

**Crosby Independent School District**  
**Crosby High School**  
**2023-2024 Improvement Plan**



# Mission Statement

## Vision

We envision schools where students and staff are enthusiastically engaged in rigorous and relevant learning facilitated through collaboration and commitment. We see learning standards that inspire creativity and problem solving. We see an organization where all individuals must hold themselves accountable for their actions and behavior, and high expectations and respect are more than just words. Ultimately, we see schools emphasizing academics, fine arts, athletics and involvement, that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Overall growth continues at Crosby High School. Currently, there are 2051 students enrolled at Crosby High School.
- Significant growth has been documented in our Hispanic and Economically Disadvantaged student populations.
- The Graduation Rate for all students was at 95.3%.
- As the demographics of the Crosby community continue to grow and change, Crosby High School will need to adjust instruction and other educational programming accordingly.
- CHS attendance rate falls below the district's expectation of 96%.
- There has been an increase of 9th grade students entering CHS as Emergent Bilingual students. These learners need additional programming support.
- Only a few parents are involved in daily campus/school activities throughout the school day.
- Many teachers do not understand the environment and/or culture that our students grow up in.

### Demographics Strengths

Crosby High School continues to graduate more students than the state average, and graduation rates for Economically Disadvantaged and EB students rose from 2015 to 2023.

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Local Strategic Priority (Campus): The CHS 4-year Graduation rate of 94.7% for the class of 21 falls below the campus expectation of 96%. **Root Cause:** Lack of support and mentoring systems in place for students to obtain credits, remain in school, and pass EOC STAAR tests. Students do not want to come to school consistently and complete mandatory classwork.

**Problem Statement 2:** Local Strategic Priority (District and Campus) Crosby HS daily attendance rate falls below the district attendance rate expectation of 96%. **Root Cause:** The importance of attendance is not understood or taken seriously by students are parents of students at CHS.

# Student Learning

## Student Learning Summary

Crosby High School	Algebra I			Biology			English I			English II			US
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches
	78%	35%	9%	91%	58%	20%	72%	54%	10%	75%	56%	4%	95%
Economic Disadvantage	79%	34%	9%	87%	50%	13%	67%	49%	6%	70%	51%	3%	93%
Black/African American	71%	24%	7%	88%	46%	12%	65%	44%	4%	68%	46%	5%	82%
Hispanic	78%	38%	10%	88%	55%	17%	67%	51%	9%	73%	54%	3%	95%
Two or More Races	86%	29%	-	100%	64%	14%	77%	59%	5%	87%	67%	0%	100%
White	80%	37%	7%	96%	67%	29%	80%	61%	14%	78%	63%	7%	98%
Currently Emergent Bilingual	79%	35%	9%	81%	36%	5%	52%	35%	2%	43%	16%	1%	86%
Special Ed Indicator	36%	3%	-	74%	17%	0%	25%	9%	0%	28%	0%	0%	88%

- Academic Growth in the areas of English I, English II, Biology, and US History EOC scores.
- Students identified as Economically Disadvantaged have made improvements, but remain to struggle in gaining credits needed to graduate.
- Teachers across all disciplines must work to improve in unit/lesson design, higher order questioning, personalization, and student engagement.
- Students who are retesters have very low passing percentages.
- Students entering the 9th grade are struggling both academically and emotionally in their transition to high school.

## Student Learning Strengths

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

EOC scores are at or above the the state average in every EOC area except Algebra.

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

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

**Problem Statement 1:** Strategic Priority: District and Campus (Building a foundation in Reading and Math) Algebra I first time tester EOC scores do not meet the campus/district expectations. **Root Cause:** Instructional and delivery strategies are not meeting the needs (learning styles) of the students.

**Problem Statement 2:** Strategic Priority: District and Campus (At-Risk Populations) CHS At-Risk populations are not performing at the same level of success as their peer groups in EOC tested areas. **Root Cause:** At-risk students have not been tracked and counseled around the importance of passing their classes. There has been a lack of emphasis and interventions designed specifically for the At-Risk populations.

**Problem Statement 3:** Campus Strategic Priority: Meets & Masters levels for all subject areas are below campus expectations. **Root Cause:** Content teachers are not offering rigorous instruction and assignments in order for the students to consistently work at the meets and masters level. Teachers are not spiraling the rigorous TEKS throughout the year in order to give students multiple exposures for success.

