

**Sherman Independent School District**  
**Fairview Elementary School**  
**2025-2026 Campus Improvement Plan**



# **Mission Statement**

At Fairview, we inspire students to love learning so that they will aspire to achieve the impossible and be productive, successful, respectful learners that contribute to the community. We believe in being continuous learners and model leadership traits in all that we do.

## **Vision**

Our vision is to make a difference in our students' lives by fostering a sense of belonging and community which leads to all students being successful.

## **Value Statement**

We believe in being continuous learners and model leadership traits in all that we do.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fairview elementary school is a Kindergarten through 5<sup>th</sup> grade neighborhood campus with an enrollment of about 615 students and 47 teaching staff members. The building itself is in its first year open, having replaced the over 70 year old building that previously was on this land. The opening of the new building increased our student population by 234 students and added an additional special education program to our campus (FOCUS). The building is situated next to a progressive city park which carries the same name as the school. The campus currently has 76% of students classified as economically disadvantaged. This is a 2% increase from 2024-2025. Currently, 39% of students qualify for ESL/Bilingual support and 24% are provided Special Education Services. Fairview houses a late exit bilingual program with 2 bilingual classes in every grade level. Spanish and English are the primary languages for our student population. Fairview serves 2 self contained special education rooms. FOCUS serves students that need heavily modified curriculum from grade level TEKs. BSC (Behavior Support Classroom) serves students that behavior impedes their ability to access the grade level TEKs. FOCUS currently serves 7 students. BSC currently serves 5 students. The average general education class size ranges from 16.8-19.3 students per class.

The campus student ethnic distribution is:

- 29% White
- 11% African American
- 29% Hispanic
- 7% 2 or more races
- 1% American Indian

Student groups at Fairview include:

- \_\_\_% At Risk
- 78% Economically Disadvantaged
- 6% GT
- 39% LEP
- 24% SPED

Fairview has a well-rounded staff with a high percentage of teachers at each stage of career experience. Currently our teaching staff have an average of 11 years of experience. Our teaching staff increased by 2 teachers per team and 3 SPED teachers. We only had 2 teaching staff members leave the campus. Fairview has an ESL teacher, GT Teacher, Reading Specialist, and 4 bilingual aids that help serve our students on campus.

Fairview's attendance rate for the 2024-2025 was 95% with 3 families participating in our district truancy tribunal process.

### Demographics Strengths

Fairview's demographic strengths include a diverse population with opportunities for Spanish speaking students. The growth in population has helped develop our PTA involvement. We have a high teacher retention and the overall campus culture is positive.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our LEP population makes up 39% of our campus but is considered an underperforming population on campus.

**Root Cause:** Tier 1 instruction in our bilingual program needs to be evaluated to ensure effective instruction is being given with ample amount of curriculum resources.

