

**Wimberley Independent School District
Blue Hole Primary**



2022-2023

CAMPUS IMPROVEMENT PLAN

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2022-2023 BOARD OF TRUSTEES

DISTRICT and CAMPUS ADMINISTRATION

Board Members 2022-2023

Dr. Rob Campbell	President
Ken Strange	Vice President
Lexi Jones	Secretary
Andrea Justus	Member
Nathan Cross	Member
Will Conley	Member
Joe Malone	Member

WISD Administration

Dr. Greg Bonewald	Superintendent
Dee Howard	Asst.Supt.
Moises Santiago	CFO

Campus Administration

Jason Valentine	Principal - WHS	Ryan Wilkes	Assistant Principal
		Sheila Parker	Assistant Principal
		Shad Scharlach	Assistant Principal
Christi Moeller	Principal - DJH	Katy Huebner	Assistant Principal
SueAnna Thomas	Principal - JWE	Marlayna Zachary	Assistant Principal
Dara Richardson	Principal - BHP	Meagan Buck	Assistant Principal



2022-2023 District Education Improvement Committee

The Wimberley ISD District Improvement Plan for 2022-2023 was developed by District Education Improvement Committee. Principals were 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 – Sarah Schmidt, Jason Giesen, Justin Hernandez
Danforth Junior High – Stephanie Carter, Lori Pharis, Amy Wagner, Karen Nance
Jacobs Well Elementary – Julie Greer, Robyn Rivera, Kerri Volk
Blue Hole Primary – Cathy Cabler, Lori Caldwell

Other Professional Staff:

All principals in informational / advisory capacity
High School Principal – Jason Valentine
Danforth Principal – Christi Moeller
Jacob’s Well Elementary Principal – SueAnna Thomas
Blue Hole Primary School – Dara Richardson
Amy Lyles – Counseling / Mental Health & Wellness
Roz Simmons – School Safety and Security

Parents, Community and Business Members:

Parents – Jana Mills, Erika Brassow, Christina Stoever, Scarlett Kiowski, Teri Brushaber,
Business / Community – Christi Degenhart, Ann Rollings, Rebecca Stolan, Celeste Mikeska, Tuck Blythe

2022-2023 Campus Improvement Committee

Staff - Dara Richardson, Christi Moeller, Michelle Warren, Meagan Buck, Cathy Cabler, Jessica Guzman, Erin Springs, Lille Gonzales



District & Campus Population

Wimberley ISD serves approximately 2,430 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:

	District	Campus (2018-19)
African American	0.91%	0.4%
Hispanic	24.9%	25.7%
White	70.6%	71.6%
Native American	0.4%	0.6%
Asian /Pacific Islander	0.35%	0.0%

Special Populations:

	District	Campus
Economically Disadvantaged	25.8%	29.7%
LEP	6.42%	9.0%
At- Risk	28.3%	29.1%
Special Education	8.8%	10.4%



Wimberley Independent School District

Vision

Empowering and Inspiring ALL Students to Achieve their FULL Potential!

Mission

WISD is dedicated to excellence in education that fosters a culture of kindness and respect, creates life-long learners, and empowers students to make a positive impact in their community.

Belief Statements

We Believe that:

- Everything that we do should help ensure the success of ALL of our kids.
- As educators, we maximize class time in an engaging and challenging way.
- Our teachers are personally invested in our kids.
- Students in Wimberley are committed to community service and the community supports students in return.
- A quality, public Wimberley ISD education drives the future of a successful Texas.
- As a district, we strive to meet the needs of the “whole child”: academically, emotionally, and socially.
- WISD does a good job of laying the foundation to create engaged citizens who will become lifelong learners.
- All our children, parents, faculty and staff should be treated with kindness and respect.



WISD STRATEGIC GOALS for 2017-2022

1. Achieving Excellence in Education

- a. Increasing project based /hands-on learning opportunities at all grade levels
- b. Highly effective staff (highly qualified, seeking advanced degrees where possible, demonstrated success in teaching and leadership)
- c. Ample professional development opportunities in all areas (academic, behavior management, special education)
- d. Safe and healthy environment/buildings and facilities

2. Fostering a Culture of Kindness and Respect

- a. Character training and engagement for students and staff that instills the importance of integrity, kindness, honesty and respect.
- b. Promotes active listening to create students and future citizens who can effectively engage and communicate in a diverse world.
- c. Communication between schools for student relationships
- d. Provides guidance to improve digital citizenship and media literacy among students and staff.
- e. Find ways to celebrate diversity and provide a welcoming environment for ALL students and staff.

