



## Mission Statement

Our Mission at Draper Intermediate School, in partnership with parents and community, is to help students discover their unique talents and abilities through engaged learning in an environment that values and respects individual differences.

# Comprehensive Needs Assessment

Revised/Approved: September 21, 2018

## Demographics

### Demographics Summary

- At Draper, we are a highly diverse campus. Below are some specifics in regards to our students as of 18-19:
  - African American 14%
  - Hispanic 37%
  - White 37%
  - Asian 18%
  - Two or More 5%
  - Economically Disadvantaged 31%
  - ELL 18%

### Demographics Strengths

A demographic strength of Draper would be the amount of Spanish speaking bilingual staff members we have along with the amount of Spanish speaking students. This allows for us as a campus to better celebrate the multiple cultures that are shared among our staff and students.

# Student Academic Achievement

## Student Academic Achievement Summary

STAAR -

- Above state averages in science, math and reading in approaches, meets and masters
- Overall Campus Met Standard and percentatges increased in all 15 areas measured by the state

6/6 Distinctions

- Closing Performance Gaps
- Student Progress
- Academic Achievement in the Area of Science
- Academic Achievement in the Area of Reading
- Academic Achievement in the Area of Mathematics
- Post Secondary Readiness

Unit Assesment Scores and Averages continue to imporve

Attention to ELL and Special Education is needed to continue to close the gap

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Attention to ELL and Special Education is needed to continue to close the gap

# School Processes & Programs

## School Processes & Programs Summary

- Minimal turnover at the campus from previous year
  - The master schedule is set in a manner that all core subject teachers are able to meet weekly, horizontally and vertically in a PLC
  - Instructional Specialist(s) from the district and on campus are available at all horizontal meetings assisting our teachers
  - Draper Learning Document (DLD) is utilized with each team to guide the planning for learning for our students
- 
- LLI will be utilized by our staff to assist our LEP students
  - Reading programs such as Read 180, System 44 etc..., along with adjustments to the master schedule, will be utilized to foster growth in Reading for all of our students.
  - Multiple sources of data such as MAP testing, STAAR, Unit Assessments, Common Assessment etc... are utilized to make instructional decisions for our students.

## School Processes & Programs Strengths

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- Draper Learning Document (DLD) is utilized with each team to guide the planning for learning for our students

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** PLC progress at our campus has become stagnant. **Root Cause:** new staff that hasn't attended PLC Academy / Need fresh outside look at areas we can grow as a campus

# Perceptions

## Perceptions Summary

Campus Climate as indicated by the survey of students, parents and staff indicated the following:

- Through our Relationship Survey we did with our students during the 16-17 school year around 60% of our students indicated that they had a positive relationship with an adult on campus at the beginning of the year. By the end of the year the students indicated that around 90% of them had a positive relationship with an adult.

Community Partnerships:

- Pam and Charles Rothermel with Horace Mann support our teachers on school open houses, as well as with celebrations at our assemblies.
- Community members come in and mentor students
- Our namesake, Dr. Draper, attends the school frequently with his family to welcome and celebrate with our students
- Draper has an active PTA that does many things that benefit our students and staff (provides lunches and appreciation for our staff/ organizes dances and activities for our students that makes their experiences at school positive)

Our campus follows district guidelines and procedures to promote safety among our students and staff. Consistent drills are held throughout the year on campus.

## Perceptions Strengths

The climate survey indicated growth in all areas and the campus is working above the district averages in all areas.

