

Wimberley Independent School District



2026-2027

DISTRICT IMPROVEMENT PLAN

DISTRICT IMPROVEMENT PLAN

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2026-2027 BOARD OF TRUSTEES

DISTRICT and CAMPUS ADMINISTRATION

Board Members 2023-2024

Dr. Rob Campbell	President
Lexi Jones	Vice President
Chad Canine	Secretary
Andrea Justus	Member
Will Conley	Member
Lindsey Deringer	Member
Ken Strange	Member

WISD Administration

Dr. Greg Bonewald	Superintendent
Dr. Michelle Turek	Assistant Superintendent
Michael Doyle	Chief Financial Officer

Campus Administration

Ryan Wilkes	Principal - WHS	Christy Brothers	Assistant Principal
		Jason Giesen	Assistant Principal
Joseph Holzmann	Principal - DJH	Katy Huebner	Assistant Principal
SueAnna Thomas	Principal - JWE	Meagan Buck	Assistant Principal
Marlayna Zachary	Principal – BHP	Katrina Willard	Assistant Principal

District Education Improvement Committee

The Wimberley ISD District Improvement Plan for 2026-2027 was developed by the District Education Improvement Committee. Principals are responsible for using a similar process with the involvement of their School Improvement Teams to develop their campus plans. We would like to acknowledge the following people for their efforts on this plan:

Elected Membership – Teachers

Wimberley High School – Katie Zimmerman, Brannon Gilley
Danforth Junior High – Jamie McCullough, Daron White
Jacobs Well Elementary – Julie Germanio, Robyn Rivera
Blue Hole Primary – Laura Kirschner, Lillie Gonzales

Other Professional Staff:

All principals in informational / advisory capacity
High School Principal – Ryan Wilkes
Danforth Principal – Joseph Holzmann
Jacob's Well Elementary Principal – SueAnna Thomas
Blue Hole Primary Principal – Marlayna Zachary
Counseling / Mental Health & Wellness – Lori Pharis
District Safety/Security & School Initiatives – Christi Moeller
Director of Special Services – Lauri Grisham
Superintendent – Greg Bonewald

Parents, Community and Business Members:

Parents – Jen Keate, Susan Rang, Amy Zeller, John Shelor
Business / Community – Grant Buck, Rebecca Stoian, Amber Wakem

District Population

Wimberley ISD serves approximately 2,650 students in grades PK-12.

4 Campuses:

Wimberley High School	9-12
Danforth Junior High	6-8
Jacob's Well Elementary	3-5
Blue Hole Primary	PK-2

Ethnic Distribution:

African American	87%
Hispanic	27.41%
White	67.82%
Native American	.61%
Asian	0.34%
Native Hawaiian-Pacific Islander	0.11%
Two-or-More	2.84%

Special Populations:

Economically Disadvantaged	27.10%
Emergent Bilingual	8.61%
At- Risk	27.41%
Special Education	18.42%

Wimberley Independent School District

Vision

Excellence, Innovation, Service

Mission

Wimberley ISD is dedicated to excellence in education, empowering the next generation of Texans to have a positive impact locally and globally.

Belief Statements

In WISD, We Believe:

- STUDENTS are engaged partners in a challenging, relevant education provided within a safe and nurturing environment.
- PARENTS and FAMILIES are invited, informed, and engaged educational partners.
- FACULTY and STAFF MEMBERS are invested professionals who are equipped and supported to inspire lifelong learners.
- CAMPUS ADMINISTRATORS are leaders who create safe, nurturing environments and consistently communicate, inspire, and empower.
- THE SUPERINTENDENT and CENTRAL OFFICE STAFF are servant leaders who consistently and transparently communicate, inspire, and empower.
- THE BOARD OF TRUSTEES is a unified team supporting students, staff, families and the community by creating effective policies to ensure all students have access to a high-quality education that prepares them to be productive members of the Wimberley community and beyond.

