

**Wylie Independent School District**  
**Draper Intermediate School**  
**2023-2024 Improvement Plan**



## **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.

## **Vision**

Our statement “Every Kid, Every Day, Every Way!” reflects our commitment and beliefs. To educate all students to their highest levels of achievement, form positive relationships, and equip them to be productive, ethical, and compassionate members of society with a growth mindset.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- At Draper, we are a highly diverse campus. Below are some specifics in regards to our students as of 2023-24
- African American- 13.75%  
Hispanic- 18.28%  
White- 34%  
Asian- 28.3%  
Two or More- 4.65%
- American Ind – 0.3%  
Nat Hawaiian – 0.2%  
Economically Disadvantaged- 27.5%  
ELL- 21%

### Demographics Strengths

Our diverse staff and student groups are a demographic strength at Draper. This diversity provides multiple perspectives when problem-solving and creating campus processes/procedures. Having a diverse population fosters an accepting and productive learning environment for all where students can connect with adults that are similar to themselves based on race, religion, and gender.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Developing opportunities to include our families and community in school events. **Root Cause:** Hours/days of availability and inclusiveness

# Student Learning

## Student Learning Summary

MAP Data: Fall 2023

5 Reading- 84% of students are above the 40th percentile

5 Math- 88% of students are above the 40th percentile

5 Science- 87% of students are above the 40th percentile

6 Reading- 87% of students are above the 40th percentile

6 Math- 89% of students are above the 40th percentile

STAAR Data: Spring 2023

5 Reading- 87% of students met approached or higher

5 Math- 92% of students met approached or higher

5 Science- 82% of students met approached or higher

6 Reading- 88% of students met approached or higher

6 Math- 90% of students met approached or higher

Attention to ELL and Special Education students continue to be a focus.

Efforts to grow and challenge advanced learners is needed.

All data continues to support differentiated instruction in reading, math, and science.

## Student Learning Strengths

MAP Data: Fall 2023

5 Reading- 69% of students are above the 60th percentile

5 Math- 69% of students are above the 60th percentile

5 Science- 71% of students are above the 60th percentile

6 Reading- 72% of students are above the 60th percentile

6 Math- 72% of students are above the 60th percentile

STAAR Data: Spring 2023

5 Reading- 46% of students met masters

5 Math- 44% of students met masters

5 Science- 31% of students masters

6 Reading- 35% of students met masters

6 Math- 37% of students met masters

A majority of our students continue to perform above grade level.

All data continues to support differentiated instruction in reading, math, and science.

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

**Problem Statement 1:** Beginning of the year MAP data has historically decreased in reading and math over the past couple of years. **Root Cause:** Instructional rigor level

# School Processes & Programs

## School Processes & Programs Summary

- The master schedule is designed to support all core subject teachers being available weekly to meet horizontally and vertically for collaboration within a professional learning community.
- District and campus instructional/intervention specialists participate in the weekly department collaborations.
- Collaboration PACE and RACE guides are utilized to design learning for students and strengthen instructional practice with staff.
- Patriot Plus provides time within the daily schedule for students to receive intervention and extensions in social studies.
- Essential Plus provides time within the daily schedule for students to receive intervention and extension in reading, math and science.
- Differentiated instruction is designed to provide rigorous learning for all students within the classrooms.
- Implementation of a researched RtI system to monitor and support learning.
- Read 180, System 44, Lexia, Compass, Education Galaxy will be used to support grade-level reading for all students.
- Multiple sources of data such as MAP, STAAR, District Unit Assessments, and Common Assessment are analyzed to improve instructional practice and student achievement.
- Staff are included on campus-wide teams which focus on: Restorative Discipline, Extensions, and PLC leadership and practices.