3. Creating Life-Long Learners

- a. Cultivate passion for learning and doing, such that every student can find their way forward to a happy life.
- b. Reward perseverance and hard work.
- c. Provide diverse and relevant learning/course opportunities for all students at all grade levels that are challenging and meaningful.

4. Making a Positive Community Impact

- a. Provide diverse extra-curricular activities that are fun, student-centered and engaging.
- b. Increase community partnerships to create opportunities for district collaborations.
- c. Teach the importance of responsibility and good citizenship.
- d. Promote volunteerism through school and extracurricular activities.



Comprehensive Needs Assessment Information

Revisions to include how the district will work post – COVID19

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 TAPR data from previous years:

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

The district also reviews:

Beginning of Year Assessments – Post COVID

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

Informal measures include such as the following:

- Needs identified through campus faculty meetings carried forward to DEIC meetings
- Review of previous year initiatives to determine overall effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Review of the district’s vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain that vision
- DEIC Committee reports (assessing progress of initiatives)



Campus & District Attendance and Annual Drop-Out Rates Compared to Region 13 and State of Texas

Data is based on 2018-2019 AEIS / PEIMS information

	Attendance	Drop-Out Rate
Blue Hole Primary	95.9%	0.0%
Wimberley	95.9%	0.1%
Region 13	95.7%	1.5%
Texas	95.7%	2.1%

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 higher than the region and state rate. We will continue to promote health, wellness and high attendance, but will also be prepared for those students that will have to be at home for parts of the school year.

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



Blue Hole Campus Plan 2022-2023

HB3 and WISD additional goals –Discussed / Created prior to COVID. Will continue to try to keep goal.	Baseline Data	3-5 year goal	Data Sources	BHP Action Plan
Academic Goals as Required by HB3				
EC – Kindergarten Readiness -Continue to incorporate three-year olds into the district pre-K options to move the district forward in enrolling a larger percentage of children that are Kindergarten ready. Currently numbers in our PK program show 95% coming out of district Pre-K are K ready. Increase the percentage by 5 percent over the next 2 years. Hopefully grow the overall numbers participating in district PK both qualifying and tuition based.	95% of our DISTRICT PK program students were Kinder ready this last year.	98% of our DISTRICT PK program will be Kinder ready	Kindergarten screener upon enrollment TX KEA (Texas Kindergarten Entrance Assessment) 2022-23 & beyond	Continue rigorous Pre-K program following the TX Pre-K guidelines. Continue to screen all incoming kindergarten students.
EC-LM –Early Childhood Math and Reading - The district will use the General Instruction / Intervention Support Team to monitor students every 4.5 weeks, since the elementary school is on a 9-week grading calendar. Deficits in Math and Reading will be addressed and students will be placed in appropriate small groups with intervention teachers as necessary according to needs.	*52% meeting grade level standard at 3 rd grade Reading *51% meeting grade level standard at 3 rd grade Math	by 2024 >60% by 2024 >60%	STAAR testing for grade 3.	Meet with JWE at the end of the academic year to discuss incoming 3rd graders to ensure smooth transition into intervention. Hold GIST 2-3 times a year where every student is discussed. Hold GIST monthly to discuss students needing to transition in or out of intervention.



WISD additional goals	Baseline Data	1-3 Year Goals	Data Sources	BHP Action Plan
Academic Goals – WISD				
<p>BHP will conduct Beginning of Year Assessments September 8th -30th to measure student’s progress and plan for instruction.</p> <p>Teachers are planning for the first several weeks of school to be a review of information and work on filling learning gaps. As teachers get BOY data on students, special small groups and tutorial groups will be put together to address individual learning gaps.</p> <p>BHP will continue to employ a part time tutor for reading intervention for the 2022-23 school year.</p>	<p>Campuses will get data from the assessments Aug.2022</p>	<p>At the end of May 2022, 75% of students will be on or above grade level. By the end of May 2023, 80% of students will be on or above grade level.</p>	<p>Data sources for Beginning of Year information will be TEA’s online and paper assignments per grade level and subject area.</p> <p>Data sources for End of Year information will be information / scores from the state assessments.</p>	<p>BOY assessments will include CLI, TPRI, DRA, AR Star, BOY math assessments.</p> <p>Hold BOY GIST to review data from assessments and form intervention and enrichment groups.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>



