

# **Wimberley Independent School District**

## **Jacob's Well Elementary**



**2021-2022**

**CAMPUS IMPROVEMENT PLAN**

# 2020-2021 BOARD OF TRUSTEES

## DISTRICT and CAMPUS ADMINISTRATION

### Board Members 2020-2021

Joe Malone	President
Traci Maxwell	Vice President
Rob Campbell	Secretary
Lori Olson	Member
Ken Strange	Member
Will Conley	Member
Lexi Jones	Member

### WISD Administration

Dwain York	Superintendent
Dee Howard	Asst. Superintendent
Moises Santiago	CFO

### Campus Administration

Jason Valentine	Principal - HS	Ryan Wilkes	Assistant Principal
		Sheila Parker	Assistant Principal
Greg Howard	Principal - JH	Shad Scharlach	Assistant Principal
SueAnna Thomas	Principal - JWE	Marlayna Zachary	Assistant Principal
Dara Richardson	Principal - Blue Hole	Christi Moeller	Assistant Principal

# 2020-21 District Education Improvement Committee

The Wimberley ISD District Improvement Plan for 2020-2021 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 Geisen, 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 – Greg Howard  
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, Jen Keate

**Business / Community** – Christi Degenhart, Anne Rolling, Rebecca Stolan, Celeste Mikeska, Tuck Blythe

## 2021 - 2022 Campus Improvement Committee

**Staff** - SueAnna Thomas, Marlayna Zachary, Jill Jacobs, Carrie Valentine, Amy Sherrill, Jennifer Lewis, Marcie Jenkins, Melida Brazell, Mary Grace Barbee

**Parents & Community Members** - Marnie Moore, Christene Schmoe, Paige Lombardo

# District 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
Scudder Primary	PK-2

## Ethnic Distribution:

	District	Campus
African American	0.91%	1%
Hispanic	24.9%	25%
White	70.6%	71.1%
Native American	0.4%	0.4%
Asian /Pacific Islander	0.35%	0.1%

## Special Populations:

	District	Campus
Economically Disadvantaged	25.8%	32%
EL	6.42%	8.6%
At- Risk	28.3%	29.1%
Special Education	8.8%	13%

# 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 extra-curricular 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 / Leavers	Completion Rates
SAT / ACT	CTE Program information	Extra- Curricular Participation

### The district also reviews:

#### Beginning /Middle/ End 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 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

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

Data is based on 2019 TAPR / PEIMS information

	Attendance	Drop-Out Rate
Jacob's Well	96.5%	n/a
Wimberley	96.2%	0.0%
Region 13	95.6%	0.2%
Texas	95.4%	0.4%

Actual Rate through COVID-19 2020-2021 In-person, Asynchronous and Synchronous: 97.4 % at end of 5<sup>th</sup> 6 Weeks period.

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. With the COVID restrictions in place this year and the three methods of instruction delivery, the district did an exceptional job of keeping students in classes.

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



**EC – Kindergarten Readiness** -Incorporating 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 85% 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.

**Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. WISD SG 1a-c, 3c**

3rd Grade Reading 60% to 75%

4th Grade Reading 61% to 76%

5th Grade Reading 65 % to 80%

**\*\* Note that the scores are based on MEETS STANDARD, not APPROACHES (3<sup>rd</sup> approaches was 84%, 4th grade approaches was 87%, & 5th grade approaches was 88% for 2021)**

**HB3 Goal**

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

<p><b>Strategy 1:</b> Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. Using the vertical alignment document created this summer, implementation and building of skills, concepts, and vocabulary will be consistent across grade levels. Professional development sessions will be held at PLC and staff meetings in order to have successful implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum taught leading to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abc, 2c, 3c</p>	<table border="1"> <tr><td colspan="5">Reviews for 2021-2022</td></tr> <tr><td colspan="4">Formative</td><td>Summ</td></tr> <tr><td></td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 2:</b> Utilize data analysis through district software and interim assessments to identify and track students' strengths, weaknesses and progress toward mastery. Using vertical alignment and curriculum documents, common grade level assessments will be created. Teachers will then utilize data from common assessments, STAAR scores, data from 2nd grade, and data from AR, Lexia, and Reading Plus for progress monitoring of TEKS mastered and progress toward STAAR goals. All information will be shared with the GIST committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved monitoring of student's performance</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level teams, GIST committee, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abc, 2c,3bc</p>	<table border="1"> <tr><td colspan="5">Reviews for 2021-2022</td></tr> <tr><td colspan="4">Formative</td><td>Summ</td></tr> <tr><td></td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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at least 3-4 times per week. One meeting will be for Tier 1 general instruction and the 2nd meeting will be for targeted intervention. The targeted intervention can be done by the classroom teacher, or the student may be pulled for intervention class during RISE time. This strategy also ensures compliance with HB 4545.

**Strategy's Expected Result/Impact:** Improved reading instruction and learning

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Staff, SPED teachers, Principal, Assistant Principal

**WISD Strategic Goal:** 1abc, 2c, 3bc

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**Strategy 5:** Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in Wilson or Basic Language Skills program.