## School Processes & Programs Strengths

- The master schedule is designed to support all core subject teachers being available weekly to meet horizontally and vertically for collaboration within a professional learning community.
- Patriot Plus and Essential Plus provides time within the daily schedule for students to receive intervention and extensions.
- Implementation of a researched RtI system to monitor and support learning.
- Staff are included on campus-wide teams which focus on: Restorative Discipline, Extensions, and PLC leadership and practices.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Research and implementation of a RtI system for reading, science and math with a focus on Tier I classroom instruction and systemized Tier 2 and Tier 3 system. **Root Cause:** Diverse student needs for individual intervention and extensions to ensure all student grow.

# Perceptions

## Perceptions Summary

Campus Climate as indicated by student surveys:

- Students participate in formal and informal circles to build relationships.
- Students complete the survey Close Gap weekly.
- Students participate in SEL lessons and HERO lessons weekly to align with student needs.

Community Partnerships:

- Horace Mann supports our teachers during schedule pick up, teacher appreciation week, and at term celebrations.
- Community members volunteer as Watch Dogs
- Draper PTA provides lunches, shows appreciation for staff, organizes events that promote a positive school culture and climate.

Our campus follows district guidelines and procedures to promote safety.

Routine drills are held throughout the year on campus for weather, fire, and lock downs.

Restorative practices, the HERO chart and Treatment agreements are used to build relationships and remain accountable.

Frequent communication is available via social media, email, the marquee, newsletters, staff webpages.

Draper has been named a model PLC campus, which drives our vision, values, beliefs, and goals.

## Perceptions Strengths

- Restorative practices, the HERO chart and Treatment agreements are used to build relationships and remain accountable.
- Draper has been named a model PLC campus, which drives our vision, values, beliefs, and goals.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Sustaining growth as a Professional Learning Community **Root Cause:** Induction and support for new staff members



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- 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
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**





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

# Goals

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

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





**Evaluation Data Sources:** Skyward discipline entries, counselor lessons, circles, relationship/SEL survey results, HERO lessons, daily attendance, campus discipline data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement "The Wylie Way", Focus on Relationships, Restorative Practices, Circles, Core Values, Bully Prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Me posters, SEL lessons, HERO lessons, student staff recognitions, positive office referrals, Principal 200, teacher badging, the Wylie Way core values, Decrease in office referrals and bullying incidents</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff, Campus behavior and restorative practice teams</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Survey students to identify individual student strengths.</p> <p><b>Strategy's Expected Result/Impact:</b> Student survey results, Behavior Root Analysis Inventory</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus staff, Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop a Campus Crisis Plan and review with all campus staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Crisis Plan, Crisis Drill Logs, Improvement on effective response time and feedback from City emergency personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Student surveys and feedback, parent surveys and feedback, counselor visits, attendance data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Student Lessons focused on student connections and self awareness. <b>Strategy's Expected Result/Impact:</b> Student survey, staff and student assignments, activity plans <b>Staff Responsible for Monitoring:</b> Campus Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Draper General Store -increase positive student behavior through positive behavioral incentives <b>Strategy's Expected Result/Impact:</b> Student positive incentives using Draper Dollars <b>Staff Responsible for Monitoring:</b> Campus Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Close monitoring and frequent communication with families low in attendance to provide specific supports to families. <b>Strategy's Expected Result/Impact:</b> Maintain and/or increase campus attendance rate <b>Staff Responsible for Monitoring:</b> Campus Staff, Attendance Clerk	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 Sources:** Campus parent involvement/meeting agendas, PTA membership, WatchDOGS, Adventure Camp Chaperones

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and support the Parent Teacher Organization (PTA). <b>Strategy's Expected Result/Impact:</b> PTA meeting agendas, surveys, and success of student and staff activities <b>Staff Responsible for Monitoring:</b> PTA Officers, Administrators, Campus Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase participation in volunteered events. <b>Strategy's Expected Result/Impact:</b> Improve campus climate, communication, and relationships. <b>Staff Responsible for Monitoring:</b> Administrators, Campus staff, and PTA Volunteers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Engagement and participation in Campus Showcase/ Family Nights. <b>Strategy's Expected Result/Impact:</b> Improve student learning outcomes and relationships with families.  Attendance logs, advertisement on social media and Skyward, student and parent programs and participation <b>Staff Responsible for Monitoring:</b> Administrators, Campus Staff, Campus extension team  <b>Additional Targeted Support Strategy</b>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4:** Enhance the values of the community using the campus character survey.





