



SYCAMORE ELEMENTARY

CROWLEY ISD

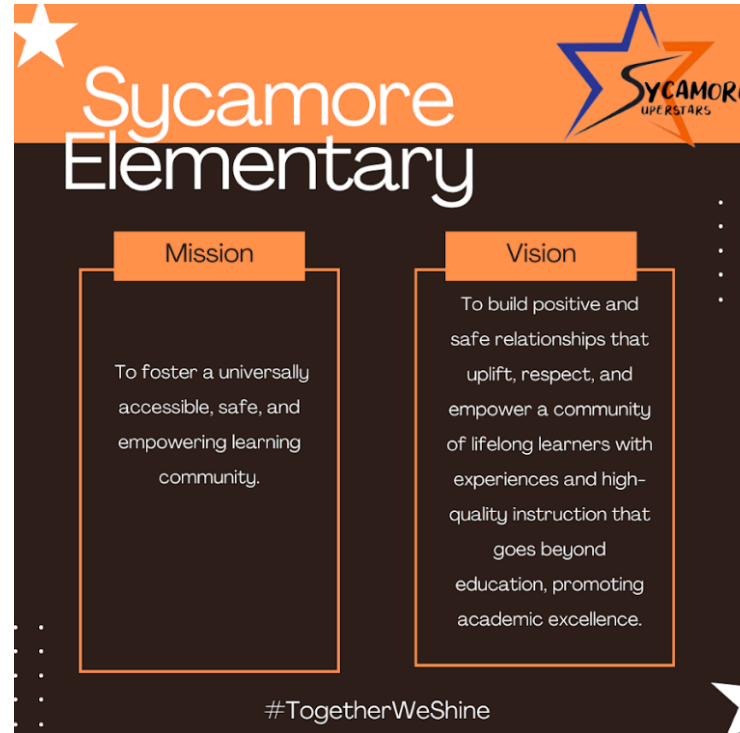
**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Vision



Campus Values

Sycamore Elementary Campus Values

Belonging – Every Superstar is seen, valued, and connected.

Consistency – We build trust through clear expectations and follow-through.

Coherence – Our actions align with our shared mission and vision for excellence.

✨ Together, we excel. ✨



Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Total Enrollment	~ 528 students
Grade Levels	Pre-K through 5th grade
Race / Ethnicity	• Hispanic: ~ 53% • African American: ~ 34% • White: ~ 7% • Asian: ~ 5% • Two or more races: ~ 6%
Socioeconomic	• Economically Disadvantaged: ~ 91%

Demographics Strengths

Strengths of Sycamore Elementary Demographics

1. Diverse Student Population

- A rich mix of Hispanic, African American, Asian, and multiracial students fosters cultural awareness, inclusivity, and cross-cultural learning opportunities.
 - Students benefit from exposure to multiple perspectives, traditions, and experiences, preparing them for global citizenship.
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2. Strong Bilingual & Multilingual Presence

- With nearly 40% of students identified as English Learners, the campus has opportunities to build strong bilingual/dual-language programming.
 - Families often bring rich linguistic and cultural resources that strengthen school identity and community ties.
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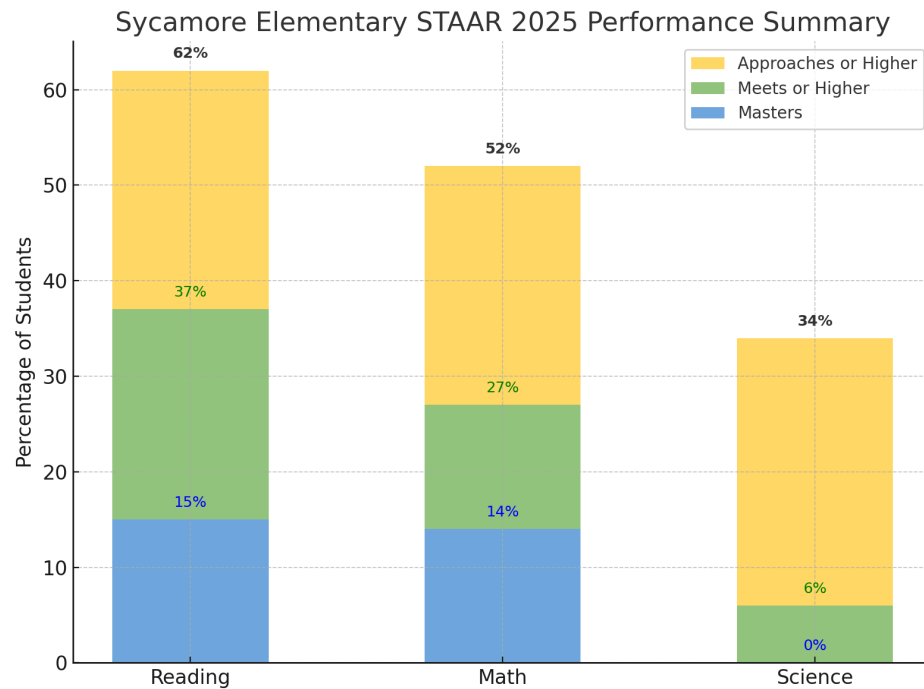
3. Tight-Knit Community & Family Engagement

- A high concentration of economically disadvantaged students creates urgency and shared purpose for staff, fostering strong “all hands on deck” collaboration.
 - Families often see the school as a hub of resources and support, which builds trust and long-term relationships.
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✨ In summary: Sycamore’s demographics represent a **diverse, multilingual, and community-driven population** that, when paired with strong systems and supports, creates a rich foundation for student growth and equity.