WISD additional goals	Baseline Data	3-5 year goal	Data Sources	BHP Action Plan
Supporting Multi Tiered Support Services (Adults yr.1 / Students yr.2)				
<p>Multi Tiered Support Services– The district will increase opportunities for both students and faculty and staff to develop skills for life effectiveness. Both students and adults will be involved in learning how to handle themselves, their relationships and their work more effectively and how to make responsible decisions.</p> <p>Activities 2021 2022</p> <ul style="list-style-type: none"> ● Assistants Zones of Regulation Training May 9, 2022 <p>Activities focused on Students:</p> <ul style="list-style-type: none"> ● PK Zones of Regulation implementation ● Texan Roots ● Amy Lyle’s teaching courses and having interns ● Wendi Norton MTSS program for 1st and 2nd grade students. ● Wendi Norton Co teach PK Zones of Regulation lessons. 	P3 Reports, SRO Reports, Counseling and Nursing follow-up on reported student behaviors. Assistant Principal and Principal discipline reports and feedback regarding student and staff needs.	Implement a comprehensive plan and program for Health and Wellness (K-12)	P3 Reports, SRO reports, Principal Reports, Counseling Information, SHAC, parents, teachers, students, community BHP will implement Positive Office Referrals for little Texans who go above and beyond.	Wendi Norton will implement lessons focusing on the MTSS competencies for each homeroom. The BHP counselor will implement guidance and counseling for groups and individual students in need. BHP will be incorporating Texan Roots



WISD additional goals	Baseline Data	3-5 year goal	Data Sources	BHP Action Plan
Supporting Teacher Learning				
<p>Multi- Tiered Support Services The district will increase opportunities for staff to develop skills for life effectiveness</p> <p>Teachers of Gifted and Talented students - The district will provide the 6-hour update to all teachers of GT students. This will be done August 3, 2022.</p> <p>Teachers of EL Students – TELPAS Calibration training, LPAC training, Sheltered Instruction Updates will all be done at campus levels as appropriate for grade levels.</p> <p>Teachers of Students with Special Needs – Teachers with students that qualify for Special Ed will have training in IEP implementation. As necessary – training for more specialized needs of students based on the population in the classroom. ie. – seizures, autism, behavior modifications, etc.</p> <p>Teachers of 504 Students – will have training in accommodation plans implementation.</p> <p>Teachers will attend Mandated Reading Academies</p>	<p>What a teacher can confidently manage on a day to day basis with students. Questions, concerns and requests for help in dealing with student issues are taken into consideration as well as required training for teachers working with students in various programs.</p>	<p>The goal of all teacher training is to enhance their capacity for better teaching and learning in the classroom. Student scores will increase over the years.</p>	<p>Beginning, Middle and End of Year Assessments will reflect student growth throughout the grade level and / or course.</p> <p>Teacher made tests as well as State Assessments.</p>	<p>Continue with professional development in the area of Multi Tiered Support Services.</p> <p>Teachers will attend professional development according to campus and individual needs during monthly faculty PLC meetings.</p>



WISD additional goals	Baseline Data	3-5 year goal	Data Sources	BHP Action Plan
<p>Supporting All Students, Especially At-Risk and Special Populations</p>				
<p>The district will provide support and training for classroom teachers that work with special education students, dyslexia students, at-risk students, bilingual students, students with behavior plans, gifted students, CTE students and all other populations that need to be covered depending on the grade and course.</p> <p>Target Areas in our most recent STAAR results reflected lower scores for special populations. The district will work to decrease that learning gap.</p> <p>Students will be assessed with BOY in August and September and placed in small group learning for the grade or subject area. This can be via pull-out, push-in or before or after school, depending on the campus.</p> <p>Students will be monitored for progress throughout the school year, while continuing to be on an individual learning plan.</p>	<p>Student performance will be measured at the beginning of the 2022-23 school year and will be placed into tutorials, and remediation as necessary to catch up to appropriate grade level. Students will be monitored for continuous progress.</p>	<p>The goal of all teacher training is to enhance their capacity for better teaching and learning in the classroom.</p> <p>Student scores will increase over the years.</p> <p>70% of students will gain one-year academic growth from 2022-2022 75% - 2023</p>	<p>Beginning, Middle and End of Year Assessments will reflect student growth throughout the grade level and / or course.</p> <p>Teacher made tests as well as State Assessments.</p>	<p>Monthly Staff meetings will be utilized for professional development to meet needs of campus and individuals.</p> <p>Continue GT night, EL night, dyslexia parent information night.</p> <p>Implement SEL parent information night.</p> <p>BOY assessments will include CLI, TPRI, DRA, AR Star, BOY math from Go Math.</p> <p>Hold BOY GIST to review data from assessments and form intervention and enrichment groups.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>