**Evaluation Data Sources:** Student surveys and feedback, parent surveys and feedback, counselor visits and data, discipline referrals

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement all activities on the district designated Wylie Way Days. <b>Strategy's Expected Result/Impact:</b> Increased character development, social skills, and emotional intelligence. <b>Staff Responsible for Monitoring:</b> Administrators, Campus Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Wylie Core Values feedback, Shining the Way awards, and an increase in Positive Office Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> By the end of the 2nd grading period, adults and students will have a common understanding regarding the core values of CARING/GIVING. <b>Strategy's Expected Result/Impact:</b> Wylie Core Values feedback, Shining the Way awards, and an increase in Positive Office Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> By the end of the 3rd grading period, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION. <b>Strategy's Expected Result/Impact:</b> Wylie Core Values feedback, Shining the Way awards, and an increase in Positive Office Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> By the end of the 4th grading period, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION. <b>Strategy's Expected Result/Impact:</b> Wylie Core Values feedback, Shining the Way awards, and an increase in Positive Office Referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Classroom guidance lesson plans, Circles, Wylie Way Days, student and staff feedback, Draper HERO lessons and Draper store

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Classroom guidance lessons provided throughout the year on the core values <b>Strategy's Expected Result/Impact:</b> Lesson plans, student and staff feedback <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Identify behaviors on the HERO chart each grading period and strengthen relationships highlighting those behaviors. <b>Strategy's Expected Result/Impact:</b> Activity/Lessons, student and staff feedback, positive office referrals reflecting HERO behaviors <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff,	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize restorative practice to develop core values between students, staff, and the campus. <b>Strategy's Expected Result/Impact:</b> Restorative practices, decreased referrals, circles, increased positive office referrals <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Campus staff, Campus restorative practices team	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 2:** Ensure academic achievement for all students through 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 Sources:** Campus and District assessment results, MAP results, walkthrough data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Disaggregate data to identify individual student needs. <b>Strategy's Expected Result/Impact:</b> Weekly Vertical & Horizontal Team Agendas, Classroom observations, MAP data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement the Fundamental 5 instructional strategies campus wide. <b>Strategy's Expected Result/Impact:</b> Fundamental 5 and Intermediate walkthrough data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Guiding Coalition, Teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement small group differentiated instruction. <b>Strategy's Expected Result/Impact:</b> Weekly Vertical & Horizontal Meeting Agendas, Classroom observations, MAP data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers  <b>Funding Sources:</b> Leveled Reading Materials and Resources - State Comp Ed	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide interventions based on student need (RTI). <b>Strategy's Expected Result/Impact:</b> Weekly Vertical & Horizontal Meeting Agendas, Classroom observations, MAP data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Interventionists, Teachers  <b>Funding Sources:</b> Leveled Reading & Math Resources - State Comp Ed, - State ELL Allotment	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement tiered (differentiated) lessons. <b>Strategy's Expected Result/Impact:</b> Department collaboration, consensus protocols, student products, expert feedback, walkthrough data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide classroom instruction at the performance standard of the TEKS (increased rigor). <b>Strategy's Expected Result/Impact:</b> Classroom observations, Lesson plans, Rigor Walkthrough Feedback, Fundamental 5 Walkthrough <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide extensions based on student need (RTI). <b>Strategy's Expected Result/Impact:</b> Weekly Vertical & Horizontal Meeting Agendas, Classroom observations, MAP data <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Campus extension team, Teachers  <b>Funding Sources:</b> - State Comp Ed	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Collaborate with peers (PLC), campus and district specialists about student performance utilizing professional development resources. <b>Strategy's Expected Result/Impact:</b> Weekly Vertical & Horizontal Meeting Agendas, Faculty Meetings, Campus/District Professional Development, Application of professional development resources <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Guiding Coalition, Campus collaborative team, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide professional development opportunities and support as needed for implementation of Differentiated Instruction. <b>Strategy's Expected Result/Impact:</b> Vertical and Horizontal Team Meeting Agendas, Lesson Plans, Campus and District Professional Development Schedules <b>Staff Responsible for Monitoring:</b> Administrators, District Specialists, Campus Instructional Coach, Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Balanced Literacy Consultant - State Comp Ed	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> ESL teachers are utilized for intentional language acquisition for students needing additional assistance. <b>Strategy's Expected Result/Impact:</b> ESL daily schedule, Walk Through documentation <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>Funding Sources:</b> - State ELL Allotment	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Increase Advanced Academic opportunities for 5th/6th grade in math, language arts and science. <b>Strategy's Expected Result/Impact:</b> Master Schedule, Teacher Roster/Assignments <b>Staff Responsible for Monitoring:</b> Administrators, District Advanced Academics Personnel, Campus Instructional Coach, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Develop academic vocabulary in all content areas to increase comprehension and achievement. <b>Strategy's Expected Result/Impact:</b> Classroom Observations, Lesson Plans, Walkthroughs, MAP scores <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers  <b>Funding Sources:</b> Vocabulary Resources and Materials - State Comp Ed, - State ELL Allotment	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Math interventionist is utilized for math support. <b>Strategy's Expected Result/Impact:</b> Patriot Plus daily schedule, Walk Through documentation <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Comp Ed	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Increase the performance of At Risk Students and close learning gaps.

