Wylie Independent School District

Draper Intermediate School

2024-2025 Campus Improvement Plan

Mission Statement

At Draper Intermediate School, we are committed to fostering an inclusive, dynamic environment that celebrates diversity and promotes a love for learning. We empower every student to reach their full potential through innovative teaching and supportive collaboration preparing them to be compassionate and responsible members of society.

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

Revised/Approved: September 23, 2024

Demographics

Demographics Summary

At Draper, we are a highly diverse campus. Below are some specifics in regards to our students as of 2024-25

- African American - 14.11%
- Asian - 28.32%
- White - 32.81%
- Two or More - 5.43%
- American Indian - 0.52%
- Native Hawaiian - 0.21%

Economically Disadvantaged - 28.32%

Emergent Bilingual - 19.64%

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

Beginning of Year MAP

5th Grade Math - 72% of students above the 60th percentile

5th Grade Reading - 71% of students above the 60th percentile

5th Grade Science - 78% of students above the 60th percentile

6th Grade Math - 71% of students above the 60th percentile

6th Grade Reading - 66% of students above the 60th percentile

2024 Spring STAAR

5th Grade Math - 94% of students met approached or higher

5th Grade Reading - 89% of students met approached or higher

5th Grade Science - 84% of students met approached or higher

6th Grade Math - 90% of students met approached or higher

6th Grade Reading - 91% of students met approached or higher

Attention to Emergent Bilingual students continues to be a focus.

All data continues to support that the efforts to grow and challenge advanced learners is needed.

Student Learning Strengths

2024 Spring STAAR

5th Grade Math - 39% of students scored masters

5th Grade Reading - 43% of students scored masters

5th Grade Science - 30% of students scored masters

6th Grade Math - 30% of students scored masters

6th Grade Reading - 49% of students scored masters

Beginning of year MAP

346 students are above the 80th percentile in Reading

382 students are above the 80th percentile in Math

A majority of students continue to perform above grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ensuring high levels of growth for increasing number of students who have shown previous mastery of curriculum.   **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 usd 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: Implementation of campus wide MTSS system for reading, science, and math with a focus on Tier 1 classroom instruction and systemized Tier 2/Tier 3 systems.   **Root Cause:** Diverse student needs for individual intervention and extensions to ensure all students 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

Draper continues to maximize restorative practices, the HERO chart, and community agreements to enhance relationships, accountability, and student learning.

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

Problem Statement 1: Ensuring high levels of growth for increasing number of students who have shown previous mastery of curriculum.

Root Cause 1: Instructional rigor level.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Foster a strong sense of community & 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		
Strategy 1: Implement the "Wylie Way", Focus on Relationships, Restorative Practices, Circles, Core Values, Bully Prevention.	**Formative**		
Strategy's Expected Result/Impact: All About Me posters, SEL lessons, HERO lessons, student staff recognitions, positive office referrals, increase in positive office referrals, and decrease in office referrals and bullying incidents.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselor, campus staff, campus guiding coalition.			
Strategy 2 Details	Formative Reviews		
Strategy 2: Survey Students to identify individual student strengths	**Formative**		
Strategy's Expected Result/Impact: Student survey results, Student VIA strengths shirts, strengths shirt day.	**Dec**	**Mar**	**June**
Strategy 3 Details	Formative Reviews		
Strategy 3: Form Anti-Bully Committee to identify, implement, and oversee bully prevention methods.	**Formative**		
Strategy's Expected Result/Impact: Increase awareness of bully definition, decrease bully instances.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Anti-bully committee, campus staff.			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: Foster a strong sense of community & 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, attendance data, counseling visits.

Strategy 1 Details	Formative Reviews		
Strategy 1: HERO, SEL, and Guidance lessons focused on connections, self awareness, and coping skills.	**Formative**		
Strategy's Expected Result/Impact: Improved student survey results, less counseling visits, higher attendance counts.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Draper General Store - increase positive student behavior through positive behavioral incentives.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive student behaviors utilizing Draper Dollars.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Close monitoring and frequent communication with families low in attendance to provide specific support.	**Formative**		
Strategy's Expected Result/Impact: Increase campus attendance rate.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff, administration, attendance clerk.			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Goal 1: Foster a strong sense of community & 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: PTA Memberships, WatchDOGS participation, Adventure Camp Chaperones, Parent involvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and support the Parent Teacher Association (PTA)	**Formative**		
Strategy's Expected Result/Impact: Increased success of student and staff activities, parent involvement, and surveys.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: PTA officers, Administration, Campus Staff			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase participation in volunteer events	**Formative**		
Strategy's Expected Result/Impact: Improve campus climate, communication, and relationships	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus Staff, and PTA Volunteers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Engagement and participation in Campus showcases/Family Nights.	**Formative**		
Strategy's Expected Result/Impact: Improve relationships with families and student learning outcomes	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus Staff, PTA			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 4: Enhance the values of the community using character education.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement all activities on the district designated Wylie Way Days.	**Formative**		
Strategy's Expected Result/Impact: Increase character development, social skills, and emotional intelligence.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselors, campus staff.			