WISD STRATEGIC GOALS

1. Empower Student Excellence

- 1.1. Academic Achievement-Growth at All Levels
- 1.2. Safety and Well-Being of Students
- 1.3. College and/or Career and/or Military Ready Students

2. Support Faculty and Staff Excellence

- 2.1. Faculty and Staff Satisfaction, Engagement and Well-Being
- 2.2. Continuous Development and Training
- 2.3. Competitive Compensation and Benefits for Faculty and Staff

3. Strengthen Community Excellence

- 3.1. Parent and Family Satisfaction and Engagement
- 3.2. Community Satisfaction and Engagement
- 3.3. Community Partnerships

4. Ensure Operational Excellence

- 4.1. Strong Financial Stewardship and Operational Efficiency
- 4.2. Systematic, Long-range, Transparent Facility Planning
- 4.3. Open Two-Way Communication

Collaborative Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our Board-approved goals, the DEIC reviewed all available data to identify our strengths and to prioritize our needs. Formal review includes data from the following:

Studying current year and longitudinal Texas Academic Progress Report (TAPR) data from previous years:

Student Discipline	STAAR EOC and 3-8 Data	College and Career Readiness
Retention	Dropouts / Leavers 2022	Completion Rates
SAT / ACT	CTE Program information	Extra- Curricular Participation
Attendance Rates		

The district also reviews:

Beginning /Middle/ End of Year Assessments

Prior year budgets /expenditures	Staff Development Needs	Parent Involvement
Faculty needs	Facility needs	Technology needs
The District Strategic Plan	Superintendent Goals	Campus Goals
Emergent Bilingual performance/accountability data		

Informal measures such as the following:

- Needs discussed in the Superintendent Advisory Committee meetings held throughout the school year.
- Needs identified through campus faculty meetings carried forward to DEIC meetings and a Comprehensive Collaborative Needs Assessment Survey.
- Review of previous year initiatives to determine overall effectiveness and necessary continued funding.
- Review of the district's vision and discussion at the district level, regarding current information/research-based strategies that will support vision attainment.

District Attendance and Annual Drop-Out Rates

Compared to Region 13 and State of Texas

	Attendance	Drop-Out Rate
Wimberley	95%	0.0%
Region 13	92.8%*	2.3%
Texas	93.3%*	2.0%

*Last available data of 2025 TAPR. *

WISD strives to achieve high attendance. The district deploys many incentives at the different campuses to have students at school. The district attendance rate is a little higher than the region and state.

WISD works to keep students motivated in completing their High School education and strongly encourages post- secondary education.

Students that leave school during the course of the year count as LEAVERS for the district. WISD and the campuses work diligently to encourage students to stay in the district through graduation.

2025-2026 Accountability: WISD earned a B Rating with Academic Distinctions in Postsecondary Readiness

EC – Kindergarten Readiness – Increased participation in our Pre-K program is leading to higher percentages of students that are Kindergarten Ready.

Accelerated Instruction- Assessment data reviewed. Students that failed the math or reading assessment in any grade 3-8 were placed on a priority scheduling list to ensure that their schedules accommodated additional time for reteach throughout the school year to catch up on skills missed in the assessment. Texan Time at the JH and HS has prioritized remediation for tutorial sessions as required by HB4545 and as modified in HB1416.

Priority 1.1: Academic Achievement supporting individual student growth at all levels and content areas.

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and EOC data.