**Evaluation Data Sources:** Campus and district assessment results, MAP data, STAAR results, PBMAS results.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Disaggregate data to identify individual student needs.  <b>Strategy's Expected Result/Impact:</b> Weekly PLC Agendas, Classroom observations, MAP data  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers   <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement small group differentiated instruction.  <b>Strategy's Expected Result/Impact:</b> Weekly PLC Agenda, Classroom observations, MAP data, classroom observations, lesson plans, Read 180  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers   <b>Funding Sources:</b> Reading and Math Resources at varied levels - State Comp Ed</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide Tier Interventions based on student need (RTI).  <b>Strategy's Expected Result/Impact:</b> Weekly PLC Agendas, Student MAP data, Lesson Plans  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Interventionists, Teachers   <b>Funding Sources:</b> Reading and Math Resources - State Comp Ed, - State ELL Allotment</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide classroom instruction at the performance standard of the TEKS (increase rigor).  <b>Strategy's Expected Result/Impact:</b> Classroom observations, Lesson plans, STAAR Rigor walk through feedback  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase Advanced Academic opportunities for 5th/6th grade in math, language arts and science.  <b>Strategy's Expected Result/Impact:</b> Master Schedule, Teacher Roster/Assignments  <b>Staff Responsible for Monitoring:</b> Administrators, District Advanced Academics Personnel, Campus Instructional Coach, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Collaborate with peers (PLC), campus and district specialists about student performance utilizing professional development resources.  <b>Strategy's Expected Result/Impact:</b> Weekly Vertical &amp; Horizontal Meeting Agendas, Faculty Meetings, Campus/District Professional Development, Application of professional development resources  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Guiding Coalition, Campus collaborative team, Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize balanced literacy practices to increase reading fluency and comprehension for all students, including students serviced in Special Education using READ 180 and System 44 supported by reading specialists.  <b>Strategy's Expected Result/Impact:</b> Reading Specialists, Vertical and Horizontal Agendas, Walk Through Documentation, Master Schedule  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Specialist, Teachers   <b>Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> Balanced Literacy Materials and Consultant - State Comp Ed</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students with Dyslexia services attend Alpha Phonics weekly.  <b>Strategy's Expected Result/Impact:</b> Master Schedule, Walk Through Documentation. MAP reading data  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers   <b>Funding Sources:</b> Alpha Phonics Staff and Materials - State Comp Ed</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** Decreasing dropout rates by implementing relationship building opportunities





**Evaluation Data Sources:** Guidance lessons, relationship surveys, restorative circles, Wylie Way days, HERO lessons, treatment agreements