Strategy 2 Details	Formative Reviews		
Strategy 2: All students will take the VIA strengths test in 5th grade.	**Formative**		
Strategy's Expected Result/Impact: Identify core strengths, strengths day, increase in positive office referrals.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselors, Campus staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of the 1st grading term, adults and students will have a common definition and understanding regarding the core value of Respect/Responsibility.	**Formative**		
Strategy's Expected Result/Impact: Wylie Core Values Feedback, Shining the Way awards, increase in positive office referrals, decrease in Skyward discipline data.	**Dec**	**Mar**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: By the end of the 2nd grading term, adults and students will have a common definition and understanding regarding the core value of Caring/Giving	**Formative**		
Strategy's Expected Result/Impact: Wylie Core Values Feedback, Shining the Way awards, increase in positive office referrals, decrease in Skyward discipline data.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselors, Campus Staff			

Strategy 5 Details	Formative Reviews		
Strategy 5: By the end of the 3rd grading term, adults and students will have a common definition and understanding regarding the core value of Grit/Preparation.	**Formative**		
Strategy's Expected Result/Impact: Wylie Core Values Feedback, Shining the Way awards, increase in positive office referrals, decrease in Skyward discipline data.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus Staff, Counselors			

Strategy 6 Details	Formative Reviews		
Strategy 6: By the end of the 4th grading term, adults and students will have a common definition and understanding regarding the core value of Celebration/Gratitude.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Wylie Core Values Feedback, Shining the Way awards, increase in positive office referrals, decrease in Skyward discipline data. **Staff Responsible for Monitoring:** Administrators, Counselors, Campus Staff			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Foster a strong sense of community & 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 Day lessons, student and staff feedback, Draper HERO lessons, Draper Store schedules and numbers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom Guidance lessons provided throughout the year on core values and student trend needs.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive office referrals, increase relationship survey results. **Staff Responsible for Monitoring:** Counselors, Administration, Campus Staff	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify and teach behaviors on the HERO chart each grading period to strengthen relationships highlighting those behaviors.	**Formative**		
Strategy's Expected Result/Impact: Decrease in Skyward discipline data, increase in positive office referrals, increase in Draper General participation. **Staff Responsible for Monitoring:** Campus staff, Administration.	**Dec**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize restorative practices to develop relationships and strengthen core values between students, staff, and the campus.	**Formative**		
Strategy's Expected Result/Impact: Increase in circles, decrease in Skyward discipline data, increase in positive office referrals, increase student relationship survey results. **Staff Responsible for Monitoring:** Campus Staff, Administration	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational 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		
Strategy 1: Disaggregate data to identify individual student needs.	**Formative**		
Strategy's Expected Result/Impact: Increased differentiation and student achievement	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff.			
Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Fundamental 5 instructional strategies campus wide.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough data identifies increased fundamental 5 usage, increased student achievement.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, campus staff.			
Problem Statements: Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Kagan Student engagement strategies campus wide.	**Formative**		
Strategy's Expected Result/Impact: Increase student collaboration as shown in campus walkthroughs, increase academic achievement.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Campus Staff			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize essential plus scheduling to provide intervention and extension for students at all academic levels.	**Formative**		
Strategy's Expected Result/Impact: Differentiated instruction based on student need, increased achievement and growth for meets/masters students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, campus staff.			
Problem Statements: Student Learning 1			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide classroom instruction beginning at the state standard (TEKS) to increase rigor.	Formative		
Strategy's Expected Result/Impact: Increased rigor for students as seen through walkthrough feedback and assessment results. **Staff Responsible for Monitoring:** Administration, campus staff. **Problem Statements:** Student Learning 1	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Collaborate with peers (PLC), campus and district specialists about student performance utilizing professional development resources.	Formative		
Strategy's Expected Result/Impact: Increased collaboration during weekly PLC time (agendas) and increased academic achievement for student groups. **Staff Responsible for Monitoring:** Administration, campus staff, learning specialists.	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional development opportunities and support as needed for implementation of differentiated instruction.	Formative		
Strategy's Expected Result/Impact: Increased growth for all student groups as determined by MAP. **Staff Responsible for Monitoring:** Administration, campus staff. **Problem Statements:** Student Learning 1	Dec	Mar	June