**Strategy's Expected Result/Impact:** Improved reading instruction for dyslexic students

**Staff Responsible for Monitoring:** Director of Spec. Education /Dir of 504, Dyslexia Teachers, Principal, Assistant Principal

**WISD Strategic Goal:** 1bc, 2c,3bc

Reviews for 2021-2022				
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**Strategy 6:** The district will develop a plan for the implementation of the Reading Academy for teachers and principals. Half of all JWE teachers who are certified to teach reading are enrolled in the Academy for the 2021-22 school year. The teachers not enrolled will enroll next summer.

**Strategy's Expected Result/Impact:** Completion of Reading Academy by all K-5 teachers and administrators by 2022-2023 SY

**Staff Responsible for Monitoring:** Principal

**WISD Strategic Goal:** 1bc, 2c, 3bc

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**Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.**

3rd Grade Math 30% to 60%

4th Grade Math 47% to 62%

5th Grade Math 61% to 75%

**\*\* Note that the scores are based on MEETS STANDARD, not APPROACHES (3<sup>rd</sup> approaches was 63%, 4th grade approaches was 77%, & 5th grade approaches was 83% for 2021)**  
HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC.

<p><b>Strategy 1:</b> Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. Using the vertical alignment document created this summer, implementation and building of skills, concepts, and vocabulary will be consistent across grade levels. Professional development sessions will be held at PLC and staff meetings in order to have successful implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum taught leading to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abc, 2c,3bc</p>	<table border="1"> <tr><td colspan="5">Reviews for 2021-2022</td></tr> <tr><td colspan="4">Formative</td><td>Summ</td></tr> <tr><td></td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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**Strategy's Expected Result/Impact:** Improved math instruction and learning

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Staff, SPED teachers, Principal, Assistant Principal

**WISD Strategic Goal:** 1abc, 2c,3bc

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**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.**

Performance Objective 1: Increase the CCMR indicator by 2% during the 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators

**Strategy 1:** While this goal is aimed at the high school population, JWE will include CTE careers in annual JWE Career Day and promote higher education by having a once a month college t-shirt day. Special area rotation teachers and the counselor will connect their curriculum to future career opportunities.

**Strategy's Expected Result/Impact:** Increased interest in CTE careers and colleges.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Career Day Committee

**WISD Strategic Goal:** 2be, 3abc, 4ab

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**Goal 4: WISD will close the learning gap for each student group on state assessments by meeting or exceeding established targets.**

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

EL: 3rd Rdg 54(54)% to 65%, Math 8(31)% to 30% ; 4th Rdg 36(79)% to 45%, Math 36(71)% to 45%; 5th Rdg 14(57)% to 35%, Math 7(29)% to 30%  
 Econ Dis: 3rd Rdg 47(72)% to 60%, Math 11(48)% to 45%; 4th Rdg 53(77)% to 65%, Math 28(64)% to 45%; 5th Rdg 44(74)% to 60%, Math 37(61)% to 50%  
 At-Risk: 3rd Rdg 30(59)% to 45%, Math 3(32)% to 30%; 4th Rdg 27(62)% to 45%, Math 17(57)% to 30%; 5th Rdg 36(70)% to 50%, Math 24(54)% to 45%  
 SPED: 3rd Rdg 39(70)% to 45%, Math 9(30)% to 30%; 4th Rdg 38(58)% to 45%, Math 38(54)% to 45%; 5th Rdg 20(60)% to 40%, Math 29(65)% to 45%

**\*\* Note that the scores are based on MEETS STANDARD, not APPROACHES (approaches scores in parentheses)**

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments

<p><b>Strategy 1:</b> Provide additional language acquisition support for EL students. JWE will hold BOY GIST and LPAC to review data from assessments and form intervention and enrichment groups. Data and groups will be assessed and adjusted as needed at least 2 times in the fall semester and 2 times in the spring semester at GIST meetings. JWE will hold an EL Family Night in the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on state and local performance.</p> <p><b>Staff Responsible for Monitoring:</b> EL teachers, LPAC, GIST committee, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abc, 2ce,3bc</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 2:</b> Develop a module for training ESL teachers in instructional strategies designed to address the specific needs of EL students, including Sheltered Instruction and academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Coordinator</p> <p><b>WISD Strategic Goal:</b> 1bc, 2c, 3bc</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 3:</b> Identify low-performing economically disadvantaged, EL, At-Risk, and SPED students and targeted student groups for early and targeted interventions. Through the GIST and ARD process, students will be identified to form intervention, and enrichment, plans. Data and groups will be assessed and adjusted as needed at least 2 times in the fall semester and 2 times in the spring semester at GIST meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GIST committee</p> <p><b>WISD Strategic Goal:</b> 1abc, 2c,3bc</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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**Strategy 4:** For all STAAR student groups, JWE will use the vertical alignment document created this summer. Implementation and building of skills, concepts, and vocabulary will be consistent across grade levels. Professional development sessions will be held at PLC and staff meetings in order to have successful implementation.