Student Achievement

Student Achievement Summary



Student Achievement Strengths

Student Achievement Strengths – Sycamore Elementary

1. Reading as a Relative Strength

- **62% of students reached Approaches** in RLA, making it the highest-performing subject area.
- **4th grade RLA (English)** led the way with **72% Approaches, 43% Meets, and 17% Masters**, showing strong potential for growth into higher performance bands.
- Spanish RLA students in upper grades had higher **Meets/Masters percentages** than earlier grades, indicating that bilingual supports are helping students transition to stronger outcomes.

2. Math Pockets of Success

- Despite overall challenges, **4th grade Math** showed a stronger performance at higher levels with **28% Meets and 17% Masters**—a clear indicator that students can reach advanced proficiency with aligned instruction.
- About **52% of students scored Approaches or higher**, showing that half of the student body has foundational skills that can be built upon.

3. Growth Potential in Science

- While science is currently the lowest subject area, nearly **34% of students scored Approaches**, meaning about a third of students are within reach of proficiency.
- The foundation in 5th grade can be leveraged with more hands-on, aligned instruction to push these students into Meets.

4. Emerging Strength in Bilingual/Spanish Programs

- Spanish RLA in grades 4 and 5 showed encouraging results, with **31–38% of students scoring Meets or higher**.
 - This reflects effective bilingual instructional practices that can be scaled.
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5. Pathway for Growth in Meets/Masters

- Across content, a solid portion of students at Approaches demonstrates **readiness to be accelerated into Meets** with stronger Tier 1 instruction and targeted interventions. Title I: \$5,035 Countdown to Math for intervention materials for tutoring, small group, and intervention.
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Strategy/Resource: Countdown to Math intervention materials for tutoring, small groups, and intervention

Funding Source: Title I, Part A — \$5,035

Needs Assessment Reference: Item 2.1 — Students in grades 3–5 demonstrate gaps in math fluency, multi-step problem solving, and number sense as evidenced by MAP and STAAR data.

Evidence-Based Citation: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools* (IES Practice Guide, NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

Implementation Owner: Math TDSI (Teacher Development & Student Interventionists), overseen by Campus Principal

Timeline: Fall 2025 – Spring 2026 (implementation begins November 2025, ongoing progress checks every 6 weeks)

Progress Measure:

- Weekly tutoring and intervention attendance logs
 - Exit ticket and small-group data trackers showing mastery of targeted skills
 - Increased percentage of students moving from “Approaches” to “Meets” on local assessments (MAP, unit tests, benchmarks)
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- The data suggests that **growth is attainable** with a focus on small group instruction, lesson alignment, and use of exit tickets. Title I: \$4,143
Wayground Online Learning Platform to increase engagement, act as a tool for progress monitoring, and measure student growth and progress.
-

Strategy/Resource: Wayground Online Learning Platform to increase engagement, progress monitoring, and measurement of student growth

Funding Source: Title I, Part A — \$2,850

Needs Assessment Reference: NA Item 2.3 — Students in grades K–5 need additional digital resources that allow for differentiated practice, real-time data, and actionable progress monitoring, particularly in math and reading.

Evidence-Based Citation: U.S. Department of Education, Office of Educational Technology (2017). *Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update*. Washington, D.C. Research demonstrates that technology-based personalized learning platforms improve engagement and allow teachers to use progress data to adjust instruction.

Implementation Owner: TDSIs & Classroom Teachers, overseen by Assistant Principal

Timeline: Fall 2025 – Spring 2026 (rollout October 2025; data review every 9 weeks)

Progress Measure:

- Student usage reports and engagement metrics from Wayground
 - Progress monitoring data (growth reports by student/skill)
 - Increase in % of students meeting grade-level proficiency targets in reading and math on local benchmarks and STAAR
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✨ **In summary:** Reading is Sycamore’s strongest subject, Math shows bright spots (especially in 4th grade), and Spanish RLA performance highlights the power of bilingual programs. These strengths give the campus a strong **launching point for accelerating growth** across all subjects.

Campus Culture and Climate

Campus Culture and Climate Summary

School Identity

Sycamore Elementary, home of the Superstars, is a diverse, Title I campus in Crowley ISD serving approximately 530 students in Pre-K through 5th grade. Our campus values of Belonging, Consistency, and Coherence guide every decision and interaction. These values foster an environment where students, staff, and families feel connected and where instructional and cultural practices align with our shared mission of student success.

Strengths in Culture

- **Strong Sense of Community:** Families and staff describe Sycamore as welcoming, supportive, and student-centered. Events such as *Night Under the STAARs*, *STEM Fling*, and *Family Literacy Night* demonstrate a thriving partnership between school and community.
- **Staff Dedication:** Teachers and support staff consistently go above and beyond for students, with a deep commitment to equity and growth. Staff take pride in being part of the “Sycamore family.”

- **Student Leadership & Recognition:** Systems such as *Student of the Month*, 5th grade leadership opportunities, and community celebrations build positive student identity and school pride.
 - **Diversity as an Asset:** With a student body that is majority Hispanic and African American, and nearly 40% bilingual, the campus celebrates cultural richness through events like *Hispanic Heritage and Black History Month*.
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Culture Priorities Moving Forward

1. **Strengthen Tier 1 behavior systems with consistent expectations, restorative practices, and SEL integration.**
 2. **Continue building staff morale and growth mindset through recognition, coaching, and professional development.**
 3. **Leverage community partnerships to provide wraparound supports for students and families.**
 4. **Maintain alignment of culture and academics, ensuring that every system reflects our values of belonging, consistency, and coherence.**
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✨ **In summary:** Sycamore Elementary is a joyful, diverse, and resilient campus with strong community pride. By strengthening consistency in academic and behavior systems while honoring the deep sense of belonging already present, the campus is positioned to excel and reach its bold goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Current Staff Profile

Sycamore Elementary employs a dedicated team of teachers, paraprofessionals, and support staff who serve approximately 530 students in grades PK–5. The **average teacher experience is ~8 years**, balancing seasoned educators with early-career teachers who bring energy and new ideas. Nearly all teachers are state certified, with several pursuing or holding advanced certifications in bilingual education, special education, and STEM.