WISD additional goals	Baseline Data	3-5 year goal	Data Sources	BHP Action Plan
<p>Supporting All Students, Especially At-Risk and Special Populations</p>				
<p>English Learners:</p> <p>Provide extended learning for EL Students. BHP held an in person 120-hour summer session for K-2 EL students.</p> <p>Provide family opportunities for EL students and parents throughout the year. Campuses will plan at least one activity per semester outside of the school day for academic as well as social emotional wellness.</p> <p>Target Areas in our most recent STAAR results reflected lower scores for special populations. The district will work to decrease that learning gap. Students will be monitored for progress throughout the school year.</p>	<p>Student performance will be measured at the beginning of the 2022-23 school year and will be placed into tutorials, and remediation as necessary to catch up to appropriate grade level. Students will be monitored for continuous progress</p>	<p>Student scores will increase over the years.</p> <p>70% of students will gain one-year academic growth from 2021-2022 75% - 2023</p>	<p>Beginning, Middle and End of Year Assessments will reflect student growth throughout the grade level and / or course.</p> <p>Teacher made tests as well as State Assessments.</p>	<p>Continue EL night for families.</p> <p>BOY assessments will include CLI, TPRI or Tejas Le, DRA, AR Star, BOY math from Go Math.</p> <p>Hold BOY GIST and LPAC to review data from assessments and form intervention and enrichment groups.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>
<p>Special Education Students:</p> <p>The district will work to ensure that all Special Education student's IEPs are understood by the child's teachers and parents, and implemented carefully.</p> <p>The district will work to decrease any learning gap. Students will be monitored for progress throughout the school year, while continuing to be on individual learning plan.</p>	<p>Student performance on previous state assessments are definitely campus targets. Raising the SE scores is vital.</p>	<p>Increase Special Ed performance on state assessments. All Special Ed students will achieve at least one year's academic growth each year.</p>	<p>State assessments – Grades 3-11 Teacher made assessments</p> <p>Special Education students also have program testing that can be used for comparison every three years.</p>	<p>At a PLC staff meeting conduct a professional development on how to read an IEP.</p> <p>BOY assessments will include CLI, TPRI, DRA, AR Star, BOY math from Go Math.</p> <p>Hold BOY GIST to review data from assessments and form intervention and enrichment groups.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>



WISD additional goals	Baseline Data	1-3 Year Goals	Data Sources	BHP Action Plan
Academic Goals – Compensatory Ed				
<p>AT- Risk Students- Support struggling learners by utilizing the response to intervention model to ensure that all learners are successful with TEKS mastery.</p>	<p>Campuses will get data from the assessments Sept..2022</p>	<p>At the end of May 2022, 75% of students will be on or above grade level. By the end of May 2023, 80% of students will be on or above grade level.</p>	<p>Data sources for Beginning of Year information will be TEA’s online and paper assignments per grade level and subject area. Data sources for End of Year information will be information / scores from the state assessments.</p>	<p>BOY assessments will include CLI, TPRI, DRA, AR Star, BOY math from Go Math.</p> <p>Hold BOY GIST to review data from assessments and form intervention groups.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>
<p>Tutoring will be provided to reinforce learning for at-risk students. Secondary students may receive support during before/after school tutorials. Elementary age students will receive support during scheduled tutorial time during school day.</p>	<p>Data will be collected in August / Sept 2022 and beyond</p>	<p>Work towards one year growth for ALL students.</p>	<p>Beginning, Middle and End of Year Assessments each year. Teachers made assessments throughout the year.</p>	<p>40 minutes of Roundup time will be implemented school-wide to meet the needs of all learners with intervention and enrichment.</p> <p>Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>
<p>Provide accelerated instruction (remediation) for students who have failed or are at risk of failing one or more State Assessments in the areas of Reading, ELA, Math, Science, and Social Studies.</p>	<p>Lists of failing and likely to fail students – previous testing.</p>	<p>Place At-Risk Students in appropriate small groups for remediation. Hopefully get them to grade level to dismiss from mandatory tutorials. District will try to provide resources for campuses to have enough help.</p>	<p>Beginning, Middle and End of Year Assessments each year. 2022-2023 Teacher made assessments throughout the year</p>	<p>40 minutes of Roundup time will be implemented school-wide to meet the needs of all learners with intervention and enrichment. Hold monthly GIST to discuss any student needing to move into or out of intervention.</p>