Community Partnerships:

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# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Study of best practices

# Goals






Revised/Approved: September 13, 2018

## Goal 1: Instill community and ethical values in our students

**Performance Objective 1:** Ensure a positive, safe bully and violence free classrooms that create a school climate in which all students can learn

**Evaluation Data Source(s) 1:** Skyward discipline entries, bully log, office referrals, relationship survey results and daily attendance

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement "The Wylie Way", Focus on relationships, Core Values, Bully Prevention	Campus staff , Administrators	Me posters, student staff recognitions, the Wylie Way Wall, Decrease in office referrals and bullying incidents			
2) Survey all students to identify individual student strengths	Campus staff, Counselor, Administrators	Student survey results			
3) Develop a Campus Crisis Plan and review with all campus staff and students	Administrators, Campus staff	Crisis Plan, Crisis Drill Logs, Improvement on effective response time and feedback from City emergency personnel			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Establish a positive climate and culture that monitors, promotes and supports student and staff attendance

**Evaluation Data Source(s) 2:** Student surveys and feedback, parent surveys and feedback, counselor visits, attendance data

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Organization and facilitation of campus - Club Friday - student connections, mentoring by interest	Campus staff	student interest survey, Club Friday schedule, staff and student assignments, activity plans			
2) Organization and facilitation of campus -Freedom Fest - student and staff connections to enhance belonging and group camaraderie, service learning	Campus staff	Freedom Fest schedule, plans and activities			
3) Student attendance reward parties each grading period	Campus Staff, Attendance Clerk	Maintain and/or increase campus attendance rate			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Increase the number of parents and community members involved in activities that support student learning

**Evaluation Data Source(s) 3:** Campus parent involvement/meeting agendas, campus and classroom visit records, PTA membership and involvement, watchDOGS on campus

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Parent Teacher Organization (PTA)	PTA officers, campus administration and staff	PTA meeting agendas, surveys and success of student and staff activities			
2) Increase participation in Watch Dog Program	Campus staff, administrators and PTA volunteer	Watch Dog schedule of volunteers and campus staff and student feedback, watch dog volunteer feedback			
3) Dual Language Engagement Nights and Celebrations, Campus Content Focused Family Nights	Administration, Dual Language Teachers, Campus Staff	Attendance logs, student and parent programs and participation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** From the results of the campus character survey, we will enhance/remediate the values of the community.

**Evaluation Data Source(s) 4:** Student surveys and feedback, parent surveys and feedback, counselor visits and data, discipline referrals.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement all activities on the district designated Wylie Way Days	Campus staff, Administrators	Feedback from staff and students on follow up days.			
2) By the end of the 1st grading period, adults and students will have a common definition and understanding regarding the core value of RESPECT/RESPONSIBILITY	Campus staff, Administrators, Counselor	Feedback from staff and students regarding the Wylie Core Values. Positive Office Referrals to increase for students			
3) By the end of the 2nd grading period, adults and students will have a common understanding regarding the core values of CARING/GIVING	Campus staff, Administrators, Counselor	Feedback from staff and students regarding the Wylie Core Values. Positive Office Referrals to increase for students			
4) By the end of the 3rd grading period, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION	Campus staff, Administrators, Counselor	Feedback from staff and students regarding the Wylie Core Values. Positive Office Referrals to increase for students			
5) By the end of the 4th grading period, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION	Campus staff, Administrators, Counselor	Feedback from staff and students regarding the Wylie Core Values. Positive Office Referrals to increase for students			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 5:** Build and awareness and facilitate learning activities that explore and promote The Wylie Way and the Core Values of the district

**Evaluation Data Source(s) 5:** Classroom guidance lesson plans, Agendas/activities for specific days of focus throughout the year (Wylie Way Days), student and staff feedback

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Classroom guidance lessons provided throughout the year on the core values	Counselor, administrators, teacher	Lesson plans, student and staff feedback			
2) Highlight two core values each grading period and designate a specific day of learning with activities that promote the value and develop relationships	counselor, administrators, teachers, district curriculum and instruction department	Activity/Lessons, student and staff feedback, Student recognition each grading period for exhibiting these core values			
					

## Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

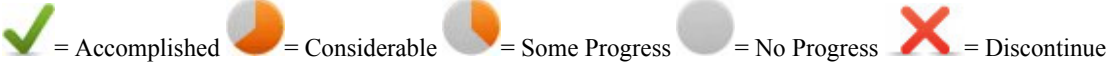
**Performance Objective 1:** Within each performance category (Approaches/Meets/Masters) student groups will increase at least two (2) or more percentage points on the state assessment in reading, math and science.