Priorities for Improvement

1. **Strengthen Teacher Retention:** Expand mentoring, recognition systems, and wellness supports to retain strong teachers in a high-need setting.

2. **Recruit Strategically:** Target recruitment of bilingual, math, and science teachers; partner with local universities (TCU, Tarleton, UTA) and district HR to build pipelines.
3. **Develop Teacher Capacity:** Continue investing in professional learning aligned to campus goals—lesson internalization, small-group instruction, and curriculum fidelity.
4. **Leadership Development:** Provide growth pathways for teacher leaders to support succession planning and campus sustainability.
5. **Culture of Coaching:** Normalize feedback cycles and collaborative planning so that professional growth is seen as supportive, not evaluative.

✨ **In summary:** Sycamore benefits from a deeply committed and diverse staff, but faces ongoing challenges in retaining and recruiting in a high-need environment. By focusing on retention supports, targeted recruitment, and professional development, the campus can continue to strengthen teacher quality and stability for long-term student success.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- **Commitment to Students:** Staff consistently demonstrate care, dedication, and a belief in students' potential, going above and beyond to support learning and SEL needs.
- **Diversity of Staff:** The campus staff reflects the community's diversity, fostering cultural relevance and connections with families.
- **Professional Growth Culture:** Through walkthroughs, See It–Name It–Do It coaching, and targeted PLCs, teachers are increasingly engaged in feedback and growth cycles.
- **Recognition and Morale Building:** Celebrations, shout-outs, monthly staff outings, and community events strengthen staff morale and belonging.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary:

Sycamore has strong curriculum resources and emerging systems for instruction and assessment, but struggles with consistency and rigor. By focusing on curriculum fidelity, data-driven instruction, and raising the level of Tier 1 teaching, the campus can move more students from Approaches to Meets and Masters.

Curriculum, Instruction, and Assessment Strengths

Curriculum Access & Alignment: Teachers have access to district-adopted resources such as Eureka Math, Benchmark Literacy, and Stemscopes for Science, providing a solid foundation aligned to state standards.

PLC Structures: Professional Learning Communities are in place for lesson planning, data review, and modeling lessons. Teachers are expected to internalize lessons, rehearse instruction, and align to TEKS.

Coaching & Walkthrough Systems: Use of the See It–Name It–Do It coaching model and weekly walkthroughs allows leaders to monitor implementation and provide timely feedback.

Learning Targets & Exit Tickets: Teachers are increasingly posting and using learning targets and exit tickets, creating clarity and accountability for students.

Data Use: STAAR, MAP, and MCLASS data are used to guide small groups, intervention, and instructional priorities.

Parent and Community Engagement

Parent and Community Engagement Summary

Sycamore Elementary has a welcoming culture with strong family events and community ties. To deepen impact, the campus must focus on **shifting parent involvement from events to academics, strengthening communication, and building sustainable partnerships** that directly support student achievement.

Parent and Community Engagement Strengths

Active Family Events: Sycamore hosts a variety of well-attended events such as *Night Under the STAARs*, *STEM Fling*, *Fall Fest*, *Community Readers*, *Family Literacy Night*, *Popsicles with Principals*, *Field Day*, etc. These events strengthen school-family connections and build a sense of belonging.

Celebrations & Recognition: Programs like *Student of the Month* lunches, cultural celebrations (*Hispanic Heritage & Black History Quiz Bowls*), and leadership opportunities for students encourage parents to participate and celebrate success with their children.

Community Partnerships: Partnerships with local churches, high schools, local businesses, and organizations provide school supplies, backpacks, volunteers, and mentorship opportunities.

Open-Door Culture: Families report that staff members are approachable and welcoming, which helps foster trust and collaboration.

School Context and Organization

School Context and Organization Summary

The campus operates around the core values of **Belonging, Consistency, and Coherence**, which are embedded in both academic and cultural systems. Sycamore has strong systems, leadership structures, and a foundation of positive culture. The challenge lies in ensuring consistency and fidelity of implementation, maximizing instructional time, and continuing to build teacher and leader capacity to meet the needs of a high-poverty, high-diversity student population.

School Context and Organization Strengths

- **Collaborative Leadership Team:** The A-Team, CLT, and teacher leaders work together to monitor data, plan professional development, and lead campus initiatives.
- **PLC Structures:** Weekly Professional Learning Communities are in place to align instruction, analyze data, and model lessons.
- **Campus Systems:** Clear systems exist for walkthroughs, coaching cycles, and feedback through the *See It–Name It–Do It* model, fostering instructional growth.
- **Culture of Recognition:** Regular staff shout-outs, student celebrations, and community events build a positive and motivating climate.
- **Safety & Procedures:** Strong systems such as locked door expectations, Raptor protocols, and district safety audits create a safe learning environment.

Technology

Technology Summary

Sycamore Elementary has strong access to technology and a solid foundation of instructional tools. The next step is to move from access and basic integration toward transformational technology use that enhances rigor, builds student digital literacy, and prepares learners for success in a technology-driven world.

Technology Strengths

Device Access: All students have access to technology through district-issued devices Chromebooks that support blended learning, research, and intervention programs.