## School Processes & Programs

### School Processes & Programs Summary

Crosby High School has a strong focus on vertical alignment, TEKS based curriculum and best practice. Formal instruments for assessment, such as, unit exams and milestones are used to gauge growth and content mastery. Local assessments are designed using the EOC as a model to ensure tight alignment. Structurally built-in interventions are provided to address gaps in learning and support Tier I instruction.

Student progress is tracked through Eduphoria, Skyward and Schoology. An emphasis is placed on students monitoring their own progress through classroom data tracking practices as well as Schoology and Skyward.

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

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

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

CHS students need help using the technology they have been given.

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

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

### School Processes & Programs Strengths

New Hybrid Calendar

Common planning periods for EOC teachers

PLC time on Fridays that instructional staff work.

Competitive salary schedule

District curriculum coordinators for the 3 core subject areas

Vertical team meetings during PLC with CMS

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

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

**Problem Statement 1:** Campus & District Strategic Priority: (Recruit, Support, and Retain teachers and principals): CHS has consistently struggled to retain quality teachers on a yearly basis. **Root Cause:** Professional development based teacher's content needs to be provided. Lack of common classroom management and routines professional development and implementation.



# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

Small campus family atmosphere

Standing Campus Morale Committee

Organizational core values and high expectations

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The perception that discipline consequences are not consistent. **Root Cause:** The root cause of this perception is the lack of a district DAEP.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data





# Goals

**Goal 1:** Crosby High School 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:** The overall passing rate of the STAAR English 1 & 2 EOC Assessments will increase from 67% to 72%.

**Evaluation Data Sources:** 2023 STAAR English 1 & 2 EOC data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create common planning periods for English 1 teachers in order to allow them to analyze milestone/unit exam data, design engaging instructional strategies and plan effective lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Lesson plans contain a variety of engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> English Administrator English Interventionist District Curriculum Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plan, develop and implement an after school mandatory tutorial program for selected students at-risk of failing the Eng 1 EOC exam. Students will be identified by previous STAAR exam scores and milestone data. Parents will be contacted to enroll students into this program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters for tutorial sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators English Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide EOC Boot Camps and Saturday Camps for students identified as at-risk for failing the English 1 EOC exam and for advanced students identified as capable of reaching level 3 advanced achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters from Saturday Camps.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal English Administrator English Department Head</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> Provide EOC Remediation Workshops for SPED, ELL and other special sub population students. Purpose is to provide supplemental instruction, support and timely interventions to address the needs of the at-risk sub populations. These workshops will be conducted in the Spring semester as an in-school field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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 English interventionist teaching position. This teacher will analyze data in order to develop and implement student interventions for English students identified as at-risk of passing an EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> English Administrator Associate Principal Building 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> Develop and implement a Pull Out program for students identified as at-risk of failing the English 1 EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> English Administrator Associate Principal Building Principal</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby High School 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:** The overall passing rate of the STAAR Algebra 1 EOC Assessment will increase from 87% to 92%.