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a relational practices schedule that allows for emotional support and class building. <b>Strategy's Expected Result/Impact:</b> Students building relationships through self-awareness and team building. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Administer student strengths and relationship surveys. <b>Strategy's Expected Result/Impact:</b> Measuring relationships and celebrating students' identified strengths. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students complete Close Gap survey weekly to self regulate and request support. <b>Strategy's Expected Result/Impact:</b> Increased understanding about self and opportunities to learn how to manage emotions. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** master schedule, class rosters, student progress in program, MAP reading data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Embed dyslexia therapy/services within the master schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress in reading</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Dyslexia therapist</p> <p><b>Funding Sources:</b> Alpha Phonics Staff - State Comp Ed</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 5:** The district will meet the needs of McKinney-Vento Act students.

**Evaluation Data Sources:** monitor student lists, counselor referrals





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide staff development session for district counselors and teachers. <b>Strategy's Expected Result/Impact:</b> providing resources and services for McKinney-Vento students <b>Staff Responsible for Monitoring:</b> District Personnel, counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento act students. <b>Strategy's Expected Result/Impact:</b> identify and monitor the needs of the McKinney-Vento students <b>Staff Responsible for Monitoring:</b> District Personnel, counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance. <b>Strategy's Expected Result/Impact:</b> Addressing needs and providing participation opportunities for McKinney Vento students <b>Staff Responsible for Monitoring:</b> District Personnel, counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** Ensure academic achievement for all students through 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 Sources:** Campus Wellness Team, Fitness gram, Participation in School Community Wellness Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Messages, announcements, advertisements from student nutrition</p> <p><b>Staff Responsible for Monitoring:</b> Student Nutrition Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 for nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy nutrition curriculum, resources and materials plans</p> <p><b>Staff Responsible for Monitoring:</b> Student Nutrition Staff, District Personnel</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule and PE Lesson Plans and activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Physical Education Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The district/campus shall encourage students, parents, staff and community members to use the district's recreational facilities, such as tracks and playgrounds, that are available outside of the school day in accordance to district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Usage of recreational facilities by students and community members</p> <p><b>Staff Responsible for Monitoring:</b> District Personnel</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Prepare students for a successful life beyond high school.

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





**Evaluation Data Sources:** End of the Year survey results, campus yearly calendar of events, Map Your Future Mondays, College Thursdays

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote goal setting and college awareness and exposure. <b>Strategy's Expected Result/Impact:</b> Think College Thursday activities, rotation ACT classes, agendas, student feedback <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement student achievement profiles on Wylie Way days to set goals, identify strengths, and select future careers. <b>Strategy's Expected Result/Impact:</b> Increased awareness of strengths, goals, and future plans <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, core content teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain and value quality staff.

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





**Evaluation Data Sources:** Campus and District Assessment results, MAP data, STAAR results, Attendance at Vertical and Horizontal meetings, Walk-through data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor and observe teacher interactions with Wylie ISD curriculum, resources and materials. <b>Strategy's Expected Result/Impact:</b> Observation, increased student achievement scores <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher and staff collaboration through Professional Learning Teams. <b>Strategy's Expected Result/Impact:</b> Observation, Horizontal and Vertical Team agendas and protocols, increased student achievement scores <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Guiding Coalition, Campus collaborative team, Interventionist, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain and value quality staff.

**Performance Objective 2:** Provide ongoing embedded professional development into classroom practice.





**Evaluation Data Sources:** Professional Development opportunities, T-TESS Evaluations, Campus and District Walk-through Data, PLC agendas and meeting calendars

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Consistently identify and provide campus professional development needs and instruction. <b>Strategy's Expected Result/Impact:</b> PD schedules, classroom observation, and Vertical/Horizontal Meetings <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide continued professional development through embedded PLC opportunities. <b>Strategy's Expected Result/Impact:</b> Professional development attendance, Horizontal and Vertical Team agendas, increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Campus collaborative team, Guiding coalition, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain and value quality staff.