Teacher Integration: Many teachers regularly incorporate technology for student engagement, including digital exit tickets, interactive lessons, and small-group station work.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal 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
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Integrate career exploration and academic goal-setting into guidance lessons, mentor groups (e.g., <i>Girl Code</i>), and classroom activities to strengthen students' academic readiness and exposure to future pathways. Expected Result/Impact: Students set academic and personal goals each semester Increased student participation in academic goal-setting conferences and career exploration activities Improved student understanding of the link between academics and future readiness Staff Responsible for Monitoring: Classroom Teachers Principal & Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	Review academic goal-setting data & career lesson completion	Mid-year review of student goals and academic progress	Track goal completion rates & student feedback	Analyze year-long data to plan for next school year -Final report for campus and district planning

Strategy 2 Details	Reviews
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Strategy 2: Provide leadership and skill-building opportunities through small-group SEL pull-outs, campus-wide programs (e.g., High Flyer groups), and leadership roles to improve academic and personal growth skills. Expected Result/Impact: Increased student leadership and participation in SEL programs Improved behavior and academic engagement Students demonstrate stronger problem-solving and communication skills Staff Responsible for Monitoring: School Counselor Counselor Advisory Committee Teacher Leaders	Formative			Summative
	Nov	Feb	May	July
	Track leadership group attendance & SEL survey data	Mid-year SEL skill-building progress check	Gather student/teacher feedback on leadership activities	Year-end analysis of leadership & SEL outcomes -Inform planning for expanded programs next year

Strategy 3 Details	Reviews			
Strategy 3: Develop community and college partnerships to provide guest speakers, field trips, career fairs, and real-world learning experiences that connect academics to future careers. Expected Result/Impact: Students gain exposure to diverse careers and post-secondary options Strengthened school-community partnerships	Formative			Summative
	Nov	Feb	May	July
	Monitor guest speaker visits & field trip planning progress	Mid-year review of partnership engagement & student interest surveys	Track participation in career fairs & field trips	Plan expanded partnerships for next school year

Increased student motivation to pursue academic success for future goals				
Staff Responsible for Monitoring:				
Principal & Assistant Principal				
Team Lead				

Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted academic interventions and enrichment opportunities using district-aligned instructional resources and SEL supports to ensure all students, including at-risk and high-needs learners, have access to rigorous curriculum and instruction as outlined on LIP. Expected Result/Impact: Students performing below grade level show academic growth At-risk students receive equitable access to academic supports and resources Teachers utilize district-approved instructional systems and interventions consistently Staff Responsible for Monitoring School Counselor Classroom Teachers	Formative			Summative
	Nov	Feb	May	July
	Monitor student participation in academic pull-outs and interventions	Mid-year academic data review for at-risk students	Analyze growth data and intervention effectiveness	End-of-year data analysis to inform next year's plan

Principal & Assistant Principal				
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Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers and staff on differentiated instruction, equity in learning, and use of district-aligned instructional tools to support all student populations. Expected Result/Impact: Increased teacher confidence in providing equitable access to curriculum Improved instructional practices to meet diverse learning needs Growth in student achievement across all sub-populations Staff Responsible for Monitoring: Principal & Assistant Principal Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	Track PD attendance and collect teacher feedback	Monitor mid-year instructional walkthrough data	Teacher self-assessments on equitable practices	Planning for next year's professional development

Strategy 3 Details	Reviews			
Strategy 3: Create family and community engagement opportunities to provide students with additional resources, experiences, and partnerships that support equitable access to academic and enrichment activities.	Formative			Summative
	Nov	Feb	May	July
	Track attendance for fall	Mid-year review of partnership	Collect year-end	Inform planning for

Expected Result/Impact: Increased family participation in academic support events Stronger community partnerships to expand student learning experiences Students gain access to enrichment opportunities beyond the classroom Staff Responsible for Monitoring: School Counselor Instructional Coaches Principal & Assistant Principal	family engagement events	s and resources	participation data	expanded opportunities
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Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive college, career, and life-skills readiness program through guidance lessons, mentor groups (e.g., <i>Girl Code</i>), Career Day, goal-setting conferences, and integration of SEL (Character Strong) into daily practices. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	Review SEL lesson completion, goal-setting sheets, and Career Day	Monitor mid-year CCMR student goal-setting data & feedback	Track student goal completion & pre-post SEL survey data	Analyze end-of-year CCMR indicators & academic growth data

Increase in student awareness of college, career, and military options Improved academic goal setting and tracking by students Positive student engagement in leadership, mentorship, and SEL initiatives Increased participation in career exploration events and activities Staff Responsible for Monitoring: School Counselor Principal & Assistant Principal Classroom Teachers	planning progress	from Career Day		
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen academic and social-emotional readiness by implementing student leadership opportunities, small group interventions, and family engagement activities to help students develop perseverance, problem-solving skills, and academic confidence aligned with future-ready goals. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	Monitor participation in leadership groups (e.g., Girl Code, High Flyer pull-outs)	Review academic conference data and leadership event outcomes	Collect feedback from students, parents, and teachers on readiness activities	Assess student leadership and SEL progress compared to baseline data -Summarize data to guide

- Increased student confidence in academic and SEL skill areas - Improved behavior and attendance through consistent counseling supports and leadership programs - Stronger parent-school partnerships in preparing students for college, career, and life readiness - Measurable growth in students' problem-solving, perseverance, and self-advocacy skills Staff Responsible for Monitoring: School Counselor Principal & Assistant Principal Teacher Leaders (Grade-Level Leads)	and parent workshops			planning for next school year
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Strategy 3 Details	Reviews			
Strategy 3: Enhance real-world exposure and career exploration by integrating guest speakers, college/military representative visits, campus career fairs, and community partnerships to help students understand diverse pathways for their future. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	Monitor participation in fall guest speaker sessions & early career awareness events	Track student engagement in college/military visits & classroom career activities	Evaluate student interest surveys and career fair attendance	Use results to plan for expanded opportunities next year

Increased student awareness of career and college options starting at the elementary level Stronger partnerships with local businesses, colleges, and community organizations Higher student participation in career-focused events and field trips More students setting personal and academic goals aligned with future aspirations Staff Responsible for Monitoring School Counselor Principal & Assistant Principal Assigned campus committee Community/Parent Volunteers				Analyze year-long data on career readiness and partnerships
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Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Host quarterly Family Engagement Nights with academic, SEL, and enrichment activities.	Formative			Summative
	Nov	Feb	May	July
	Event feedback	Event feedback	Event feedback	End-of-year parent survey