**Evaluation Data Sources:** 2023 STAAR Algebra 1 EOC data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create common planning periods for Algebra 1 teachers in order to allow them to analyze milestone/unit exam data, design engaging instructional strategies and plan effective lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Lesson Plans include a variety of engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Math Administrator Math Interventionist District Curriculum 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> Plan, develop and implement an after school mandatory tutorial program for selected students at-risk of failing the Algebra 1 EOC exam. Students will be identified by previous STAAR exam scores and milestone data. Parents will be contacted to enroll students into this program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters from tutorial sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Head District Curriculum Coordinator Math Teachers</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> Provide EOC Boot Camps and Saturday Camps for students identified as at-risk for failing the Algebra 1 EOC exam and for advanced students identified as capable of reaching level 3 advanced achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters from Saturday Camps.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Math Administrator Math Department Head</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> Provide EOC Remediation Workshops for SPED, ELL and other special sub population students. Purpose is to provide supplemental instruction, support and timely interventions to address the needs of the at-risk sub populations. These workshops will be conducted in the Spring semester as an in-school field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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 Math interventionist teaching position. This teacher will analyze data in order to develop and implement student interventions for English students identified as at-risk of passing an EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Math Administrator Associate Principal Building 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> Develop and implement a Pull Out program for students identified as at-risk of failing the Algebra 1 EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Math Administrator Associate Principal Building Principal</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> Contract with outside the District interventionist to provide expertise, guidance and remediation for Algebra 1 teachers and students identified as at-risk of failing the Algebra 1 EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Increased student engagement and lesson planning quality for Algebra 1 teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal District Curriculum 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 1:** Crosby High School 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:** The overall passing rate of the STAAR Biology EOC Assessment will increase from 87% to 92%.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create common planning periods for Biology teachers in order to allow them to analyze milestone/unit exam data, design engaging instructional strategies and plan effective lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Lesson plans contain a variety of engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Science Administrator District Curriculum 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> Plan, develop and implement an in-school mandatory tutorial program during 5th period for selected students at-risk of failing the Biology EOC exam. Students will be identified by previous STAAR exam scores and milestone data. Parents will be contacted to enroll students into this program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters for tutorial sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators Science Teachers</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> Provide EOC Boot Camps and Saturday Camps for students identified as at-risk for failing the Biology EOC exam and for advanced students identified as capable of reaching level 3 advanced achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters from Saturday Camps.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Science Department Head</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> Purchase and implement Edusmart Biology online resource for students and teachers. It is a TEKS aligned biology content cloud based interactive design with embedded student resources. This will be used as supplemental material for students who are struggling with Biology content and/or students who have previously failed the Biology EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Reports from the system detailing the student's use of the software.</p> <p><b>Staff Responsible for Monitoring:</b> Science Administrator District Curriculum Coordinator Biology Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide EOC Remediation Workshops for SPED, EB and other special sub population students. Purpose is to provide supplemental instruction, support and timely interventions to address the needs of the at-risk sub populations. These workshops will be conducted in the Spring semester as an in-school field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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 High School 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:** The overall passing rate of the STAAR U.S. History EOC Assessment will increase from 90% to 95%.

**Evaluation Data Sources:** 2023 STAAR U.S. History EOC data will be reviewed to identify attainment of the performance objective.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create common planning periods for US History teachers in order to allow them to analyze milestone/unit exam data, design engaging instructional strategies and plan effective lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Lesson plans contain a variety of engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Administrator District Curriculum 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> Provide EOC Boot Camps and Saturday Camps for students identified as at-risk for failing the US History EOC exam and for advanced students identified as capable of reaching level 3 advanced achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams. Sign in rosters from Saturday Camps.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Social Studies Administrator Social Studies Department Head</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> Provide EOC Remediation Workshops for SPED, ELL and other special sub population students. Purpose is to provide supplemental instruction, support and timely interventions to address the needs of the at-risk sub populations. These workshops will be conducted in the Spring semester as an in-school field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby High School 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:** Students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments.

**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> Students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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> Core areas will create PPT oral admin to look more like the STAAR A for unit and chapter exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Students taking STAAR A will increase their achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Content Administrators Department Heads District Curriculum Coordinators</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> Provide supplemental instruction/support and timely interventions for Special Education students through after school tutorials and EOC camps.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students taking EOC exams will increase their achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Administrators Department Heads District Curriculum Coordinators Core EOC teachers</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> Algebra 1 and Biology classes will utilize online supplemental materials/programs such as ALEKS and Edusmart in order to provide additional practice for SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students taking EOC exams will increase their achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Administrators Department Heads District Curriculum Coordinators Algebra 1 and Biology Teachers</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 High School 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:** Crosby HS will address identified needs in the ESL program and provide additional academic support to EL students in order to increase passing rates on EOC exams.

**Evaluation Data Sources:** The records of numerous assessment data, including TAPR, STAAR, TELPAS, PBMAS, and Annual Measurable Achievement Objectives (AMAO) will be monitored.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide EOC Remediation Workshops for EB and other special sub population students. Purpose is to provide supplemental instruction, support and timely interventions to address the needs of the at-risk sub populations. These workshops will be conducted in the Fall and Spring semesters as an in-school field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and pass rates on state EOC exams and a reduction in the achievement gaps in the core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Department Heads District Curriculum Coordinators EOC Teachers</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> Provide supplemental instruction/support and timely interventions for EB students through after school tutorials and EOC camps.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students taking EOC exams will increase their achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Administrators Department Heads District Curriculum Coordinators Core EOC teachers</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> Algebra 1 and Biology classes will utilize online supplemental materials/programs such as ALEKS and Edusmart in order to provide additional practice for ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students taking EOC exams will increase their achievement and pass rates on state EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Administrators Department Heads District Curriculum Coordinators Algebra 1 and Biology Teachers</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> Provide SIOP training for all core area teachers who are teaching ELL students in a sheltered instruction model.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers who are instructing ELL students in the 4 core are SIOP trained.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal ESL Administrator</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> Develop and implement a Pull Out and Push In program for ELL students in order to provide supplemental instruction and remediation for students identified as at-risk of failing an EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will show an increase in their EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> Lead ESL Teacher English Administrator Associate Principal Building Principal</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Crosby High School 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:** Crosby HS addresses the needs of the students in the Gifted and Talented (GT) program and provide additional academic support to the advanced academic population.