Strategy 8 Details	Formative Reviews		
Strategy 8: ESL teachers utilized to instruct and support Emergent Bilingual students in Reading, Writing, Speaking, and Listening.	Formative		
Strategy's Expected Result/Impact: Increased growth for Emergent Bilingual students in RLA, Math, and Science, increased TELPAS growth. **Staff Responsible for Monitoring:** Administration, ESL teachers	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Increase the number of students in advanced classes in math, language arts, and science.	Formative		
Strategy's Expected Result/Impact: Increased rigor for students and increased achievement for students at the meets/masters level. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1	Dec	Mar	June

Strategy 10 Details		**Formative Reviews**		
Strategy 10: Utilize math interventionist for math support.		**Formative**		
Strategy's Expected Result/Impact: Increased growth and achievement in math. **Staff Responsible for Monitoring:** Administration, math interventionist.		**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ensuring high levels of growth for increasing number of students who have shown previous mastery of curriculum. **Root Cause**: Instructional rigor level.

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Disaggregate data to identify individual student needs.	Formative		
Strategy's Expected Result/Impact: Increased growth for all students, lessen the achievement gap.	Dec	Mar	June
Staff Responsible for Monitoring: Campus staff, administration, campus instructional coach			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement differentiated instructional strategies.	Formative		
Strategy's Expected Result/Impact: Increased growth for students in need of additional support.	Dec	Mar	June
Staff Responsible for Monitoring: Campus staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide tier interventions based on student need (MTSS)	Formative		
Strategy's Expected Result/Impact: Identify students in need of support and increased learning for students needing targeted support.	Dec	Mar	June
Staff Responsible for Monitoring: Math interventionist, ESL teachers, Special education staff, campus staff, administration			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide classroom instruction at the grade level of the TEKS (increased rigor)	Formative		
Strategy's Expected Result/Impact: Raise the "common floor" of instruction to a higher level. This will increase achievement for all students.	Dec	Mar	June
Staff Responsible for Monitoring: Campus staff, administration.			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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.	Formative		
Strategy's Expected Result/Impact: Increase reading comprehension and fluency for students of all levels.	Dec	Mar	June
Staff Responsible for Monitoring: Campus instructional coach, administration, and campus reading staff.			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students with Dyslexia attend Alpha Phonics direct instruction	**Formative**		
Strategy's Expected Result/Impact: Increased comprehension and fluency for students with dyslexia. Master schedule adjustments. **Staff Responsible for Monitoring:** Dyslexia therapist, campus staff, administration.	**Dec**	**Mar**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide accelerated instruction for students who meet HB4545 eligibility requirements.	**Formative**		
Strategy's Expected Result/Impact: Increased achievement for students who did not approach grade level on last year's STAAR.	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 3: The district will meet the needs of McKinney-Vento Act students.

Evaluation Data Sources: Monitor student lists, counselor referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data to increase the awareness and needs of the McKinney-Vinto act students.	**Formative**		
Strategy's Expected Result/Impact: Increased needs met of McKinney-Vinto act students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselors, campus staff.			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance.	**Formative**		
Strategy's Expected Result/Impact: Addressing needs and providing participation opportunities for McKinney Vento students	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: District personnel, counselors			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 4: Decrease dropout rates by implementing relationship building opportunities

Evaluation Data Sources: Guidance lessons, relationship surveys, restorative practices, Wylie Way days, HERO lessons, classroom agreements, skyward referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a Social Emotional Learning schedule that allows for emotional support and class building.	**Formative**		
Strategy's Expected Result/Impact: Students build relationships through self-awareness and team building	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselors, teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Administer student strengths and relationship surveys.	**Formative**		
Strategy's Expected Result/Impact: Improved relationship survey results and celebrating students' identified strengths.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students complete campus "check-in" survey weekly to self regulate and request support.	**Formative**		
Strategy's Expected Result/Impact: Increased understanding about self and opportunities to learn how to manage emotions.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, administration, campus staff			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 5: 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 data, participation in campus wellness events.