Expected Result/Impact: Families will feel more connected to the school community. Students will showcase learning in a fun, interactive way. Parents will receive tools to support learning at home. Staff Responsible for Monitoring: Administrators Grade-level leads				
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Strategy 2 Details	Reviews			
Strategy 2: Partner with local organizations, businesses, and volunteers to provide mentorship programs, guest speakers, and resource support for students and families. Expected Result/Impact: Students will gain access to positive role models and career readiness experiences. Community partnerships will provide additional learning opportunities and family resources. Staff Responsible for Monitoring: Parent Liaison Principal	Formative			Summative
	Nov	Feb	May	July
	Partnership check	Midyear review	Partnership updates	End-of-year report

Strategy 3 Details	Reviews			
Strategy 3: Provide bilingual parent workshops on topics such as academic support, mental health, social-emotional learning, and technology tools. Expected Result/Impact: Increased parent knowledge and confidence to support students at home. Higher attendance and engagement at school events from diverse families. Staff Responsible for Monitoring: Bilingual Liaison Instructional Coaches	Formative			Summative
	Nov	Feb	May	July
	%Workshop report	Workshop report	Workshop report	End-of-year analysis

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Develop formal partnerships with local businesses and organizations to provide student mentoring, internships, and real-world learning experiences.	Formative			Summative
	Nov	Feb	May	July
	Partnership list%	Midyear review	Partnership updates	Annual report summary

Expected Result/Impact: Students gain exposure to career readiness skills and professional role models. Community organizations have a structured way to support schools. Staff Responsible for Monitoring: Counselor Principal Parent Liaison				
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Strategy 2 Details	Reviews			
Strategy 2: Host a “Community Partners Breakfast” each semester to highlight student achievements and connect with potential partners. Expected Result/Impact: Increased participation from businesses and community groups. More volunteers and guest speakers were recruited for school events. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	Fall breakfast	Midyear review	Spring breakfast	Annual partnership data

Administrators				
Community Liaison				

Strategy 3 Details	Reviews			
Strategy 3: Create service-learning opportunities where students give back to the community through projects and volunteer work. Expected Result/Impact: Students learn civic responsibility and leadership. Stronger school-community relationships are built. Staff Responsible for Monitoring: Teachers Counselor Community Liaison	Formative			Summative
	Nov	Feb	May	July
	Project kickoff	Midyear project	End-of-year celebration	Annual summary report

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Publish monthly newsletters and social media updates in English and Spanish with upcoming events, student celebrations, and resources for families. Expected Result/Impact: Parents will stay informed about school activities and resources. Increased participation in school events due to improved communication access. Staff Responsible for Monitoring: Principal Bilingual Liaison	Formative			Summative
	Nov	Feb	May	July
	Nov edition sent	Feb edition sent	May edition sent	Annual newsletter report

Strategy 2 Details	Reviews			
Strategy 2: Use platforms such as Remind, Class Dojo, and district email for real-time, two-way communication with parents and guardians. Expected Result/Impact: Families will receive timely updates on student learning, events, and emergencies. Teachers will have a consistent method for communicating with families.	Formative			Summative
	Nov	Feb	May	July
	Usage check-in	Midyear usage review	Spring usage report	End-of-year analysis

Staff Responsible for Monitoring: Teachers Parent Liaison				

Strategy 3 Details	Reviews			
Strategy 3: Host quarterly “Coffee with the Counselor/Principal” events for parents to ask questions, share feedback, and learn about upcoming initiatives. Expected Result/Impact: Parents will feel heard and valued as partners in their child’s education. Improved trust and transparency between school leadership and families. Staff Responsible for Monitoring: Principals Counselor	Formative			Summative
	Nov	Feb	May	July
	Fall meeting	Winter meeting	Spring meeting	Annual participation report

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted, data-driven professional learning communities (PLCs) that focus on lesson internalization, small-group instruction, and monitoring/adjusting strategies. Expected Result/Impact: Increased teacher confidence and consistency in Tier 1 instruction. Improved student outcomes in reading, math, and science as measured by MAP and STAAR benchmarks. Greater alignment of instruction to TEKS and campus goals. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	PLC agendas, walkthrough data, and coaching feedback show evidence of lesson internalization practices.	Teacher survey indicates ≥75% feel PLCs are directly impacting classroom practice	Student benchmark data shows measurable growth in power standards.	CIP reflection shows PLC framework strengthened teacher practice.

: Principal, Assistant Principal, Math, Science, and Reading TDSI				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide ongoing, differentiated professional learning sessions (after school PD, SND coaching, modeling) aligned to campus needs identified through walkthrough data and staff feedback. Expected Result/Impact: Teachers implement strategies from PD with fidelity. Increased teacher retention and satisfaction as measured by mid-year and end-of-year surveys. Evidence of See-It, Name-It, Do-It coaching cycles resulting in classroom improvements. Staff Responsible for Monitoring: Principal, Assistant Principal, TDSIs	Teacher attendance logs and feedback forms from PD sessions collected.	Walkthrough data shows $\geq 70\%$ of teachers implementing strategies from PD.	Staff survey reflects $\geq 80\%$ agreement that PD is relevant and supportive of classroom practice.	Summative review indicates PD alignment to student growth goals and teacher retention.