# Student Learning

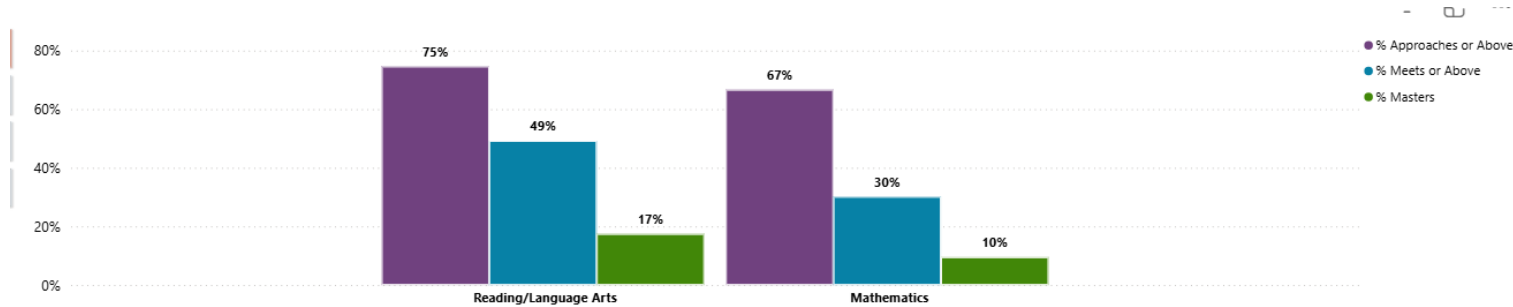
## Student Learning Summary

The staff at Fairview utilize multiple measures of data to promote and assess academic achievement. In addition to formative and summative benchmark assessments, the staff uses State of Texas Assessments of Academic Readiness (STAAR) scores, iReady data for math and reading, and TELPAS ratings. The staff is focused on creating positive relationships with families and working in professional learning communities to make an impact on teaching and learning.

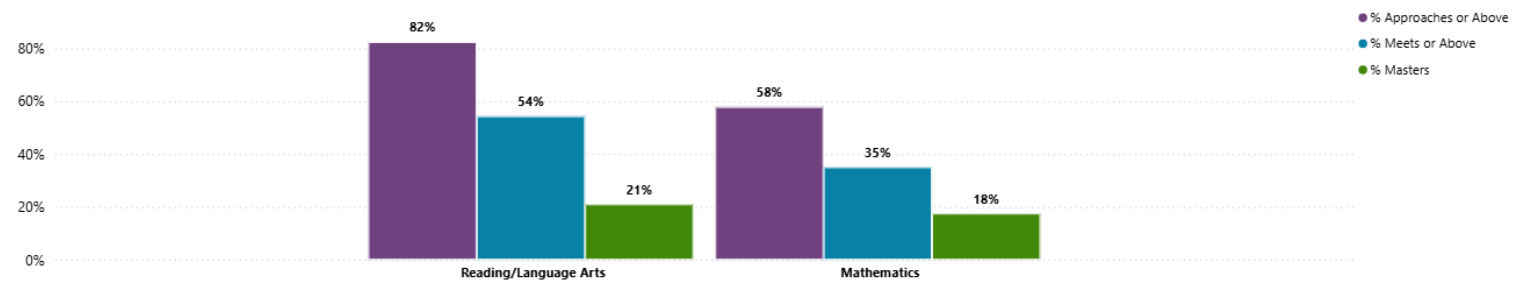
Fairview's performance on the STAAR in 2025 shows the following results:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>78</b>	<b>C</b>	
<b>Student Achievement</b>		<b>71</b>	<b>C</b>	<b>0%</b>
STAAR Performance	42	71		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>80</b>	<b>B</b>	<b>70%</b>
Academic Growth	71	80	B	✓
Relative Performance (Eco Dis: 73.6%)		74	C	
<b>Closing the Gaps</b>	<b>39</b>	<b>72</b>	<b>C</b>	<b>30%</b>

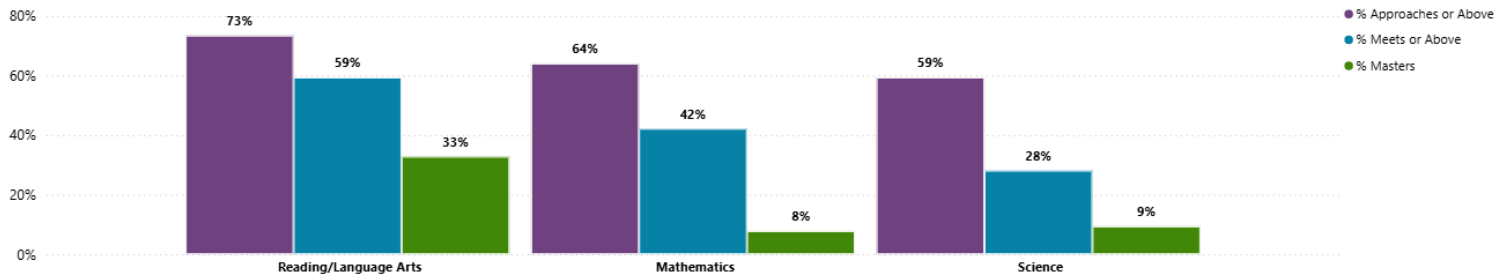
### 3rd Grade:



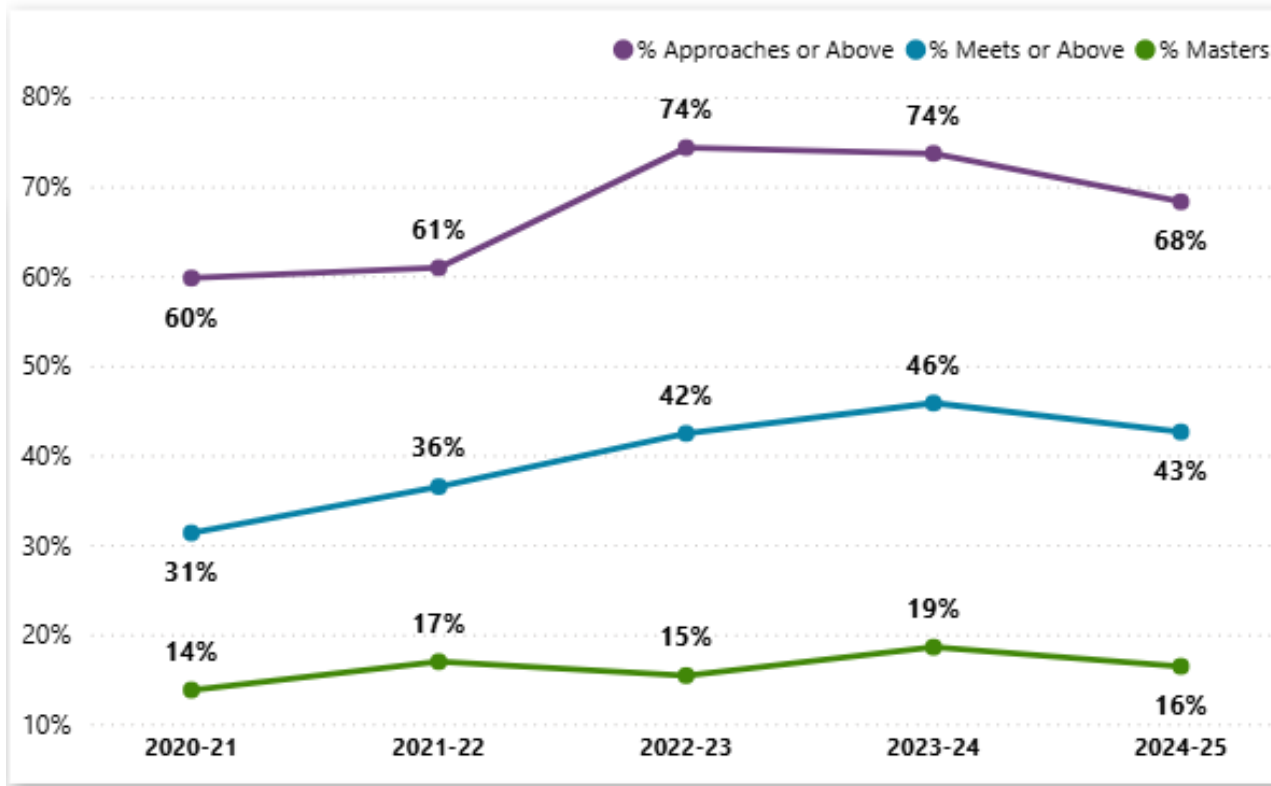
### 4th Grade:



### 5th Grade:



Year to year comparison for the overall campus is as follows:



24/25 showed an overall decrease due to bilingual scores

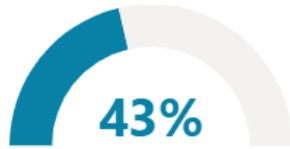
impacting our overall percentage. Monolingual only scores increased.