Strategy 1 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved nutritional choices, awareness, and health for students. **Staff Responsible for Monitoring:** Student Nutrition Staff, District Personnel			

Strategy 2 Details	Formative Reviews		
Strategy 2: The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum aras and provision of professional development to staff responsible for nutrition education.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved nutritional choices, awareness, and health for students. **Staff Responsible for Monitoring:** Student Nutrition Staff, District Personnel			

Strategy 3 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increased awareness of importance of physical activity for students. **Staff Responsible for Monitoring:** Administration, Physical Education Staff			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Usage of recreational facilities **Staff Responsible for Monitoring:** District Personnel.			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 6: 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		
Strategy 1: Embed dyslexia therapy/services within the master schedule.	**Formative**		
Strategy's Expected Result/Impact: Student progress in reading.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, dyslexia therapist.			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 7: Host a "Patriot Preview" night to increase parent involvement and communication amongst families and staff.

Evaluation Data Sources: Parent survey results, student achievement, Patriot Preview schedule

Strategy 1 Details			Formative Reviews		
Strategy 1: Parents rotate student's schedule to learn teacher procedures, expectations, grading policy, and curriculum for the year.			**Formative**		
Strategy's Expected Result/Impact: Increased parent engagement, increased communication amongst staff and parents.			**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 8: Provide services for students identified as Emergent Bilingual.

Evaluation Data Sources: Master schedule, class rosters, EB schedule, MAP data, TELPAS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Embed EB services within the master schedule.	**Formative**		
Strategy's Expected Result/Impact: Student progress in reading, student progress in TELPAS domains (listening, reading, speaking, writing).	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: EB staff, Teachers, Campus Administration			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Encourage involvement in extracurricular activities to enhance character development and academic success.

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

    Evaluation Data Sources: Rosters of campus clubs, UIL teams, and other extracurricular activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Form campus UIL teams to compete at the District UIL Competition during second semester.	**Formative**		
Strategy's Expected Result/Impact: Participation in competitions, awards, achievements	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus UIL Coordinator, UIL coaches			

Strategy 2 Details	Formative Reviews		
Strategy 2: Form campus Future Problem Solver Teams	**Formative**		
Strategy's Expected Result/Impact: Increase in number of students participating in extracurricular activities.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus FPS Sponsors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students participate in a Geography Bee	**Formative**		
Strategy's Expected Result/Impact: Increase in number of students participating in extracurricular activities.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students work, run, and operate the Draper General Store	**Formative**		
Strategy's Expected Result/Impact: Increase in number of students participating in extracurricular activities.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Teachers			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Attract, retain, develop, and value a 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 PLC collaboration, Walk-through data, Guiding Coalition agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and observe teacher interactions with Wylie ISD curriculum, resources and materials.	**Formative**		
Strategy's Expected Result/Impact: Implementation of district curriculum, enhanced understanding of state standards and content. **Staff Responsible for Monitoring:** Administrators, Campus Instructional Staff	**Dec**	**Mar**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher and staff collaboration through Professional Learning Teams.	**Formative**		
Strategy's Expected Result/Impact: Enhanced instructional practices, improved learning results for students, implemented curriculum. **Staff Responsible for Monitoring:** Administrators, campus instructional coach, Guiding Coalition, Campus collaborative teams, campus staff	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 2: Provide ongoing embedded professional development for staff

    Evaluation Data Sources: PD calendar and agendas, T-TESS Evaluations, Walkthrough data, PLC agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Consistently identify and provide campus professional development needs and instruction.	**Formative**		
Strategy's Expected Result/Impact: PD schedules, classroom observation, and Vertical/Horizontal Meetings	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Embedded Professional Development through campus Professional Learning Committees	**Formative**		
Strategy's Expected Result/Impact: Enhanced instructional practices for teachers and increased student achievement	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, instructional coach			

    0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Attract, retain, develop, and value a 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Facilitate Campus data meetings with staff.	**Formative**		
Strategy's Expected Result/Impact: Improved understanding of student data, campus trends, and student learning trends.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, district personnel.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze campus and department data through collaborative meetings working as a PLC.	**Formative**		
Strategy's Expected Result/Impact: Differentiated classroom instruction based on student learning, Essential Plus instructional grouping, clarity on best practices	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, campus instructional coach			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Attract, retain, develop, and value a quality staff.

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

    Evaluation Data Sources: Student teacher observations, program evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: Participation in weekly cooperating teacher meetings and department collaboration.	**Formative**		
Strategy's Expected Result/Impact: Increased learning for student teachers	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development through classroom observations and collaborative meetings for student teachers.	**Formative**		
Strategy's Expected Result/Impact: Development of aspiring teachers	**Dec**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Collaboration between administrator and program supervisors to coordinate and schedule a productive teaching and learning experience for student teachers.	**Formative**		
Strategy's Expected Result/Impact: Improved feedback, learning opportunities, and experiences for aspiring teachers. **Staff Responsible for Monitoring:** Administrators	**Dec**	**Mar**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Collaborate with Wylie High School to provide high school teaching interns with learning opportunities through classroom experiences.	**Formative**		
Strategy's Expected Result/Impact: Increase in number of aspiring teachers coming into the field, provide feedback to future educators	**Dec**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 5: Staff completion of required compliance training.