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews	
Strategy 1:	Formative	Summative

	Nov	Feb	May	July
	%All new-to-campus staff assigned a mentor and participated in onboarding sessions; surveys show ≥75% feel supported.	Walkthrough data reflects ≥70% of new teachers implementing campus instructional priorities with fidelity.	Teacher retention data shows ≥85% of new-to-campus staff returning; end-of-year survey indicates ≥80% satisfaction with onboarding.	CIP reflection shows sustainability of onboarding program and revisions made based on staff feedback.
Establish and implement a structured onboarding program that includes a campus orientation, ongoing mentor support, coaching cycles, and monthly “new teacher check-ins” focused on instructional practices, classroom management, and Sycamore culture. Expected Result/Impact Increased confidence and instructional readiness of new-to-campus staff. Improved alignment to campus instructional expectations (learning targets, exit tickets, monitoring/adjusting, See It–Name It–Do It model). Higher retention and satisfaction rates among new teachers. Stronger culture of belonging and consistency across classrooms. Staff Responsible for Monitoring: Principal, Assistant Principals, TDSIs, Mentor Teachers, Campus Leadership Team (CLT).				

Strategy 2 Details	Reviews			
Strategy 2:	Formative			Summative
	Nov	Feb	May	July
Implement a peer “buddy teacher” system and monthly professional learning community (PLC) learning walks where new-to-campus staff observe effective instruction, debrief best practices, and share takeaways with their grade-level teams. Expected Result/Impact: Accelerated acclimation to Sycamore instructional expectations and campus culture.	%100% of new-to-campus staff paired with a buddy teacher; at least 1 peer learning	≥70% of new-to-campus staff report that peer walks/buddy system improved their	Walkthrough data shows ≥75% of new-to-campus staff consistently implementing	End-of-year reflections confirm peer support system contributed to staff retention

Increased collaboration and shared ownership among veteran and new teachers. Enhanced instructional practices as new staff see strategies modeled in real classrooms. Stronger sense of belonging and retention for new-to-campus staff. Staff Responsible for Monitoring: Principal, Assistant Principals, TDSIs, Mentor Teachers, Buddy Teachers.	walk completed.	classroom practice.	ng campus instructional strategies observed in peer classrooms	and instructional alignment.
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Develop and expand campus leadership pathways (grade-level leads, PLC facilitators, mentor teachers, and committee chairs) with intentional coaching and leadership development opportunities throughout the year. Expected Result/Impact: Increased teacher ownership in campus initiatives and instructional priorities.	Formative			Summative
	Nov	Feb	May	July
	At least 80% of leadership roles filled (PLC leads, mentors, committees) and roles clearly communicated to staff.	Teacher feedback survey indicates ≥75% of teacher leaders feel supported in their roles.	Walkthrough and PLC data reflect evidence of teacher leaders driving instructional alignment;	CIP reflection shows teacher leadership program contributed to retention and instructional progress;

Strengthened leadership pipeline and distributed leadership across campus. Higher staff retention rates, particularly among emerging teacher leaders. Greater alignment of teacher-led initiatives with campus improvement plan goals. Staff Responsible for Monitoring: Principal, Assistant Principals, TDSIs, Campus Leadership Team (CLT).			≥85% of teacher leaders returning for following year.	adjustments documented for following year
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Strategy 2 Details	Reviews			
Strategy 2: Create teacher-led professional learning opportunities (e.g., lunch-and-learns, model lessons, peer-led PD sessions, and action research projects) where staff share best practices aligned to campus goals. Expected Result/Impact: Teachers feel valued and empowered as contributors to campus growth. Increased implementation of effective, peer-modeled instructional strategies. Stronger professional community and collaboration across grade levels. Improved retention as teachers see opportunities for growth and recognition beyond the classroom. Staff Responsible for Monitoring: Principal, Assistant Principals, TDSIs, Teacher Leaders, CLT.	Formative			Summative
	Nov	Feb	May	July
	70% staff find sessions useful	75% confidence in applying new strategies	80% implementation rate observed	100% reflection and revision of teacher-led PD system

Strategy 3 Details	Reviews			
Strategy 3: Establish a structured recognition and growth system (e.g., spotlighting teacher leaders at staff meetings, monthly “Superstar Leadership Highlights,” and providing opportunities to attend/lead at district or regional conferences) to celebrate and sustain teacher leadership. Expected Result/Impact: Increased teacher morale and sense of belonging. Higher retention of high-performing and emerging teacher leaders. Teachers view leadership roles as meaningful, recognized, and sustainable. Campus culture of growth, empowerment, and celebration is strengthened. Staff Responsible for Monitoring: Principal, Assistant Principals, CLT, TDSIs	Formative			Summative
	Nov	Feb	May	July
	At least 1 recognition cycle (e.g., Superstar highlight) completed; ≥70% of teacher leaders report feeling valued.	≥75% of staff survey responses indicate recognition efforts contribute positively to morale.	≥80% of teacher leaders indicate they plan to continue in leadership roles next year.	CIP reflection shows recognition system contributed to long-term retention and adjustments are made for sustainability.

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent campus-wide safety protocols and proactive relationship-building systems, including monthly safety drills, clear classroom management expectations, restorative practices, and staff training in trauma-informed practices. Expected Result/Impact: Increased student sense of safety and belonging as measured by surveys and student feedback. Reduction in office referrals, repeat discipline incidents, and bullying reports. Staff demonstrate consistent use of safety and behavior management procedures. Families report greater confidence in the school's safety and nurturing environment.	Formative			Summative
	Nov	Feb	May	July
	100% of required safety drills completed; ≥70% of students report feeling safe at school on climate survey.	Office referrals decreased by ≥10% compared to the first semester; ≥75% of staff report confidence in safety systems.	≥80% of students report feeling safe and supported; walkthrough data shows consistent classroom management procedures	CIP reflection indicates improved safety outcomes and next steps identified for continued culture-building.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, District Safety Coordinator, Teachers, Staff, Campus Leadership Team (CLT).			across ≥80% of classrooms	
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen social-emotional learning (SEL) and wellness supports by embedding weekly Character Strong lessons, expanding counselor-led small groups, and providing staff with training on de-escalation, restorative conversations, and culturally responsive practices. Expected Result/Impact: Students develop stronger self-regulation and conflict-resolution skills. Increased sense of belonging and emotional safety among students. Reduced incidents of peer conflict, bullying, and repeated discipline. Staff feel better equipped to meet students' social-emotional needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Formative			Summative
	Nov	Feb	May	July
	≥70% of classrooms consistently implementing weekly SEL lessons; counselor groups established for targeted students.	Office referrals related to conflict/bullying decreased by ≥15% compared to first semester; ≥75% of students report positive relationships with adults at school.	≥80% of staff report they feel equipped to support students' SEL needs; ≥85% of students report feeling socially and emotionally supported.	End-of-year survey and CIP reflection confirm SEL systems contributed to a safer, more nurturing environment; next steps identified for scaling.