WISD additional goals	Baseline Data	1-3 Year Goals	Data Sources	BHP Action Plan
Academic Goals – Compensatory Ed (continued)				
Staff development will be provided to personnel who will be teaching in the SCE programs to ensure that the content delivery is based on research proven program methods.	Requests from teachers for training. Information for mandated training.	Increase opportunities for teacher learning each year. Both in-person and virtual opportunities.	Teachers of students participating in State Compensatory Education programs will be more confident in teaching students of all different levels. Teachers will have more diverse tools in their teaching strategies and student’s scores will be higher.	Monthly Staff meetings will be utilized for professional development to meet needs of campus and individuals. Staff will share ideas and skills/tips with each other during staff meetings.
Increase campus-based volunteer programs to promote overall student success & well-being, to include peer & adult tutors & mentors as well outside presenters.	List of mentors / volunteers	Grow a program that we know will sustain year to year.	Lists from HR and campuses	Mentors will be utilized for at-risk students. PALS will be utilized for at-risk students.



WISD additional goals	Baseline Data	1-3 Year Goals	Data Sources	BHP Action Plan
Safety and Security - Buildings (continued)				
RAPTOR protocol for secure campus entrances.	Numbers of people entering buildings without checking in.	100% of people in the building will be accounted for. System will get easier with familiarity.	Office records of people checking in and out.	Staff will follow WISD protocols.
With assistance from the WISD Safety Director and HCSO as necessary: All campuses will update and implement the emergency management plan in accordance with the Standard Response Protocol and participate in one Standard Response Protocol and participate in one coordinated "Lock Down Drill" with Hays Co. Emergency Mgmt.	New plans in place for 2020 and beyond. See Safety and EOP for the district.	Safe and Secure buildings. ALL day, every day. Constant change to improve as needed.	Safety audits SRO records Safety team information	Follow HCSO Safety protocols.
Provide canine targeted to schools and students with the greatest need. Look at increased frequency	Numbers of cases requiring	Cut down the numbers of hits / positives from dog searches	Information from Canine units, SROs, HCSO	
Provide drug, alcohol, vaping instruction appropriate to the grade level K-12, through Science and Health curriculum	Information from students regarding drug/ alcohol use	A decrease in the percentage of the WISD student population that try drugs or use drugs.	Surveys Discipline Records Number of Positives on Random Testing	BHP will participate in TEXAN Week and continue the health curriculum covering TEKS.
P3 for anonymously reporting Bullying or any other unsafe behaviors on or off campus regarding students.	Use of the program by students / families	Work to address all issues reported and decrease numbers		BHP will send an informative email describing the use of P3.



Wimberley ISD State and Federal Requirements 2022-2023

State and Federal Requirements:

Objective: Continuously improve district performance on each state (TAPR) and federal (AYP) accountability rating systems performance criteria and increase understanding of social issues that impact student success.

Strategies will include, but are not limited to:

- Vary instructional methods that address individual students needs based on personal testing data of each student.
- Technology will be integrated in order to support learning. Use of apps and software for remediation and acceleration as well as online texts, tutorials and assessments.
- Professional development: suicide prevention, dating violence awareness, dropout prevention, reading and math interventions, writing interventions, academic acceleration, discipline management.
- Social skills training for students: suicide prevention, conflict resolution, dating violence, dropout prevention.
- Career awareness and education for all students.
- Services to the homeless/at-risk students.

Provide information to Middle School and High School parents, counselors and students:

- Higher education admissions and financial aid opportunities and sources
- Post high school readiness