Strategy 1: Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. District wide availability of TEKS Resource System for alignment. Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance. Staff Responsible for Monitoring: Campus Administration, Testing Coordinator, Teachers Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 2: Utilize timely access to district, campus, and student-level data through interim assessments, state accountability measures, and other district data sources to identify trends, strengths, areas of need, and progress toward mastery. District and campus leaders will engage in ongoing data analysis to inform instructional decisions, interventions, professional learning, and continuous improvement. Strategy's Expected Result/Impact: Increased use of timely, actionable data to support instructional decision-making and improve student growth and district accountability outcomes. Staff Responsible for Monitoring: Director of Teacher Support and Student Growth, Assistant Superintendent, Campus Administration, Testing Coordinator, Teachers Funding Source: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. Implement Texan Walks to provide structured opportunities for district and campus leaders to observe instruction across grade levels and campuses, identify strengths and trends, and promote shared instructional learning. Continue T-TESS calibration among campus appraisers horizontally and vertically. Strategy's Expected Result/Impact: Increased instructional alignment, shared understanding of effective practices across campuses, and improved instructional leadership. Staff Responsible for Monitoring: Campus Administration, Testing Coordinator, Teachers Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 4: Utilize CLI, TPRI, DRA, Reading Plus, NWEA MAP Math(K-10), Reading (K-12) and NWEA MAP Science (K-9) to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment.	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr></table>	Progress	January	June	Not Started								
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Strategy's Expected Result/Impact: Improved student performance on state assessment resulting in positive percentage gains in all locally or state assessed content areas. Responsible for Monitoring: Campus Administration, Teachers Funding Sources: Local	<table><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Some Progress											
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Strategy 5: Increase math performance for students identified as low performing. Address in remediation, small groups, tutorials, online- programs. Strategy's Expected Result/Impact: Improved outcomes through quality math instruction for all students. Staff Responsible for Monitoring: Math Teachers, Campus Admin Funding Sources: Local and Title	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 6: Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in designated programs. (NWEA Reading Fluency, Reading Horizons Implementation and MAP Growth) Strategy's Expected Result/Impact: Improved reading instruction for students with dyslexia. Staff Responsible for Monitoring: Director of Special Education /Director of 504 Funding Sources: Local and designated funds	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 7: The district budgets for the K-3 Reading Academy for teachers and principals. Strategy's Expected Result/Impact: Ensuring completion of Reading Academy by all K-3 teachers and admin. Staff Responsible for Monitoring: Elementary Principals, Asst. Superintendent Funding Sources: 199- General Fund Funding Sources: Local, State and Federal Funds as applicable	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 8: Closing achievement gaps for students in Title I, Targeted Assistance Programs to our elementary campuses, special populations, through MTSS, parent engagement opportunities, State Comp Ed and HB4545/HB1416 tutorials. Strategy's Expected Result/Impact: Improve student performance while developing and maintaining relationships with students, parents and staff. Staff Responsible for Monitoring: Title I Teachers, Counselors, Administration at campus and district level Funding Sources: Title I, and Local Funds	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 9: Strengthen instructional support and progress monitoring for Emergent Bilingual students, with targeted support for campuses identified through state and local performance data. Strategy's Expected Result/Impact: Increased academic growth and language development for Emergent Bilingual students and improved performance toward state and local accountability targets. Staff Responsible for Monitoring: ESL Coordinator, Director of Teacher Support and Student Growth, Assistant Superintendent, Campus Administration	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Priority 1.2: Safety and Well-Being of Students.

Evaluation Data Sources: Texan Roots, results of Multi-Tiered Systems of Support, Behavioral Referrals, Attendance Rates and Survey Data.

Strategy 1: Implementation year four of Texan Roots character education program. Strategy's Expected Result/Impact: Character Education increasing attendance rates, reducing behavioral referrals, provide tools for conflict resolution and provide resources to students who are struggling emotionally. Staff Responsible for Monitoring: Administration, Director of Support Services, Counselors, Faculty Funding Sources: Local, Title IV A	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 2: Encouraging extracurricular and community participation through engagement events. (Open House, GT, EB, Literacy/Math Night, etc.) Strategy's Expected Result/Impact: Increased student participation, better attendance and prevent dropouts when engaged on campus. Staff Responsible for Monitoring: Teachers, Staff, Counselors, Administration Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Creation of campus and district level advisory committees for students, teachers, parents and community members. Strategy's Expected Result/Impact: Genuine, honest and actionable feedback from all stakeholders. Staff Responsible for Monitoring: Campus Administration, Department /Grade Chairs / Directors / Asst. Supt, Superintendent Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 4: Implement annual safety, satisfaction and engagement surveys establishing baseline data and action plans. Strategy's Expected Result/Impact: Genuine, honest and actional feedback from the surveys.	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td>Not Started</td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr></table>	Progress	January	June	Not Started	Not Started		Some Progress					
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Staff Responsible for Monitoring: District Administration Funding Sources: Local	
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Strategy 5: Continue to develop campus safety plans and training Continue the development of campus safety plans which will include: - Training & awareness of sexual abuse, neglect, trafficking & other maltreatment of children - Suicide prevention, conflict resolution, violence prevention, behavior supports and dropout reduction - Trauma informed care training through online VECTOR platform (Policy FFBA LOCAL/LEGAL) - Utilizing After Action Reports to improve responses to Lockdown Drills - Continue to provide training and guidance to threat assessment Campus Teams - Collaborate with OEM and Local First Responders in developing a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response with law enforcement, controlled access. Strategy's Expected Result/Impact: Improve safety for faculty, staff, students and parents while on campus. Staff Responsible for Monitoring: School Safety Director, Campus Administration Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 6: Integration of Trauma-Informed Practices Wimberley ISD will implement its trauma-informed care program in accordance with FFBA(LEGAL) and FFBA(LOCAL) by integrating trauma-informed practices into each school environment. The District will increase staff and parent awareness of trauma-informed care, support implementation of trauma-informed practices and care by district and campus staff, and provide information regarding available counseling options for students affected by trauma or grief. Required trauma-informed care training will be provided to educators and other applicable employees in accordance with law and the District professional development plan. Strategy's Expected Result/Impact: Increased staff and parent awareness of trauma-informed care, consistent implementation of trauma-informed practices across district schools, and increased awareness of available counseling and support options for students affected by trauma or grief. Staff Responsible for Monitoring: Director of Student Support, Counselors, Campus Administration, Assistant Superintendent Funding Sources: Local, Title IV A, and other applicable state or federal funds	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Priority 1.3: College and/or Career and/or Military Ready Students.