**Evaluation Data Source(s) 1:** Campus and District assessment results, STAAR results, AYP results

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Disaggregate data to identify individual student needs	Teachers, Campus Instructional Coach, Administrators	Weekly Vertical & Horizontal Team Agendas, Classroom observations, RTI data			
2) Implement the Fundamental 5 instructional strategies campus wide	Teachers, Campus Instructional Coach, Administrators	Fundamental 5 and Intermediate walkthrough data			
3) Small group differentiated instruction	Teachers, Campus Instructional Coach, Administrators	Weekly Vertical & Horizontal Meeting Agendas, Classroom observations, RTI data			
<b>Funding Sources:</b> State Comp Ed - 0.00					
4) Provide interventions based on student need (RTI)	Teachers, Campus Instructional Coach, Administrators	Weekly Vertical & Horizontal Meeting Agendas, Classroom observations, RTI data			
<b>Funding Sources:</b> State Comp Ed - 0.00					
5) Continue to practice Project Based Learning (PBL)	Teachers, Campus Instructional Coach, Administrators	PBL Project overview, critical friends, student products, expert feedback, walkthrough data			
6) Classroom instruction at the performance standard of the TEKS (increase rigor)	Teachers, Campus Instructional Coach, Administrators	Classroom observations, Lesson plans, STAAR Rigor Walkthrough Feedback, Fundamental 5 Walkthrough			
7) Increase Advanced Academic opportunities at the 5th & 6th grade level	Teachers, Campus Instructional Coach, Administrators	Master schedule, Teacher Roster/Assignments			



8) Collaborate with peers, campus and district experts about student performance (PLC) utilizing feedback from Dr. Dewey's campus and virtual PD sessions.	Teachers, Campus Instructional Coach, Administrators	Weekly Vertical & Horizontal Meeting Agendas, Faculty Meetings, PBL Critical Friends Protocols, Campus/District Professional Development, Attendance and actively involved in Dr. Dewey's on campus and virtual PD sessions throughout year			
	<b>Problem Statements:</b> School Processes & Programs 1				
9) Provide professional development opportunities and support as needed for implementation of Balanced Literacy	Teachers, Campus Instructional Coach, Administrators, District Specialists	Vertical and Horizontal Team Meeting Agendas, Lesson Plans, Campus and District Professional Development Schedules			
	<b>Funding Sources:</b> State Comp Ed - 0.00				
10) Two ESL teachers are utilized to coach reading with the LLI system.	Teachers, Administrators	ESL daily schedule, Walk Through Documentation			
	<b>Funding Sources:</b> State ELL Allotment - 0.00				
11) Increase Advanced Academic opportunities at 5th/6th grade in math, language arts and science	Teachers, Campus Instructional Coach, Administrators, District Advanced Academics Personnel	Master Schedule, Teacher Roster/Assignments			
	<b>Funding Sources:</b> State Comp Ed - 0.00				
12) Front load academic vocabulary in Science to better benefit all students, including our students serviced in Special Education.	Teachers, Campus Instructional Coach, Administrators	Classroom Observations, Lesson Plans, Walkthroughs			
	<b>Funding Sources:</b> State Comp Ed - 0.00				
					

### Performance Objective 1 Problem Statements:


<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> PLC progress at our campus has become stagnant. <b>Root Cause 1:</b> new staff that hasn't attended PLC Academy / Need fresh outside look at areas we can grow as a campus

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 2:** Increase the performance of At Risk Students