    Evaluation Data Sources: Training rosters and completion certificates

Strategy 1 Details			Formative Reviews		
Strategy 1: All staff members will be required to complete specific compliance courses to ensure our school safety.			**Formative**		
Strategy's Expected Result/Impact: Safe and inviting work environment			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 4: Attract, retain, develop, and value a quality staff.

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

Evaluation Data Sources: Resumes, Interviews, T-TESS of new hires

Strategy 1 Details			Formative Reviews		
Strategy 1: Participate in district and campus job fairs and staff recruitment.			**Formative**		
Strategy's Expected Result/Impact: Increase quality of staff			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators					
Strategy 2 Details			Formative Reviews		
Strategy 2: Recognize staff members for achievement and dedication to student learning.			**Formative**		
Strategy's Expected Result/Impact: Improved staff morale, improved staff survey results			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 7: By the end of the 2024-25 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

Evaluation Data Sources: ESL Certifications, Staff rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.	**Formative**		
Strategy's Expected Result/Impact: Increase in staff members with ESL certification	**Dec**	**Mar**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.	**Formative**		
Strategy's Expected Result/Impact: Increase in number of staff members with their ESL certification	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, district special services department			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

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		
Strategy 1: Maintain a campus technology inventory for staff and students.	**Formative**		
Strategy's Expected Result/Impact: Instructional technology tools available for all students and staff.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: District technology department, administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain and repair technology resources and materials in a timely manner to ensure availability.	**Formative**		
Strategy's Expected Result/Impact: Technology learning tools available for all students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: District Technology Department, administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote technology integration through professional development opportunities and PLC collaboration.	**Formative**		
Strategy's Expected Result/Impact: Increased technology integration in daily student learning, increased student learning	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, campus instructional coach, campus staff			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

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		
Strategy 1: Effectively utilize campus staff units to maintain low class sizes.	**Formative**		
Strategy's Expected Result/Impact: Small teacher to student ratios, increased learning for students.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: 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 year survey results, campus yearly calendar of events, Map your future Mondays, College Thursdays

Strategy 1 Details		Formative Reviews		
Strategy 1: Promote goal setting and college awareness and exposure.		**Formative**		
Strategy's Expected Result/Impact: Think College Thursday participation, College week, Map your future monday		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselors, campus staff				
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Implement and focus on various careers through district provided videos with students		**Formative**		
Strategy's Expected Result/Impact: Increased goal setting and interest in specific career/career fields.		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus staff				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: Complete and Practice all required Drills

    Evaluation Data Sources: Drill calendar, drill completion forms

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete all required drills.	**Formative**		
Strategy's Expected Result/Impact: Increased safety for students and staff.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 2: During the 2024-25 school year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Strategy 1 Details	Formative Reviews		
Strategy 1: School security guard will monitor hallways, building exterior, and complete weekly door checks.	**Formative**		
Strategy's Expected Result/Impact: Increased campus security	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator, school SRO			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 8: 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 notes, Jimmy John's student of the week, positive office referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule Patriot Pride Assemblies at the end of every grading period.	**Formative**		
Strategy's Expected Result/Impact: Increase student and staff recognitions	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Send personal notes to students and staff for appreciation and accomplishments.	**Formative**		
Strategy's Expected Result/Impact: VLE entries, City council meetings, You Make a Difference Awards	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, campus staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide campus communication and celebrations using a variety of media.	**Formative**		
Strategy's Expected Result/Impact: Facebook posts, ParentSquare posts, Marquee posts	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Choose student of the week for identification and recognition.	**Formative**		
Strategy's Expected Result/Impact: Marquee posts, facebook posts, campus newsletters	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselors			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8: 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		
Strategy 1: Provide classroom guidance for identifying student strengths, learning styles, pairing personalities with interests.	**Formative**		
Strategy's Expected Result/Impact: Improved student survey results, "Strengths day"	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselors			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff completes Gallup Strengths survey, PD on strengths knowledge and characteristics, communicate individual staff strengths to teams.	**Formative**		
Strategy's Expected Result/Impact: Improved staff survey results	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, District HR Staff			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Draper Intermediate School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Draper Intermediate School

Name	Position	FTE
LaNaye Reid	Dyslexia Therapist	1