Increase the CCMR rating for Wimberley High School Graduates increasing opportunities for post-graduate success.

Evaluation Data Sources: CCMR Indicators through a tracking platform.

Strategy 1: Increase the number of students who score a 3 or above on Advanced Placement exam scores and earn college credit by providing additional test prep materials for all AP students. Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance. Staff Responsible for Monitoring: Director of Teacher Support and Student Growth, Campus administration, Department Chairs /Directors / Asst. Supt Funding Sources: Local, Perkins	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 2 Increase student performance on PSAT, SAT, ACT and TSI by offering opportunities for students to access preparation materials. Strategy's Expected Result/Impact: Increase student performance on exams. Staff Responsible for Monitoring: Director of Teacher Support and Student Growth, Campus Administration, Counselors and Teachers Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: By the end of students' junior year, all students will participate in the TSIA2 assessment by offering multiple opportunities on campus each year. Strategy's Expected Result/Impact: Increase in TSIA2 participation resulting in improved CCMR outcomes. Staff Responsible for Monitoring: Director of Teacher Support and Student Growth, Campus Administration and Counselors Funding Sources: Carl Perkins, Gen Ed	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 4: Increase dual credit/enrollment opportunities, through ACC and UT OnRamps.	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td></td><td></td><td></td></tr></table>	Progress	January	June									
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Strategy's Expected Result/Impact: More graduates with college credits as they exit high school. Staff Responsible for Monitoring: Campus Administration, Counselors, Department Chair Funding Sources: Local	<table><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Not Started			Some Progress								
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Strategy 5: Increase participation in CTE related endorsements. Strategy's Expected Result/Impact: Offer a variety of experiences and growth opportunities within the CTE Department. Staff Responsible for Monitoring: CTE Department, Campus Administration Funding Sources: Carl Perkins, Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 6: Continue to review and improve CTE programs by: -Adding the most up to date and innovative equipment, materials and supplies -Adding teacher and student licenses and certifications to meet curriculum standards -Aligning career pathways with workforce trends -Create new partnerships in the community for practicums - Conduct an annual collaborative review of secondary course offerings, programs of study, pathways, staffing, student needs, and CCMR opportunities to ensure alignment between junior high and high school programming. Strategy's Expected Result/Impact: Purchase required necessities including curriculum to ensure increase in teacher and student certifications to meet House Bill 3. Staff Responsible for Monitoring: Administration, Coordinator of CTE and CTE Faculty Funding Sources: Carl Perkins, Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 7: Ensure CTE teachers prepare and test students for certification to ensure workforce ready students. Strategy's Expected Result/Impact: Improved CCMR performance. Staff Responsible for Monitoring: WHS Campus Admin, Counselors and CTE Dept. Head	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Funding Sources: Carl Perkins, Local													
Strategy 8: Continue to educate all students on higher education opportunities, financial assistance programs and state programs that support post-secondary goals. Meet with 8th grade students regarding endorsement options in programs of study to meet House Bill 3 requirements as students are building their four-year plan. Strategy's Expected Result/Impact: Student selection of endorsement in creation of four-year plan utilizing interest and career inventory survey data. Staff Responsible for Monitoring: Campus Administration, Counselors, CTE Department Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 9: Develop a systematic process for monitoring CCMR indicators and student progress toward college, career, and military readiness throughout the secondary grades. Activities: Utilize available student-level data to identify CCMR opportunities and gaps, monitor progress toward accountability outcomes, and support collaborative planning among administrators, counselors, CTE staff, and instructional leaders. Strategy's Expected Result/Impact: Increased percentage of graduates meeting one or more CCMR indicators and improved district accountability outcomes. Staff Responsible for Monitoring: Director of Teacher Support and Student Growth, WHS Administration, Counselors, CTE Coordinator, Assistant Superintendent Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Goal 2.1: Faculty and Staff Satisfaction, Engagement and Well-Being

