result/Impact:</b> Proactive patrolling translates to few, if any, incidents on campus; Response time of officers will be immediate. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations, Campus SROs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> HCDE Safety Audit will assess safety in all facilities. <b>Strategy's Expected Result/Impact:</b> Deficiencies revealed in the safety audit will be addressed to increase safety in all facilities. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Two-way radios will be distributed throughout the district to provide communication in the event of an emergency. <b>Strategy's Expected Result/Impact:</b> Two-way radios will provide a means of communication throughout the district. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Surveillance cameras will enhance security in all schools. <b>Strategy's Expected Result/Impact:</b> Cameras will provide additional surveillance on campuses. <b>Staff Responsible for Monitoring:</b> Executive Director of Operations	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 8:** Crosby ISD will maintain quality and 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			
<p><b>Strategy 1:</b> Security personnel will monitor the districts' grounds and provide security to all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> In addition to their presence within campuses, Constables will monitor district grounds to ensure the safety of all district stakeholders. Additionally, a CISD security staff member is assigned to Crosby High School to monitor student and staff parking, the perimeter of the campus, and video surveillance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Director of Operations Lead Constable</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Exterior door audits will be performed to identify risks to building safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Buildings will remain secure during and after school hours.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Maintenance Executive Director of Operations Campus Safety Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fire Marshall inspection will identify areas at risk of causing harm to students or staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Areas of risk will be minimized and/or eliminated prior to inspection.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Maintenance Campus Safety Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Navigate 360 (P3) will be promoted as an avenue to report illegal or suspicious activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff, and community will use the anonymous tip line as a mechanism to report suspicious activity which will then be relayed to law enforcement and campus administration to investigate.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations Director of Communications and Community Relations Campus Principals Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Cyber Safety will be promoted when students receive their devices and referenced in district handbooks.  <b>Strategy's Expected Result/Impact:</b> Students will be informed of the appropriate use of technology and act responsibly.  <b>Staff Responsible for Monitoring:</b> Executive Director of Operations  Director of Technology</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Technology staff, in conjunction with security staff, will monitor video surveillance to ensure security camera coverage is maximized to the greatest extent possible.  <b>Strategy's Expected Result/Impact:</b> Replacement and additional cameras will be purchased and installed to support campus video surveillance.  <b>Staff Responsible for Monitoring:</b> Executive Director of Operations  Director of Technology  School Resource Officers  Assistant Principals  Front Office Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The V-Soft program will be used to screen visitors on all campuses.  <b>Strategy's Expected Result/Impact:</b> Visitors to a campus will have their driver's license scanned through the V-Soft system. Those who have certain criminal backgrounds will not be allowed entry to the campus.  <b>Staff Responsible for Monitoring:</b> Principals  Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All district personnel will wear district issued I.D. badges.  <b>Strategy's Expected Result/Impact:</b> All district staff will wear their district issued I.D. badge, which will allow for quick identification of any unauthorized person in any district facility.  <b>Staff Responsible for Monitoring:</b> Executive Director of Operations  Campus Principal  Assistant Principals  Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All students in grades PK-12 will wear a campus issued I.D. badge.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will wear their campus issued I.D. badge, which will allow for quick identification of any unauthorized person on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Vestibules on all campuses will prevent visitors from entering freely.</p> <p><b>Strategy's Expected Result/Impact:</b> The front entrance to all schools will be secured, allowing for only authorized visitors to gain entry.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Maintenance Campus Principals Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> All exterior doors designated for entry will require an access card that is issued to qualifying district personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Entrance to all buildings will be available only to authorized personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Maintenance Campus Principal Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Lockdown, Secure, and Evacuation drills will be conducted on all campuses throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will practice safety drills for use in the event of an intruder, fire, or other emergency situation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Campus Safety Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> A District threat assessment team and threat assessment screening teams for each elementary and secondary campus will be created/convened to assess risks and threats in schools and provide appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teams will analyze the needs of students who struggle with trauma, or forms of social anxiety, and seek resources to provide support</p> <p><b>Staff Responsible for Monitoring:</b> Principals Campus Safety Coordinator Executive Director of Operations Campus Counselors Campus Threat Assessment Screening Teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Reunification plans will be created and practiced by campus staff members</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know the process for relocating to "relocation sites" in the event of a catastrophic event</p> <p><b>Staff Responsible for Monitoring:</b> Principals Campus Safety Coordinator Executive Director of Operations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Staff Members will receive training on emergency care</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will receive training on how to stop bleeding in the event of an emergency using "Stop the bleed" kits stationed throughout each school</p> <p>Selected staff members will receive training on "Grief Informed Care" and "Trauma-Informed Care" to be applied as students face a traumatic event in their lives</p> <p><b>Staff Responsible for Monitoring:</b> Principals Nurses Counselors Campus Safety Coordinator Director of Student Services Executive Director of Operations</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Substitute teachers will be trained on how to carry out the duties of an employee in the event of an emergency on each campus</p> <p><b>Strategy's Expected Result/Impact:</b> Substitute teachers will know what to do in the event of an emergency or drill on each campus</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Executive Director of Operations Campus Principal Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> A School Safety and Security Committee will be formed to discuss issues pertinent to the safety of all campuses and the influence of law enforcement on the security of all campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Issues discussed by the committee will lead to an increased awareness of safety on all district facilities</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations Lead School Resource Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 9: Public Education Reform**

CISD will support and/or participate in litigation and/or legislative efforts that support 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			
<b>Strategy 1:</b> The board will be advised of legislation affecting public schools <b>Strategy's Expected Result/Impact:</b> Board meeting discussions. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Superintendent will articulate effects of proposed legislation on Crosby schools to legislators. <b>Strategy's Expected Result/Impact:</b> Impact on legislation. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				