**Evaluation Data Source(s) 2:** Campus and district assessment results, STAAR results, PBMAS results

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Disaggregate data to identify individual student needs	Teachers, Campus Instructional Coach, Administrators	Weekly PLC Agendas, Classroom observations, RTI data			
2) Small group differentiated instruction	Teachers, Campus Instructional Coach, Administrators	Weekly PLC Agenda, Classroom observations, RTI data, classroom observations, lesson plans			
<b>Funding Sources:</b> State Comp Ed - 0.00					
3) Provide Tier Interventions based on student need (RTI)	Teachers, Campus Instructional Coach, Administrators	Weekly PLC Agendas, Student RTI data, Lesson Plans, RTI meeting Agendas/documents			
<b>Funding Sources:</b> State Comp Ed - 0.00					
4) Provided classroom instruction at the performance standard of the TEKS (increase rigor)	Teachers, Campus Instructional Coach, Administrators	Classroom observations, Lesson plans, STAAR Rigor walk through feedback			
5) Increase Advanced Academic opportunities at 5th/6th grade in math, language arts and science	Teachers, Campus Instructional Coach, Administrators, District Advanced Academics Personnel	Master Schedule, Teacher Roster/Assignments			
6) Collaborate with peers, campus and district experts about student performance (PLC)	Teachers, Campus Instructional Coach, Administrators	Weekly PLC agendas, Faculty Meetings, PBL Critical Friends Protocols, Campus and District Professional Development			
7) Utilize balanced literacy practices PD presented by reading specialist to increase reading fluency and comprehension for all of our students, including students serviced in Special Education.	Teachers, Administrators	Reading Specialists PD Agendas, Vertical and Horizontal Agendas, Walk Through Documentation, Master Schedule			
<b>Funding Sources:</b> State Comp Ed - 0.00					
8) Teacher on staff utilized to work through the Alpha Phonics program with students with Dyslexia	Teachers, Administrators	Master Schedule, Walk Through Documentation			
<b>Funding Sources:</b> State Comp Ed - 0.00					
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 3:** Provide programs preventing students from dropping out

**Evaluation Data Source(s) 3:** Club Friday rosters, relationship surveys (district & campus)

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create a schedule that allows for Club Friday	Counselors & Administrators	Students with common interests are connected, building relationships			
2) Students strengths and relationship surveys	Counselors	Measuring relationships and celebrating student identified strengths			
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 4:** Provide dyslexia services for students identified with dyslexia

**Evaluation Data Source(s) 4:** master schedule, class rosters, student progress in program

**Summative Evaluation 4:**

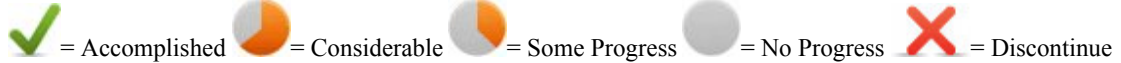
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Embed dyslexia therapy/services within the master schedule	alpha phonics teacher and administrators	Student progress in reading			
<b>Funding Sources:</b> State Comp Ed - 0.00					
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 5:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set - aside funds and the TEHCY Grant.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers	District Personnel	Meeting the needs of McKinney-Vento students			
2) Utilize data to increase the awareness and needs of the McKinney-Vento act students	District Personnel	Know the needs of the McKinney-Vento students			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance	District Personnel	McKinney Vento students needs being met and opportunities provided for participation			
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 6:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Source(s) 6:** Campus Wellness Team, Fitness gram, Participation in School Community Wellness Events

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	Student Nutrition Staff	messages, announcements, advertisements from student nutrition			
2) The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.	Student nutrition staff, district personnel	healthy nutrition curriculum, resources and materials plans			
3) The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity	Physical Education Staff and Administration	Master Schedule and PE Lesson Plans and activities			
4) The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.	District Personnel	Usage of recreational facilities by students and community members			
					

# Goal 3: Attract, retain, and value a quality staff

**Performance Objective 1:** Implement, monitor and support Wylie ISD Curriculum in all core content areas

**Evaluation Data Source(s) 1:** Campus and District Assessment results, STAAR results, Attendance at Vertical and Horizontal meetings, Walk-through data

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor and observe teacher interactions with Wylie ISD curriculum, resources and materials	Administrative staff, campus instructional coach	Observation, increased student achievement scores			
2) Teacher and staff collaboration through Professional Learning Teams	Administrators, Campus instructional coach, teachers	Observation, Horizontal and Vertical Team agendas and protocols, increased student achievement scores			
					