WISD campuses will work to improve staff satisfaction, engagement and well-being.

Strategy 1: Gather feedback form Wimberley ISD employees through surveys to support decision regarding staff engagement and wellbeing. Activities: Seek feedback through staff advisory committees to gauge staff satisfaction, engagement and well-being. Strategy's Expected Result/Impact: Maintain employee satisfaction, engagement and well-being. Staff Responsible for Monitoring: Administrators, Directors Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td>Not Yet</td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started	Not Yet		Some Progress					
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Strategy 2: Develop and implement a recruiting protocol for all staff. Activities: Engage in recruitment activities and expand available resources for advertising positions and benefits of working in WISD. Strategy's Expected Result/Impact: Fill vacant positions in a timely manner with high quality personnel. Staff Responsible for Monitoring: Director of HR, Administrators, Directors Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Celebrate Teachers and Staff Activities: Implementation of campus and district teacher and staff person of the year protocol. Develop a calendar to celebrate faculty and staff to demonstrate appreciation year-round. Strategy's Expected Result/Impact: Improved morale, well-being and retention. Staff Responsible for Monitoring: Administration and Directors Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Goal 2.2: Continuous Development and Training

WISD campuses will consistently provide professional development to grow our teachers while positively impacting student performance.

Strategy 1: Educating Faculty and Staff through a comprehensive development plan including state required and locally desired training. Activities: Provide faculty and staff with access to instructional technology and AI-supported resources, including MagicSchool, along with professional learning focused on effective and responsible use to support lesson planning, inst differentiation, assessment development, and teacher efficiency. Strategy's Expected Result/Impact: WISD adults will grow professionally, positively impacting students. Staff Responsible for Monitoring: Counselors, Administrators, Directors Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
Progress	January	June											
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Some Progress													
Strategy 2: Provide elementary/secondary teachers with training and resources to enhance reading, math & science instruction. Activities: Implementation of NWEA MAP Reading, Math and Science to assess students and use training to implement the appropriate programing based on the data. Strategy's Expected Result/Impact: Improved teacher confidence in reading, math & science, impacting student achievement. Staff Responsible for Monitoring: District and Campus Administration Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Develop and implement a “grow your own” program Activities: Implement the Texans Leadership Academy to identify and develop aspiring leaders within WISD through professional learning, mentorship, authentic leadership experiences, Board exposure, case studies, and opportunities to district-level challenges. Strategy's Expected Result/Impact: Increased leadership capacity across WISD and development of a sustainable pipeline for future campus and district leadership positions. Staff Responsible for Monitoring: Assistant Superintendent, Superintendent, Director of Human Resources,	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td>Not Yet</td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started	Not Yet		Some Progress					
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Not Started	Not Yet												
Some Progress													

District and Campus Administration	
Funding Sources: Local	

Goal 2.3: Competitive Compensation and Benefits for Faculty and Staff

Strategy 1: Develop systematic, annual analysis to ensure regional competitiveness in salary and benefits. Activities: Regional analysis of salary and benefits through research and personnel study. Strategy's Expected Result/Impact: WISD will increase compensation competitiveness and improve staff awareness. Staff Responsible for Monitoring: Counselors, Administrators, Directors Funding Sources: Local			
	Progress	January	June
	Not Started		
	Some Progress		

Priority 3.1: Parent and Family Satisfaction and Engagement

Strengthen parent and family engagement.