Student demographic breakdown is as follows:

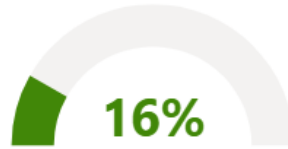
At Approaches GL Standard or Above



At Meets GL Standard or Above



At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	54	32	59%	14	26%	2	4%
Hispanic	173	90	52%	44	25%	9	5%
White	156	133	85%	100	64%	48	31%
American Indian	5	5	100%	5	100%	4	80%
Asian	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	44	35	80%	21	48%	8	18%
Unknown	-	-	-	-	-	-	-
<b>Total</b>	<b>432</b>	<b>295</b>	<b>68%</b>	<b>184</b>	<b>43%</b>	<b>71</b>	<b>16%</b>

The following data is our BOY iReady data:

Reading:

Grade	Overall Grade-Level Placement	5%	13%	82%	0%	0%
Grade K		5%	13%	82%	0%	0%
Grade 1		6%	13%	75%	7%	0%
Grade 2		3%	9%	51%	37%	0%
Grade 3		11%	21%	27%	14%	26%
Grade 4		15%	13%	52%	9%	11%
Grade 5		9%	20%	21%	25%	25%

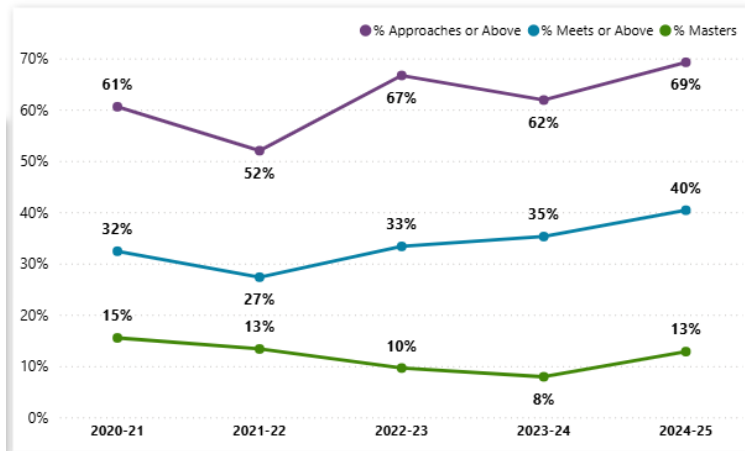
Math:

Grade	Overall Grade-Level Placement	5%	3%	92%	0%	0%
Grade K		5%	3%	92%	0%	0%
Grade 1		2%	4%	74%	21%	0%
Grade 2		2%	6%	60%	32%	0%
Grade 3		1%	13%	52%	27%	7%
Grade 4		4%	13%	47%	29%	7%
Grade 5		6%	16%	37%	17%	24%

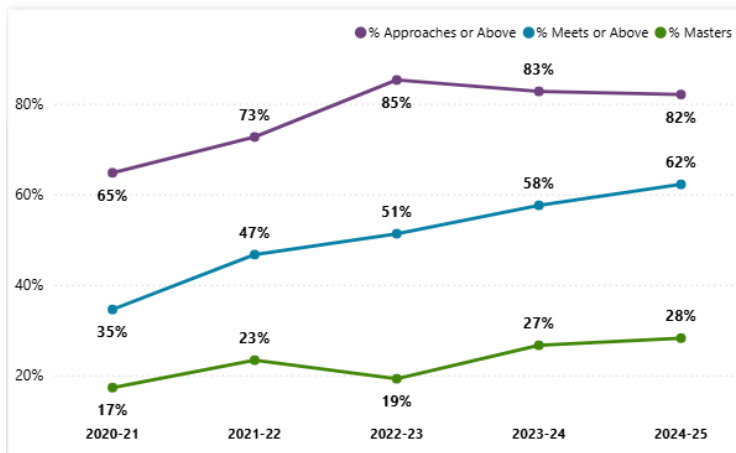
### Student Learning Strengths

Fairview Monolingual showed significant growth in math and ELAR.