**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 2:** Ongoing embedded professional development / new learning to classroom practice

**Evaluation Data Source(s) 2:** Professional Development opportunities, TTESS Evaluations, Campus and District Walk-through Data, PLC agendas and meeting calendars

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Consistently identify campus staff needs for PD and provide in a timely manner	Administrators	PD schedules and classroom observation and Vertical/Horizontal Meetings			
2) Provide continued professional development through embedded PLC opportunities weekly	Administrators, Campus instructional coach, teachers	Professional development attendance, Horizontal and Vertical Team agendas, increased student achievement			
					




**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 3:** Monitor student success and work collaboratively with peers and district personnel

**Evaluation Data Source(s) 3:** Campus and district assessment results, campus and district communication records, Attendance at Vertical and Horizontal meetings

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus Data Meetings with district personnel	District personnel and campus administrators	data meeting agendas, increase in student achievement			
2) Campus and department data meeting through PLC meetings weekly	administrators, campus instructional coach	Horizontal and Vertical Team agendas, department data, increased student achievement			
					

**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 4:** Work collaboratively with the University of North Texas as a model professional development campus providing observations, internships and learning for student teachers new to the profession

**Evaluation Data Source(s) 4:** Campus, District and University of North Texas survey results and student teacher observations and UNT evaluations

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Cooperating Teacher meetings and collaboration	Administrators	Classroom observations of student teachers			
2) Provide staff development through campus observations and opportunities for student teachers	Campus staff	Staff Development logs and student teacher feedback			
					

**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 5:** Staff completion of required compliance training

**Evaluation Data Source(s) 5:** Training rosters and completion certificates

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All staff members will be required to complete specific compliance courses to ensure our school is a safe and inviting place.	Administrators	Safe and Inviting work environment, Completion certificates documented by staff			
					

**Goal 3:** Attract, retain, and value a quality staff

**Performance Objective 6:** Recruit, hire and retain highly effective teachers

**Evaluation Data Source(s) 6:** District Job Fairs, Website Information, Teacher Job Network

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Participate in district and campus job fairs and staff recruitment	administrators	Job fair resumes, interviews, new hires of highly effective staff			
					

# Goal 4: Manage growth in a way that ensures functional equity

**Performance Objective 1:** Teachers and students will have access to equitable resources and technology across classrooms.

**Evaluation Data Source(s) 1:** Campus technology inventory (campus & classroom), 1 to 1 ChromeBook initiative

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Maintain a campus technology inventory for teachers/staff	administrators, District technology department	inventory and schedule of use			
2) Maintain and repair technology resources and materials in a timely manner to ensure availability to students	Administrators, teachers, district technology department	Helpdesk ticket logs and times, campus teacher student use logs			
3) Promote technology integration through professional development opportunities, PLC collaboration	Administrators, campus instructional coach, teachers	Lesson plans, horizontal and vertical team agendas			
					

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 2:** Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring.

**Evaluation Data Source(s) 2:** Master schedule, campus and class rosters

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Effective use of campus staff units to maintain class sizes below 30	administrators	campus master schedule, class rosters			
					

# Goal 5: Prepare students for a successful life beyond high school

**Performance Objective 1:** Implement College and Career Readiness curriculum and experiences

**Evaluation Data Source(s) 1:** End of the Year survey results, campus yearly calendar of events, Map Your Future Mondays

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Promote goal setting and college awareness and exposure through Think College Thursdays	Administrators, Teachers	Thursday activities, agendas, student feedback			
2) Implement and focus on various careers through district provided videos with students	Administrators, Counselor, ELA teachers	Lesson plans, student writing samples, schedules and student and community feedback			
					

# Goal 6: Celebrate our Excellence

**Performance Objective 1:** Provide a platform for students and staff to be recognized to celebrate individual and collective successes

**Evaluation Data Source(s) 1:** Patriot Pride Assembly Agendas, Campus list of student recognitions, Personal feedback to students through notes, conversations and email, Jimmy John's Student of the Week, Big D Teacher of the Week