Strategy 1: Develop and implement annual parent and family satisfaction/engagement survey. Strategy's Expected Result/Impact: Use feedback to evaluate current programs and need for additional programs as reflected in the results. Staff Responsible for Monitoring: Administration, Directors and Staff. Funding Sources: Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td>Not Yet</td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started	Not Yet		Some Progress					
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Strategy 2: Expand communication outreach to community members regarding campus events and volunteer opportunities. Strategy's Expected Result/Impact: Increase the number of volunteers on campus to provide assistance and additional safety measures for large events on campus. Staff Responsible for Monitoring: Administration Funding Sources: Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Provide information and celebrations via district website and social media platforms. Strategy's Expected Result/Impact: Ensure the WISD story is being told while celebrating students. Staff Responsible for Monitoring: Communications Director, Administration Funding Sources: Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
Progress	January	June											
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Priority 3.2: Community Satisfaction and Engagement

Strengthen community satisfaction and engagement.

Strategy 1: Develop and implement annual community satisfaction and engagement survey. Strategy's Expected Result/Impact: Information to seek programing that reflects community feedback and input. Staff Responsible for Monitoring: Administration Funding Sources: Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td>Not Yet</td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started	Not Yet		Some Progress					
Progress	January	June											
Not Started	Not Yet												
Some Progress													
Strategy 2: Expand communication outreach to community regarding campus events, volunteer opportunities and community partnerships in CTE Practicums. Strategy's Expected Result/Impact: Increased community volunteers and expansion of the CTE Practicum Program. Staff Responsible for Monitoring: Communications Director, Administration, CTE Staff Funding Sources: Local	<table><tr><td>Progress</td><td>January</td><td>June</td></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Not Started													
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Priority 3.3: Community Partnerships

Strategy 1: Expand opportunities for community partnerships with the Wimberley Education Foundation, practicum/internship host sites and better participation in the CTE Advisory Board.

Strategy's Expected Result/Impact: Increase community/business partnerships.

Staff Responsible for Monitoring: Administration

Funding Sources: Local

Progress	January	June
Not Started	Not yet	
Some Progress		

Priority 4.1: Strong Financial Stewardship and Operational Efficiency

Strategy 1: Develop fund balance protocol within a balanced annual budget. Strategy's Expected Result/Impact: Guidelines to follow when considering fund balance expenditures while maintaining transparency in building a balanced budget. Staff Responsible for Monitoring: CFO, Superintendent and Administration Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 2: Review facility needs assessment to determine current state of WISD Facilities. Strategy's Expected Result/Impact: Prioritized use of resources to enhance facilities. Staff Responsible for Monitoring: Director of Maintenance/Custodial and Administration Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Strategy 3: Create systemic processes for procurement of professional services. Strategy's Expected Result/Impact: Protocol that maximizes funds and quality of service while maintaining transparency from start to finish of a project. Staff Responsible for Monitoring: Directors, Administration, CFO Funding Sources: Local	<table><tr><th>Progress</th><th>January</th><th>June</th></tr><tr><td>Not Started</td><td></td><td></td></tr><tr><td>Some Progress</td><td></td><td></td></tr><tr><td colspan="3"></td></tr></table>	Progress	January	June	Not Started			Some Progress					
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Priority 4.2: Systematic, Long-Range, Transparent Facility Planning

Strategy 1: Maintain long-range facility plan through a task force of staff, parents, community and external partners. WISD has partnered with a firm to study facility needs in preparation of the long-range facility plan.

Strategy's Expected Result/Impact: Enhanced community understanding and support of the current and projected facility needs of WISD.

Staff Responsible for Monitoring: Superintendent, Director of Maintenance

Funding Sources: Local

Progress	January	June
Not Started		
Some Progress		

Priority 4.3: Open, Two-Way Communication

Strategy 1: Create student/superintendent and community/superintendent advisory groups for open, honest, two-way feedback from a variety of stakeholders.

Strategy's Expected Result/Impact: Feedback that will drive decisions related to district performance.

Staff Responsible for Monitoring: Superintendent, Director of Communication

Funding Sources: Local

Progress	January	June
Not Started		
Some Progress		