**Evaluation Data Sources:** An annual review/alignment of the Texas State Plan for the Education of Gifted and Talented Students.  
Increased percentage of students performing at the Masters Grade Level on State EOC exams.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a comprehensive advanced academic action plan to address the needs of the advanced academic program and advanced academic students. The advanced academic plan will establish an advanced academic team/committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Advanced academic committee is established and advanced academic plan is completed.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal Core area administrators</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 advanced academic committee/team (teachers, counselors and administrators) will collaborate in order to analyze Advanced Placement enrollment and test data with the goal to increase the number of students enrolling in advanced academic courses and improve AP exam scores. This committee will also discuss methods to increase the number of students enrolling in and getting credit for dual credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled in advanced academic classes and dual credit classes. Increase in the number of 3,4 and 5 scores on AP exams.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal Core Content Administrators Counselors and Teachers</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> Provide teachers who teach advanced classes/GT students with required training in nature and needs identification and assessment of G/T students. Also provide teachers with required professional development 6 hour annual update.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



**Strategy's Expected Result/Impact:** All advanced academics teachers are trained and qualified to teach G/T students.

**Staff Responsible for Monitoring:** Building Principal  
Core Content Administrators



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 1:** Crosby High School 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:** The student attendance rate will increase to 96%.

**High Priority**

**Evaluation Data Sources:** The increase in attendance will be noted on the state accountability records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance reports will be run from assistant principal's offices in order to identify students with excessive absences. Students will meet with their AP and/or counselor in order to discuss attendance issues. Parents will be contacted as part of the attendance intervention plan. This will also identify students who are not meeting the 90% attendance rule.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus attendance rate will increase. Intervention plans will be recorded for individual students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals 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> Unexcused absence reports will be sent home via email at the end of each day in order to communicate with parents when students have unexcused absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are aware when their child records an unexcused absence and can help ensure students are in school which will help increase attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Office Associate 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> Reports will be run from Assistant Principal's offices in order to identify students who have individual class period absences. Students were either skipping class or teachers made attendance error. Students will be held accountable for truancy and teachers will be held accountable for attendance errors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in attendance rate and decrease in teacher attendance errors.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators AP Secretary's</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> Implement Truancy Prevention measures in accordance with District guidance. Notification/communication with parents and meetings with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will increase and less students will have excessive unexcused absences.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</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 High School 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:** The 4-year student graduation rate will increase from 94.9% to 96%. English Learners graduation rate will increase from 91.7% to 96%.

**High Priority**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dedicate staffing units to Crosby Crossroads Academy. The program is a self paced credit recovery program for targeted at risk students in danger of dropping out.</p> <p><b>Strategy's Expected Result/Impact:</b> The program graduates students who would not have graduated otherwise.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Credit Recovery</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement process to track students who withdraw with dropout code using a standard campus form.</p> <p><b>Strategy's Expected Result/Impact:</b> Graduation Rate increases on accountability report.</p> <p><b>Staff Responsible for Monitoring:</b> All Administrators All Counselors Registrars</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dedicate staffing units to supervise during the day credit recovery sections within the master schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of credits recovered by at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal AP responsible for Credit Recovery</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dedicate funding and staff member to run an after school credit recovery program for At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of recaptured credits by At-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal AP responsible for Credit Recovery</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrators and counselors will track student credits to ensure students are on track to graduate. <b>Strategy's Expected Result/Impact:</b> Increased 4 year graduation rate <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors	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:** College or Career Readiness Graduates of Crosby High School will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 1:** Crosby HS will increase opportunities for students, parents and the community to learn about colleges and careers.