Math:



Reading:



**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Fairview underperformed in Spanish assessments at all grade levels. Reading language arts showed 8% meeting in 3rd grade, 20% meeting in 4th, and 0% meeting in 5th. Math showed 8% meeting in 3rd grade, 20% meeting in 4th, and 0% meeting in 5th.

**Root Cause:** Tier one bilingual instruction needs to be observed and considered to increase math scores.

# School Processes & Programs

## School Processes & Programs Summary

Fairview Elementary has a master schedule that prioritizes tier 1 instruction by attempting to not cut instructional blocks up. Fourth and fifth teachers are departmentalized with 2 teacher teams. Students attend a Math/Science class and Language Arts/Social Studies. Our daily schedule has a 40 minute block called "Falcon 45" built into the day that allows for students to receive intervention or enrichment. This time is different for every grade level and allows support staff to help with each grade level. Support staff includes bilingual para-professionals, ESL teacher, and reading specialist. Every student starts their day with morning meetings that uses the Leader In Me curriculum to guide social skills lessons. Our campus is 1:1 with technology, our DLS supports the use of this technology with students as well. The 3 dyslexia therapists on campus serve students that have been identified as dyslexic and in need of specialized curriculum in both English and Spanish. Our gifted and talented teacher provides instruction to our students that have qualified for the GT district program. Fairview has 3 special education teachers serving students in both resource and inclusion. Fairview uses PBIS to support positive behavior on campus. Students earn tickets for showing positive behavior on campus and can use these tickets to earn special prizes or experiences. Fairview hosts an after school robotics program for select 4th and 5th grade students. Fairview students have the opportunity to participate in student council or peer helpers as a 4th or 5th grade student. The school counselor uses a program called Peer Helpers Plus to provide lessons to grade levels focusing on coping or social skills. This program also covers bullying prevention.

Teachers are supported through coaching by campus administrators and our district instructional coaches. Instructional coaches work with our teachers to plan engaging lessons using the district provided curriculum and pacing. Our bilingual and monolingual curriculum is the same this year allowing our teachers to plan as full teams rather than split between monolingual and bilingual. Each grade level and specialized team has a team lead that meets monthly with the administrative team to plan for campus improvement opportunities and continued staff development. Team leads have been trained on leading a PLC process and guide their teams through the PLC process each week on Tuesdays during their conference time. Administrative staff join these PLCs to provide support to teachers as they work on planning engaging and rigorous lessons. Campus staff participate in vertical meetings once a month where they take time to break down TEKS that are vertically aligned to ensure teachers are providing instruction that reaches the full depth and complexity the state requires. Job embedded training is given once a month targeting an area of need identified from campus data. Campus data is pulled from administrative walk throughs or data trends. Campus stakeholders are included in the hiring process and potential candidates are required to bring samples of engaging and rigorous lessons. 25% of teaching staff are hired through the DOI program and are pursuing their alternate certification. Of our certified staff 95% have their ESL certification as well to support with students learning English as a second language. Fairview has a part time resource officer that helps ensure all safety procedures are being followed. The campus has weekly door checks and submits these to the state. A successful mentor/mentee program is in place to support our new to the profession teachers to ensure they are receiving constant support and feedback. This program includes opportunities to observe classes around the building.

## School Processes & Programs Strengths

Fairview Elementary's falcon 45 time allows for individualized instruction for all students to ensure maximal growth. The master schedule considers blocks of instruction and does not cut core curriculum in half. Staff planning time is valued and there are set times for this to occur.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 5 out of 12 bilingual teachers are hired through the DOI program and are in the process of pursuing their alternative certification.