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





**Evaluation Data Sources:** Campus and district assessment results, MAP growth reports, campus and district communication records, Attendance at Vertical and Horizontal meetings

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Facilitate Campus Data Meetings with district personnel. <b>Strategy's Expected Result/Impact:</b> data meeting agendas, increase in student achievement <b>Staff Responsible for Monitoring:</b> Administrators, District Personnel	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Analyze campus and department data through collaborative meetings working as a PLC. <b>Strategy's Expected Result/Impact:</b> Horizontal and Vertical Team agendas, department data, increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Guiding coalition	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain and value quality staff.

**Performance Objective 4:** Work collaboratively with universities and other programs, as a model professional development campus, providing observations, internships and learning for student teachers.





**Evaluation Data Sources:** Campus, district and program survey results, student teacher observations, and program evaluations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participation in weekly cooperating teacher meetings and department collaboration. <b>Strategy's Expected Result/Impact:</b> Classroom observations of student teachers <b>Staff Responsible for Monitoring:</b> Administrators. Cooperating teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide staff development through classroom observations and collaborative meetings for student teachers. <b>Strategy's Expected Result/Impact:</b> Staff development logs and student teacher feedback <b>Staff Responsible for Monitoring:</b> Administrators, Cooperating teachers, Campus Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaboration between administrator and program supervisors to coordinate and schedule a productive teaching and learning experience for student teachers. <b>Strategy's Expected Result/Impact:</b> classroom observation, participation in collaborative meetings, feedback <b>Staff Responsible for Monitoring:</b> Administrator, Program supervisors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain and value quality staff.

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





**Evaluation Data Sources:** Training rosters and completion certificates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff members will be required to complete specific compliance courses to ensure our school safety.  <b>Strategy's Expected Result/Impact:</b> Safe and inviting work environment, Completion certificate documentation  <b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Attract, retain and value quality staff.

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

**Evaluation Data Sources:** District Job Fairs, Website Information, Teacher Job Network





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in district and campus job fairs and staff recruitment. <b>Strategy's Expected Result/Impact:</b> Job fair resumes, interviews, new hires of highly effective staff <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement activities that promote positive climate and interactions amongst staff. <b>Strategy's Expected Result/Impact:</b> Increased climate and relationships among staff members. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 5:** Manage growth to ensure functional equity.

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





**Evaluation Data Sources:** Campus technology inventory, 1 to 1 ChromeBook program

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain a campus technology inventory for staff and students. <b>Strategy's Expected Result/Impact:</b> Inventory and Schedule of Use <b>Staff Responsible for Monitoring:</b> Administrators, District Technology Department	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain and repair technology resources and materials in a timely manner to ensure availability. <b>Strategy's Expected Result/Impact:</b> Help Desk ticket logs and times, staff and student use logs <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, District Technology Department	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Promote technology integration through professional development opportunities and PLC collaboration. <b>Strategy's Expected Result/Impact:</b> Lesson plans, horizontal and vertical team agendas <b>Staff Responsible for Monitoring:</b> Administrators, Campus Instructional Coach, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Manage growth to ensure functional equity.

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





**Evaluation Data Sources:** Master schedule, campus and class rosters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Effectively utilize campus staff units to maintain low class sizes. <b>Strategy's Expected Result/Impact:</b> Campus Master Schedule, Class Rosters <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 5:** Manage growth to ensure functional equity.

**Performance Objective 3:** By the end of the 2023-24 school year, all language arts teachers who teach ELL students will have their ESL Supplemental Certification.