**Evaluation Data Sources:** Feedback from parents, students, staff. Number of students entering college. Number of students entering professional careers. Implementation of college nights.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide multiple opportunities for students, parents and community to learn about colleges and careers such as: College week, College/Career Expo trip, College 101 night, Student College/Career lessons, FAFSA night, CTE/Technical Program night, Career Day, Scholarship night, Military recruiters on campus, rotations and information tables on 8th grader night.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas from meetings. Lesson plans for class visits. Events scheduled on master building calendar.</p> <p><b>Staff Responsible for Monitoring:</b> All Administrators All Counselors College and Career Counselor College Advisor</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:** College or Career Readiness Graduates of Crosby High School will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 2:** Crosby HS will increase the percentage of students achieving college and career readiness. Achievement of this performance objective can be evidenced in the HB 3 College, Career, and Military Readiness 5 - Year Board Goals.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a plan and implement processes to track the total number of college credits earned and the number of CTE certifications awarded.</p> <p><b>Strategy's Expected Result/Impact:</b> Publishing accurate data for college credits earned and CTE certifications awarded.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal College and Career 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> Develop a plan for recruiting additional students into dual credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> The total number of students earning college credits and enrolling in Dual credit classes increases.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal College and Career Counselors</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> Conduct research into additional CTE certifications that can be obtained within the current course offerings. This will include researching new CTE courses where certifications can be earned.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of CTE certifications awarded to students at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career 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:** College or Career Readiness Graduates of Crosby High School will be prepared for success after high school by being adequately prepared for either college or work force success.

**Performance Objective 3:** Crosby HS will have 96% of all students will graduate on the Foundation High School Plan with an endorsement or Distinguished Level of Achievement.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain the process that prevents students from dropping from the Foundation High School Plan with an endorsement or Distinguished Level of Achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Very few students drop from the Foundation High School Plan with an endorsement or Distinguished Level of Achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Counselors</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: Quality Faculty and Staff**

Crosby HS will strive to recruit, hire, develop and retain highly qualified educators.

**Performance Objective 1:** Campus mentor teachers will be assigned to teachers new to CHS to provide support.

**Evaluation Data Sources:** New teachers will continue teaching at CHS for 3 or more years





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assistant Principal will collaborate with Department Chair to determine appropriate mentor teachers for new professional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> All new teachers have been introduced their assigned mentor teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Quality Faculty and Staff**

Crosby HS will strive to recruit, hire, develop and retain highly qualified educators.

**Performance Objective 2:** District staff development and Professional Learning Communities will equip all teachers with strategies to develop rigorous, engaging lessons.

**Evaluation Data Sources:** Classroom observations by administrators.  
 T-TESS evaluations  
 Student assessment results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLCs will be conducted with team academic planning as a priority. Academic teams will conduct lesson planning to research and implement teaching strategies that increase student engagement while incorporating technology into the lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans that contain varied teaching strategies while incorporating technology. Walkthrough evaluations and teacher observations confirm that lesson plans are implemented as planned.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</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: Quality Faculty and Staff**

Crosby HS will strive to recruit, hire, develop and retain highly qualified educators.

**Performance Objective 3:** Provide professional development for teachers who need assistance on how to operate the new technology (smart projectors and Apple TV) inside every classroom.

**Evaluation Data Sources:** Every teacher on campus is proficient with and feels comfortable operating the available technology inside the classroom.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a series of training videos that teachers can access to demonstrate how to use available technologies in the classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Videos are developed and made available for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Specialist Technology Administrator</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 3: Quality Faculty and Staff**

Crosby HS will strive to recruit, hire, develop and retain highly qualified educators.

**Performance Objective 4: Recruit and hire highly qualified teachers based solely on merit.**

**Evaluation Data Sources:** All teachers are highly qualified.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a consistent and equitable campus process for interviewing and selecting highly qualified teachers. Each department will develop standardized rubrics incorporating campus level questions while tailoring to individual department needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Departments turn in standard rubrics to Principal and standard rubrics are used on every interviewee.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Campus-Wide Climate of High Expectation and Teamwork**

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

**Performance Objective 1:** Develop and maintain a consistent, accountable and equitable discipline management plan in order to decrease the number of tardies, discipline referrals and other disruptive behaviors detrimental to a positive educational environment by 10%.