**Root Cause:** Lack of certified bilingual teachers in the region.

# Perceptions

## Perceptions Summary

Fairview Elementary School has a positive reputation among parents and the community. Fairview utilizes the evidence-based approach, Positive Behavior Interventions and Supports, as a set of ideas and tools to improve the behavior of our students. This approach involves being proactive in teaching positive and appropriate behavior, instead of reacting to inappropriate behaviors in a negative manner. Our campus utilizes a mentoring program that shows to have great results in nurturing the social and emotional needs of all learners. New Fairview staff members are also a part of a diligently planned mentor program where they are partnered with an established staff member. Historically Fairview has a low turnover rate and has a high staff rating as a positive environment to work in. Teachers report feeling supported when working with students on campus. Fairview has an active PTA that provides many opportunities for parents to engage in the campus culture. Staff participate in campus committees that allow them to plan monthly culture builder activities as well as parent involvement opportunities. Fairview Elementary is a bilingual campus. Therefore all materials sent home for families is translated into the students home language utilizing a program that uses information put in by the parent to automatically translate. The campus mission and vision is created during our first campus leadership team meeting and reflects the goals of all staff on campus. Monthly newsletters are sent out to families to ensure they are receiving up to date information and know of upcoming opportunities to be involved. Fairview is supported by multiple community business including two local churches, a furniture store, and an apartment complex. In addition to community business, Austin College partners with Fairview to send students for observation and student teaching. Fairview has 2 student clubs: robotics and Read, Run, Encourage where students read a certain amount of minutes, run a certain amount of miles, and then do an act of encouragement each week.

## Perceptions Strengths

Teachers at Fairview are active in the planning of campus events through our sunshine committee and parent involvement opportunities through our PTA and Parent Involvement committee.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The campus does not have many opportunities for families to engage in the classrooms during the instructional day.

**Root Cause:** Lack of parent sign ups and planning for opportunities.

# Priority Problem Statements

**Problem Statement 1:** Our LEP population makes up 39% of our campus but is considered an underperforming population on campus.

**Root Cause 1:** Tier 1 instruction in our bilingual program needs to be evaluated to ensure effective instruction is being given with ample amount of curriculum resources.

**Problem Statement 1 Areas:** Demographics

# Goals

**Goal 1:** Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.





**Performance Objective 1:** 100% of teachers will participate in a minimum of 30 hours of professional development that is relevant to their position requirements.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria workshops, sign-in sheets, T-TESS goals, Tracker





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will participate in bimonthly PD focused on needs identified in classroom walkthroughs/observations.  <b>Strategy's Expected Result/Impact:</b> Teachers instruction in the classroom will reflect professional development given in staff meetings and vertical meetings. These reflections will be noted in eduphoria domain 2 walkthroughs.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I:</b>                      2.52                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal, Asst. Principal, and IC will regularly observe teachers and provide instant feedback and coaching to develop skills needed to increase student performance</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 Instruction will improve which will lead to high levels of student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal will use STRIVE T-TESS and observations/feedback data to inform teacher level of proficiency</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
	Review cells are empty			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

**Performance Objective 2:** Teacher candidates will go through a multi-tier recruitment and hiring process using multiple stakeholders to provide feedback.

**Evaluation Data Sources:** Interview spreadsheet, interview committee training, interview notes





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A hiring committee made up of highly qualified teachers will be trained on appropriate interview etiquette. This team will work together to identify some key look for's in potential candidates to make a Fairview teacher profile.</p> <p><b>Strategy's Expected Result/Impact:</b> The team will recruit and hire individuals that meet the specific needs of their team and the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Team leads, Principal, Assistant Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Candidates will be asked to bring a presentation stating their teaching philosophy and how they would teach a high needs TEK for our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly effective teachers will be hired and have a positive impact on campus data.</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
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**Goal 2:** Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

**Performance Objective 1:** 100% of teachers will be using stemsopes math materials in their classroom during their math block 90% of the time.