**Strategy's Expected Result/Impact:** Improved student performance on state assessment

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**WISD Strategic Goal:** 1abc, 2c,3bc

Reviews for 2021-2022				
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**Strategy 5:** Strategically plan small group instructional opportunities for students K-8 that focus on differentiation based on student's needs and data. Students below grade level, or who did not meet standard on the STAAR, will meet with a certified teacher in a small group twice a day at least 3-4 times per week. One meeting will be for Tier 1 general instruction and the 2nd meeting will be for targeted intervention. The targeted intervention can be done by the classroom teacher, or the student may be pulled for intervention.

**Strategy's Expected Result/Impact:** Improved student performance, increased number of students performing on or above grade level

**Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal

**WISD Strategic Goal:** 1abc, 2c,3bc

Reviews for 2021-2022				
Formative				Summ
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Other				

**Strategy 6:** Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in Wilson and Basic Language Skills program.

**Strategy's Expected Result/Impact:** Improved reading instruction for dyslexic students

**Staff Responsible for Monitoring:** Director of Spec. Education, Dyslexia Teachers, Principals, Assistant Principal

**WISD Strategic Goal:** 1bc, 2c, 3bc

Reviews for 2021-2022				
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	Nov	Jan	Mar	June
Progress				
Complete				
Other				

**Strategy 7:** The district will develop a plan for the implementation of the Reading Academy for teachers and principals. Half of all JWE teachers who are certified to teach reading are enrolled in the Academy for the 2021-22 school year. The teachers not enrolled will enroll next summer.

**Strategy's Expected Result/Impact:** Completion of Reading Academy by all K-3 teachers and administrators by 2022-2023 SY

**Staff Responsible for Monitoring:**

**WISD Strategic Goal:** 1bc, 2c, 3bc

Reviews for 2021-2022				
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	Nov	Jan	Mar	June
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Other				

**Goal 5:** The District will establish and campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

<p><b>Strategy 1:</b> Installation of security system to include closed circuit TV</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of happenings around the building. Ability to look at past recordings.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Director, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1d</p>	<table border="1"> <tr> <th colspan="5">Reviews for 2021-2022</th> </tr> <tr> <th colspan="4">Formative</th> <th>Summ</th> </tr> <tr> <th></th> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> <tr> <td>Progress</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Complete</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 2: Continue to develop campus safety plans / new schematics</b></p> <p>Continue the development campus safety plans which will include:</p> <ul style="list-style-type: none"> <li>- New lock down procedures</li> <li>- Threat Assessment Teams for each campus</li> <li>- Developing a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement, controlled access.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improved monitoring of student's performance</p> <p><b>Staff Responsible for Monitoring:</b> Safety Director, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1d, 2c</p>	<table border="1"> <tr> <th colspan="5">Reviews for 2021-2022</th> </tr> <tr> <th colspan="4">Formative</th> <th>Summ</th> </tr> <tr> <th></th> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> <tr> <td>Progress</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Complete</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 3:</b> Provide anti - drug, alcohol, vaping instruction appropriate to the grade level K-12, through Science and Health curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of dangers of drugs, alcohol, and vaping</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, PE Teacher, Nurse, Teachers, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1d, 2c</p>	<table border="1"> <tr> <th colspan="5">Reviews for 2021-2022</th> </tr> <tr> <th colspan="4">Formative</th> <th>Summ</th> </tr> <tr> <th></th> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> <tr> <td>Progress</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Complete</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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**Goal 6:** WISD campuses will implement programs to appropriately address Social, Emotional Learning; the psychological, social and behavioral needs of WISD students. The success of such programs is to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student leaver rates.

<p><b>Strategy 1:</b> A Capturing Kids Hearts overview will be presented to staff at the beginning of the year including building social contracts and communicating using the EXCEL model. JWE will begin a rotation of sending staff to the full Capturing Kids Hearts training. Classrooms will develop their own social contract at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. This in turn should lower discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abcd, 2abe, 3abc, 4c</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 2:</b> The JWE counselor will implement monthly guidance lessons for each homeroom and guidance groups for students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be involved in learning how to handle themselves, their relationships, and their work more effectively and how to make responsible decisions. This in turn should lower discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Principal</p> <p><b>WISD Strategic Goal:</b> 1abcd, 2abe, 3abc, 4c</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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<p><b>Strategy 3:</b> SEL topics, such as class meetings, restorative discipline, peace paths, will be included in PLC and staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be involved in learning how to handle themselves, their relationships, and their work more effectively and how to make responsible decisions. This in turn should lower discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Principal, Assistant Principal</p> <p><b>WISD Strategic Goal:</b> 1abcd, 2abe, 3abc, 4c</p>	<table border="1"> <tr><th colspan="5">Reviews for 2021-2022</th></tr> <tr><th colspan="4">Formative</th><th>Summ</th></tr> <tr><th></th><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr> <tr><td>Progress</td><td></td><td></td><td></td><td></td></tr> <tr><td>Complete</td><td></td><td></td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td><td></td><td></td></tr> </table>	Reviews for 2021-2022					Formative				Summ		Nov	Jan	Mar	June	Progress					Complete					Other				
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