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive whole-child support system that integrates SEL lessons, wellness activities (mindfulness, movement breaks), academic goal-setting, and recognition programs that celebrate growth in both academics and character. Expected Result/Impact: Improved student self-regulation, resilience, and sense of belonging. Stronger connections between academic success and SEL competencies. Increased student engagement and reduced chronic absenteeism. Enhanced overall campus climate as students feel supported holistically. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	Track participation in recognition programs and wellness activities	Analyze attendance patterns and referrals for improvement.	Collect qualitative feedback from students and staff on school climate.	100% program reflection and refinement

Strategy 2 Details		Reviews			
Strategy 2:		Formative			Summative
		Nov	Feb	May	July
		%			
Expected Result/Impact:					

Staff Responsible for Monitoring:				
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strengthen family and staff engagement by hosting consistent community-building events (family nights, cultural celebrations, staff appreciation activities), increasing two-way communication, and providing opportunities for families and staff to give feedback and collaborate in decision-making. Expected Result/Impact: Increased sense of belonging and trust among families and staff. Improved family participation in campus activities and decision-making. Strengthened relationships between home and school, positively impacting student outcomes. Higher staff morale and retention due to recognition and inclusion in campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Campus Leadership Team (CLT), PTO.	Formative			Summative
	Nov	Feb	May	July
	At least 1 family engagement event and 1 staff culture event completed; ≥70% of participants report a welcoming experience.	≥75% of staff report positive campus culture; ≥70% of families report feeling connected to the school community.	Family and staff participation in events increases by ≥15% from the fall; ≥80% of survey responses reflect a strong sense of belonging.	End-of-year reflection shows strengthened family-school partnerships and staff culture; adjustments identified for following year.

Strategy 2 Details	Reviews			
Strategy 2: Implement consistent, two-way communication systems (monthly Smore newsletters, Social Media, ClassDojo updates, parent focus groups, and staff feedback loops) to ensure families and staff feel informed, heard, and engaged in the school community. Expected Result/Impact: Families receive timely and transparent updates on student learning, events, and campus priorities. Staff and families feel their voices are valued in decision-making. Increased trust, collaboration, and participation in campus initiatives. Improved student outcomes as a result of stronger home-school partnerships. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Teachers, CLT.	Formative			Summative
	Nov	Feb	May	July
	70% families feel informed	75% focus group participants feel heard	80% families satisfied with communication, 15% increase in engagement	00% reflection and refinement of communication systems

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1:	Formative			Summative
	Nov	Feb	May	July

Implement a year-long staff wellness program that includes opportunities for physical, emotional, and mental health support (e.g., wellness challenges, mindfulness sessions, access to counseling resources, movement breaks, and appreciation events). Expected Result/Impact: Improved staff morale and work-life balance. Increased staff engagement and retention. Greater awareness of and access to wellness resources. Positive impact on student learning through healthier, more balanced staff. Staff Responsible for Monitoring Principal, Assistant Principal, Counselor	70% awareness of wellness resources	75% staff participation in initiatives	80% positive impact reported	100% reflection and refinement of wellness program
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Strategy 2 Details	Reviews			
Strategy 2: Establish a Staff Wellness Committee that meets quarterly to plan, promote, and evaluate wellness initiatives, ensuring staff voice and feedback guide program development. Expected Result/Impact Increased staff ownership and participation in wellness activities. Programs tailored to staff needs and interests. Ongoing reflection and refinement of wellness practices. Sustainable culture of wellness embedded into campus operations.	Formative			Summative
	Nov	Feb	May	July
	Wellness Committee established with representatives across grade levels/departments.	At least 70% of staff report awareness of committee initiatives.	End-of-year survey indicates at least 75% of staff feel initiatives address their needs.	

Staff Responsible for Monitoring:

Nov: Committee established and initial wellness survey conducted

Feb: 70% of staff report awareness of committee initiatives

May: 75% of staff indicate initiatives address their needs

July: Committee provides end-of-year report and recommendations for improvement
Principal, Assistant Principal, Counselor, Staff Wellness Committee

Sycamore Elementary Local Improvement Plan

(2025–2026)

Section 1: Campus Profile & Accountability Status

Campus: Sycamore Elementary

District: Crowley ISD

School Year: 2025–2026

Accountability Status:

- D rating (2 years) – at risk of escalating to F in 2026
- Targeted Support & Improvement (TSI)

At-Risk Subgroups: Continuously Enrolled, Economically Disadvantaged, Special Education (current), Hispanic students

Section 2: Needs Assessment & Root Causes

Academic Data (2024 → 2025 STAAR Comparison):

Subject 2024 Meets 2025 Meets Difference

3rd Reading 27% 15% -12%

5th Reading 51% 37% -14%

4th Math 32% 27% -5%

5th Math 33% 20% -13%

5th Science 14% 5% -9%

Root Causes:

1. Inconsistent alignment of Tier 1 instruction with TEKS rigor and STAAR expectations.
2. Limited effectiveness of data-driven interventions and reteach cycles.
3. Science instruction lacks vertical alignment and early grade scaffolds.
4. Teacher capacity gaps in designing rigorous, grade-level tasks.
5. Subgroup performance remains below state targets, widening gaps.