**Evaluation Data Sources:** Year to year comparison demonstrates a reduction in tardies and discipline referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct grade level gender specific meetings with all students within the first week of school in order to communicate an established set of behavior expectations for a student at CHS.</p> <p><b>Strategy's Expected Result/Impact:</b> Presentation developed and expectations delivered to students in the first week of school. Year to year comparison demonstrates a reduction in tardies and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a standard campus discipline rubric in order to maintain discipline consequence consistency between houses and hold students equally accountable.</p> <p><b>Strategy's Expected Result/Impact:</b> Rubric is completed and used by Assistant Principals to guide decisions about student consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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: Campus-Wide Climate of High Expectation and Teamwork**

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

**Performance Objective 2: Reduce the number of incidents involving bullying, harassment and discrimination on campus by 10%.**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principals will provide student expectations to students within the first week of school in order to define bullying/harassment behaviors, outline consequences when student violate the student code of conduct, review reporting procedures and provide students with preventative measures to combat bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in reports of bullying/harassment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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> Timely and thoroughly investigate and document any report of bullying/harassment. Administrators will apply interventions when/where necessary. Administrators and/or counselors will contact parents in regard to situations that could turn into bullying or have been declared as harassment/bullying. As per state requirements, both the victim and offender will receive counseling from a counselor if they have been involved in a bullying/harassment incident.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of bullying/sexual/harassment incidents on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</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> Provide staff development in researched based bullying, discrimination and harassment prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting sign in rosters and lesson plans. Web based completion certificates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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> Conduct activities and programs associated with Bully Prevention Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Programs and activities are implemented as planned.</p> <p><b>Staff Responsible for Monitoring:</b> 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> Provide students with a method to anonymously report bullying and harassment incidents. Link provided on website that send email to administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators receive anonymous reports and begin investigation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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 4: Campus-Wide Climate of High Expectation and Teamwork**

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

**Performance Objective 3:** Crosby HS will implement Restorative Practices to provide mental health and discipline education in order to meet students' social and emotional needs.

**Evaluation Data Sources:** Restorative Discipline

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide counseling for students affected by bullying, sexual abuse, discrimination, suicidal thoughts and harassment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student needs are met through counseling sessions. Counseling sessions provided as needed.</p> <p><b>Staff Responsible for Monitoring:</b> 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> Provide materials to all students for dating violence prevention, suicide prevention and conflict resolution.</p> <p><b>Strategy's Expected Result/Impact:</b> Materials were provided to students through their classes and/or counselor offices.</p> <p><b>Staff Responsible for Monitoring:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 4: Campus-Wide Climate of High Expectation and Teamwork**

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

**Performance Objective 4: Increase opportunities for stakeholders to have input and provide feedback to the campus leadership team.**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students from Student Council will meet monthly with the Principal and selected staff members. The students will provide feedback to the campus leaders about suggested projects, programs and events. The students will also discuss the overall perception students have about the campus climate and culture as a whole.</p> <p><b>Strategy's Expected Result/Impact:</b> Meetings are conducted monthly with selected students.</p> <p><b>Staff Responsible for Monitoring:</b> Building 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> During 8th grade night/orientation, Fish camp and other parent nights or orientations establish one rotation as a "question and answer" session with the Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal station is part of event schedule.</p> <p><b>Staff Responsible for Monitoring:</b> 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> Implement a "Morale Committee" consisting of campus staff members in order to provide the staff with an avenue to discuss issues related to the campus culture/climate, campus level decisions and recognize outstanding staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Periodic meetings are conducted by staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal</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 5: Co-Curricular Activities**

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

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leadership will support students who want to start new clubs and organizations by being approachable for students to ask questions, streamlining the process to start a new club, help to promote the new club to student body, providing space to meet and helping students recruit adult/staff sponsors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of clubs and organizations. Increase in the number of students participating.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</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 HS will create an informative and responsive culture and a welcoming environment.

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a welcoming environment for parents to stop by and speak with campus principal.  <b>Strategy's Expected Result/Impact:</b> Feedback from parents and community members.  <b>Staff Responsible for Monitoring:</b> Principals and Assistant Principals and front office staff.</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> Advertise campus events and recognitions through social media, such as Facebook and Twitter.  <b>Strategy's Expected Result/Impact:</b> Feedback from parents, community members, and other district and campus staff.  <b>Staff Responsible for Monitoring:</b> Principals and selected staff.</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> Utilize the Connect Ed system to send out mass emails, text messages, and call-outs about campus events.  <b>Strategy's Expected Result/Impact:</b> Feedback from parents and students. Reduction in questions from parents and community members.  <b>Staff Responsible for Monitoring:</b> Principal and Associate Principal</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 6: Community Relations**

Through communications and customer service Crosby HS will create an informative and responsive culture and a welcoming environment.