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Patriot Pride Assemblies at the end of every grading period	Administrators, teachers	Assembly dates, agendas, student and staff recognitions			
2) Personal notes to students and staff for appreciation and accomplishments	administrators, teachers	Wylie Way Staff Board, written notes, You Make a Difference Awards			
3) Campus communication and celebration through Facebook, Twitter, Skyward	Administrators	Facebook and Twitter posts, Skyward Emails through Family Access			
4) 4) Student of the Week identification and recognition	Administrators	Marquee posts, Facebook and Twitter Posts			
					



**Goal 6:** Celebrate our Excellence

**Performance Objective 2:** Identify, recognize and utilize the individual strengths of students and staff campus wide

**Evaluation Data Source(s) 2:** Student strength surveys and results, campus student and staff agendas, meeting and assembly notes

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Classroom guidance on identifying student strengths and learning styles, pairing personalities with interests	Administrators, Counselor, Teachers	Lesson Plans, activities, student and staff feedback			
2) Staff completes Gallup Strengths survey, PD on strengths knowledge and characteristics, communicate individual staff strengths out to all staff members	administrators, district HR staff	Staff survey results, staff meeting agendas, horizontal and vertical team agendas			

# Goal 7: Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** Provide opportunities for students to compete in extra curricular activities

**Evaluation Data Source(s) 1:** Future Problems Solvers, UIL Competition events, Student Council, Smart Kids, Geography Bee, Battle of the Books rosters and successes

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Formulate campus UIL teams to compete at the district UIL Competition in February or 2019	Campus UIL Coordinator, Campus Administration	Participation in competitions, awards and achievements			
					

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Disaggregate data to identify individual student needs
2	2	7	Utilize balanced literacy practices PD presented by reading specialist to increase reading fluency and comprehension for all of our students, including students serviced in Special Education.

# State Compensatory

## Budget for Draper Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6118 00 046 024 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,675.57
<b>6100 Subtotal:</b>		<b>\$56,675.57</b>
<b>6300 Supplies and Services</b>		
199E11639800046024033	6399 General Supplies	\$6,120.00
<b>6300 Subtotal:</b>		<b>\$6,120.00</b>

**Personnel for Draper Intermediate School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bahvi Kapadia	Alpha-phonics	Dyslexia	1

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Beth Craighead	Principal
Administrator	Joanne Montes	Assistant Principal
Administrator	Karrie George	Assistant Principal
Classroom Teacher	Ripley Grogan	Teacher
Classroom Teacher	Jill Fajerson	Teacher
Parent	Rachel Pakebusch	Parent
Parent	Krista Konuk	Parent
Community Representative	Judy Brewster	Community Member
Business Representative	Charles Rothermel	Business Representative

# District Funding Summary

<b>State Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Leveled Reading Materials and Resources		\$0.00
2	1	4	Leveled Reading & Math Resources		\$0.00
2	1	9	Balanced Literacy Consultant		\$0.00
2	1	12	Science Vocabulary Resources and Materials		\$0.00
2	2	2	Reading and Math Resources at varied levels		\$0.00
2	2	3	Reading and Math Resources		\$0.00
2	2	7	Balanced Literacy Materials and Consultant		\$0.00
2	2	8	Alpha Phonics Staff and Materials		\$0.00
2	4	1	Alpha Phonics Staff		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,080.00
<b>+/- Difference</b>					<b>\$11,080.00</b>
<b>State ELL Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	LLI Resources and Materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,892.00
<b>+/- Difference</b>					<b>\$4,892.00</b>
<b>Grand Total</b>					\$0.00

# Addendums



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
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GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

PROHIBITED  
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING  
PROCEDURES

STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

DEFINITION OF  
DISTRICT  
OFFICIALS  
TITLE IX  
COORDINATOR

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA/  
SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

STUDENT WELFARE  
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FFH  
(LOCAL)

and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL  
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE  
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF  
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION  
PROHIBITED  
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE  
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.