Section 3: Stakeholder Engagement

Campus Leadership Team (CLT): Principal, APs, Instructional Coaches, Grade Chairs, Parent Rep.

Engagement Methods: Public hearing (with 15-day notice), parent surveys, teacher PLC feedback, district instructional consultations.

Stakeholder feedback emphasized stronger family engagement, student goal-setting, and tutoring supports.

Section 4: Priorities & SMART Goals

Priority Goal

Reading Achievement Increase Meets in 3rd Reading (15%→30%), 5th Reading (37%→50%)

Math Achievement Increase Meets in 4th Math (27%→40%), 5th Math (20%→35%)

Science Proficiency Increase 5th Science Meets (5%→25%)

Section 5: Subgroup-Specific Goals & Strategies

Economically Disadvantaged: Close Reading/Math gaps by +10 points by 2026. Strategies:

RTI-focused interventions, small groups, family engagement nights.

Special Education: Increase Reading Meets by +15 points. Strategies: Co-teach model, PD on

accommodations, IEP progress checks.

Hispanic Students: Raise Meets in Reading/Math by +10 points. Strategies: Culturally relevant texts, bilingual supports, parent workshops.

Continuously Enrolled: Outperform state targets by 2026. Strategies: Vertical alignment, student trackers, Tier 1 fidelity.

Section 6: Monitoring & Progress Checks

Every 3 weeks: Data PLCs with reteach documentation.

Quarterly: Leadership reviews subgroup data.

Midyear/End-of-Year: Public progress report to stakeholders & Board.

Section 7: Resources

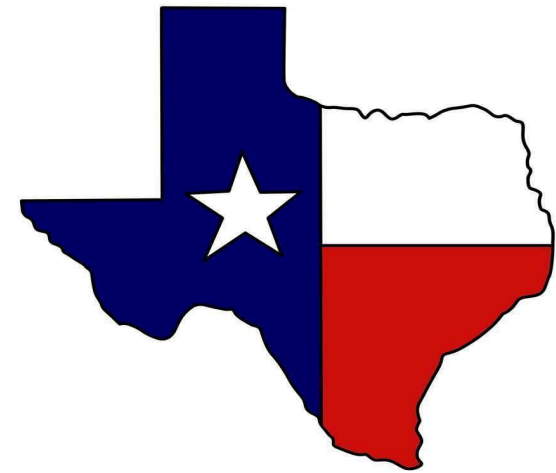
Funding: Title I, State Comp Ed, Local budget.

Supports: District specialists, tutoring stipends, interventionists.

Curriculum Tools: Eureka Math, District Literacy Framework, STEMscopes.

Section 8: Sustainability

Sycamore will build teacher leaders through coaching cycles, establish a campus-wide data culture, and sustain subgroup progress practices into future CIP cycles.



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Kali Saleh	Principal	
Nathalie Mora	Assistant Principal	
Quentaisha Warren	Counselor	
Sarah Haliburton	Reading TDSI	
Janelle Weaver	Science TDSI	
Tanisha Robinson	Math TDSI	
Monserrat Orozco	Secretary	
Lauren Carle	Dyslexia Specialist, Family Liaison	
Tiffany Maddox	Lead SPED Case Manager	

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _____
Name		Position
Kali Saleh		Principal – Chairperson
Quentaisha Warren		Counselor
Tiffany Maddox		Teacher
Lauren Carle		Teacher
Sarah Haliburton		TDSI, Reading
Janelle Weaver		TDSI, Science
Tanisha Robinson		TDSI, Math
Nathalie Mora		Assistant Principal
Lauren Riggs		Parent
		Community Member
		District Representative

Strategy/Resource: Wayground Online Learning Platform to increase engagement, progress monitoring, and measurement of student growth

Funding Source: Title I, Part A — \$2,850

Needs Assessment Reference: NA Item 2.3 — Students in grades K–5 need additional digital resources that allow for differentiated practice, real-time data, and actionable progress monitoring, particularly in math and reading.

Evidence-Based Citation: U.S. Department of Education, Office of Educational Technology (2017). *Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update*. Washington, D.C. Research demonstrates that technology-based personalized learning platforms improve engagement and allow teachers to use progress data to adjust instruction.

Implementation Owner: Instructional Technology Specialist & Classroom Teachers, overseen by Assistant Principal

Timeline: Fall 2025 – Spring 2026 (rollout October 2025; data review every 9 weeks)

Progress Measure:

- Student usage reports and engagement metrics from Wayground
 - Progress monitoring data (growth reports by student/skill)
 - Increase in % of students meeting grade-level proficiency targets in reading and math on local benchmarks and STAAR
-

Strategy/Resource: Countdown to Math intervention materials for tutoring, small groups, and intervention

Funding Source: Title I, Part A — \$5,035

Needs Assessment Reference: NA Item 2.1 — Students in grades 3–5 demonstrate gaps in math fluency, multi-step problem solving, and number sense as evidenced by MAP and STAAR data.

Evidence-Based Citation: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools* (IES Practice Guide, NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

Implementation Owner: Math Interventionist & TDSIs (Teacher Development & Student Interventionists), overseen by Campus Principal

Timeline: Fall 2025 – Spring 2026 (implementation begins November 2025, ongoing progress checks every 6 weeks)

Progress Measure:

- Weekly tutoring and intervention attendance logs
 - Exit ticket and small-group data trackers showing mastery of targeted skills
 - Increased percentage of students moving from “Approaches” to “Meets” on local assessments (MAP, unit tests, benchmarks)
-