**Performance Objective 2:** Communication will enhance and encourage community involvement in schools.

**Evaluation Data Sources:** Responses and participation on social media as well as school and district events.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will utilize all forms of social media to communicate pertinent information with students, parents and the community in a timely fashion. Facebook, Twitter, Websites, Blackboard, Skyward emails, written thank you notes, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus website and teacher websites are maintained with current and timely information. Historical records of social media postings and saved email communication.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6: Community Relations**

Through communications and customer service Crosby HS will create an informative and responsive culture and a welcoming environment.

**Performance Objective 3:** Campus staff will participate in community events.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff plans to participate in the following events:                      Barrett Homecoming Parade                      Lee College/Barrett Community back to school event                      Crosby Fair and Rodeo Parade                      CHS Homecoming Parade                      Crosby ISD Veterans Celebration                      Veterans Parade</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members being present at community and school events.  <b>Staff Responsible for Monitoring:</b> Campus Leadership</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 7:** Crosby HS will be a good steward of taxpayers' money.

**Performance Objective 1:** The budgeting process will ensure efficiency in funding the campus and organizational needs.





**Evaluation Data Sources:** Feedback from business office and individual organizations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The budget will be reviewed annually to ensure expenditures are efficiently used and support the assessed needs of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> All priority needs both academic and operational are funded.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal Associate Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Leadership team will annually evaluate program effectiveness to ensure resources are being utilized efficiently and effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Operational and academic data is collected, analyzed and reviewed for effectiveness. Successful programs will continue to be funded and unsuccessful programs will be discontinued.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</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 7:** Crosby HS will be a good steward of taxpayers' money.

**Performance Objective 2:** Requested budgets will include justification from sponsors, organizational leaders, and department chairs.

**Evaluation Data Sources:** Justifications for budget expenditures have been provided.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a process for sponsors/department chairs to use in preparing their budgets with justifications. <b>Strategy's Expected Result/Impact:</b> Feedback from sponsors, leaders, department chair, and Business Office. <b>Staff Responsible for Monitoring:</b> Principal and Associate	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each department will complete an annual comprehensive needs assessment to ensure budget alignment to campus goals. <b>Strategy's Expected Result/Impact:</b> Budget allocation is aligned with campus needs and goals. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team	<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 HS will maintain quality and safe facilities and adequately plan for future needs.

**Performance Objective 1:** Campus facilities will be safe and secure for faculty, staff, students and community members.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain mandatory ID badges for all students and staff. <b>Strategy's Expected Result/Impact:</b> Students and staff all wearing ID badges throughout the entire day. <b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for IDs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Finalize campus security camera plan with contractors in order to adequately cover the entire campus. <b>Strategy's Expected Result/Impact:</b> Cameras are fully functional and recording video of all high traffic areas on the campus. <b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Safety and Security	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide receptionist at front window in order to scan visitor ID's and operate building entry system. <b>Strategy's Expected Result/Impact:</b> Front reception desk is manned throughout the year during school hours. <b>Staff Responsible for Monitoring:</b> Building Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop and implement campus emergency response plan. <b>Strategy's Expected Result/Impact:</b> Written plan that is disseminated to all staff. <b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Safety and Security	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Run periodic safety/emergency drills as required by state law. <b>Strategy's Expected Result/Impact:</b> Document and record dates of emergency/safety drills. <b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Safety and Security	Formative			Summative
	Dec	Feb	Apr	June







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide 2 security guards to patrol the outside of the building in order to ensure outside doors are secure, check vehicles entering the property and report any suspicious activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Outside doors remain closed and locked and no unauthorized visitors are able to enter the building.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Safety and Security</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide at least one Campus Resource Officer from Precinct 3 on the campus at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> Officer is present on campus during school hours.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal AP responsible for Safety and Security</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 9: Public Education Reform**

CISD will support and/or participate in litigation efforts that support a strong public education system.

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CHS faculty will be given an opportunity to review TEA mandates via webinars and emails.</p> <p><b>Strategy's Expected Result/Impact:</b> CHS faculty will know the mandates for campuses that have been approved by TEA.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				