**Evaluation Data Sources:** Certification verification

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Administrative Team will audit their Language Arts teachers to determine who is in need of the ESL certification. <b>Strategy's Expected Result/Impact:</b> Qualified staff, student achievement <b>Staff Responsible for Monitoring:</b> District Personnel	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the cost of the assessment. <b>Strategy's Expected Result/Impact:</b> Qualified staff, student achievement <b>Staff Responsible for Monitoring:</b> District Personnel	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** 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 Sources:** Future Problems Solvers, UIL Competitions, Student Council, Geography Bee, Spelling Bee, Draper General Store, Safety Patrol, Cooking Club, Drama Kids

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Form Campus UIL teams to compete at the District UIL Competition during second semester . <b>Strategy's Expected Result/Impact:</b> Participation in competitions, awards, achievements <b>Staff Responsible for Monitoring:</b> Administrators, Campus UIL Coordinator, UIL Coaches	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Form Campus Future Problem Solver Teams. <b>Strategy's Expected Result/Impact:</b> Participation in competitions, awards, achievements <b>Staff Responsible for Monitoring:</b> Administrators, Campus FPS Sponsors	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students participate in a Geography Bee. <b>Strategy's Expected Result/Impact:</b> Participation in competitions, awards, achievements <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students participate in a Spelling Bee. <b>Strategy's Expected Result/Impact:</b> Participation in competitions, awards, achievements <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students participate in Draper General Store. <b>Strategy's Expected Result/Impact:</b> Increase in positive behavior and introduction to real world skills. <b>Staff Responsible for Monitoring:</b> Draper General Team, Campus administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Celebrate our Excellence.

**Performance Objective 1:** Scheduled events to celebrate students and staff recognitions and successes.





**Evaluation Data Sources:** Patriot Pride Assembly Agendas, Wylie Way awards, Shining the Way awards Individual feedback using notes and praise, Jimmy John's Student of the Week, Teacher of the Week, Positive office referral monthly drawings.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Schedule Patriot Pride Assemblies at the end of every grading period. <b>Strategy's Expected Result/Impact:</b> Assembly dates, agendas, student and staff recognitions <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send personal notes to students and staff for appreciation and accomplishments. <b>Strategy's Expected Result/Impact:</b> Wylie Way Staff Board, VLE entries, written notes, You Make a Difference Awards <b>Staff Responsible for Monitoring:</b> Administrators, Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide campus communication and celebration using a variety of media. <b>Strategy's Expected Result/Impact:</b> Facebook/Twitter posts, marquee, newsletters, webpages, Skyward emails <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 4) Choose student of the week for identification and recognition. <b>Strategy's Expected Result/Impact:</b> Marquee posts, Facebook /Twitter Posts, Jimmy John's <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Celebrate our Excellence.

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

**Evaluation Data Sources:** Student surveys and results, meeting and assembly notes, participation on campus teams

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide classroom guidance for identifying student strengths, learning styles, pairing personalities with interests. <b>Strategy's Expected Result/Impact:</b> Wylie Way days, Lesson Plans, activities, student and staff feedback <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff completes Gallup Strengths survey, PD on strengths knowledge and characteristics, communicate individual staff strengths to teams <b>Strategy's Expected Result/Impact:</b> Wylie Way days, Staff survey results, staff meeting agendas, horizontal and vertical team agendas <b>Staff Responsible for Monitoring:</b> Administrators, District HR Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Draper Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Draper Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
LaNaye Reid	Alpha-phonics	1

# Campus Funding Summary

State Comp Ed					
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	7			\$0.00
2	1	9	Balanced Literacy Consultant		\$0.00
2	1	12	Vocabulary Resources and Materials		\$0.00
2	1	13			\$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>					\$15,900.00
<b>+/- Difference</b>					\$15,900.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
2	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,012.00
<b>+/- Difference</b>					\$5,012.00
<b>Grand Total Budgeted</b>					\$20,912.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$20,912.00



# 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.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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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

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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)]

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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>

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	<p>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.</p>
CRIMINAL INVESTIGATION	<p>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.</p>
CONCLUDING THE INVESTIGATION	<p>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.</p> <p>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.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
DISTRICT ACTION PROHIBITED CONDUCT	<p>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.</p>
CORRECTIVE ACTION	<p>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.</p>
BULLYING	<p>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.</p>

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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.



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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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.

STUDENT WELFARE  
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.

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STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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  
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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)]

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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>

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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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.