**High Priority**

**Evaluation Data Sources:** PLC agendas, Walk-Through Data, Formative Assessments, Student Performance Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers are participating in weekly stemsopes planning meetings to breakdown the expectations and internalize lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year teachers will report having a solid understanding of stemsopes math and student data will show an increase in overall achievement on unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Homeroom teachers, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher walkthroughs will focus on math instruction. Specifically, stemsopes pacing and instructional strategies feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Student math data will show an increase in unit assessment data.</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
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**Goal 2:** Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

**Performance Objective 2:** 85% of classroom walkthroughs will show the use of Kagan/student to student discourse strategies.

**High Priority**

**Evaluation Data Sources:** Observation & Feedback data, PD plan & sign-in sheets, PLC agendas & minutes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers are following a district created Kagan pacing calendar.  <b>Strategy's Expected Result/Impact:</b> Teachers will gain more strategies from kagan monthly using the pacing calendar.</p> <p><b>Title I:</b>                      2.52, 2.53                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kagan strategies are used during biweekly staff professional development to provide opportunities to learn and practice the strategies.  <b>Strategy's Expected Result/Impact:</b> Teachers will report a more confident understanding of how to implement kagan structures.</p> <p><b>Title I:</b>                      2.52                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 3:** Sherman ISD will address the diverse needs of students to maximize their academic achievements.

**Performance Objective 1:** The percentage of 3rd grade students that meet grade level or above on STAAR Math will increase from 30% (June 2025) to 75% by June 2027. Our goal for year 1 is 40%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR interim and EOY, iReady diagnostic testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of high quality instructional materials (stemsscopes).  <b>Strategy's Expected Result/Impact:</b> Aligned materials across grade levels.  <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal</p> <p><b>Title I:</b>                      2.52                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of falcon 45 time to intervene on skills student's have shown a deficit on using data from unit assessments.  <b>Strategy's Expected Result/Impact:</b> One year's worth of growth in every student. An increase in score closing the gaps.</p> <p><b>Title I:</b>                      2.52, 2.53                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 3:** Sherman ISD will address the diverse needs of students to maximize their academic achievements.

**Performance Objective 2:** The percentage of bilingual students that will meet grade level or above on STAAR will increase from 20% (June 2025) to 30%.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR (average of all subjects/grades), iReady data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PD provided to our bilingual teachers with a focus on vocabulary.  <b>Strategy's Expected Result/Impact:</b> Increase in students ability to understand and access grade level vocabulary.  <b>Staff Responsible for Monitoring:</b> Teacher, Principal, Assistant Principal</p> <p><b>Title I:</b>                      2.52  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use Summit K-12 to increase language acquisition in our newcomer population during Falcon 45 (Intervention) time.  <b>Strategy's Expected Result/Impact:</b> Increase is bilingual students language acquisition.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Teacher</p> <p><b>Title I:</b>                      2.52, 2.53  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 4:** Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

**Performance Objective 1:** 100% of teachers will participate in activities to increase positive relationships with students, families, and members of the community.





**Evaluation Data Sources:** Student contact data in Aware, Teacher Communication log, PTA meetings sign-in sheets, Survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each teacher will create a schedule and/or log for Parent-Teacher Conferences.  <b>Strategy's Expected Result/Impact:</b> 100% of parents will feel welcome as an active participant in their child(ren)'s education.  <b>Staff Responsible for Monitoring:</b> Principal will monitor and retain a copy of each teacher's parent contact log</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will send out monthly newsletters including a section sharing what their student is learning and how to support them at home.  <b>Strategy's Expected Result/Impact:</b> Students will have more parent involvement and parent understanding of campus events.  <b>Staff Responsible for Monitoring:</b> Principal   <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

**Performance Objective 2:** The campus will utilize community partners and volunteers to host clubs on campus. This will include, robotics, "Read, Run, Encourage," Peer Helpers, and Student Council.

**Evaluation Data Sources:** Tracking of students participating and parent volunteers in these clubs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will nominate students that would be positive role models for our student council and Peer Helpers team.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an increased sense of leadership on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will have the opportunity to sign up for a club to meet their special interests.</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				