



Board of Trustees
Agenda of Regular Meeting
Monday, October 19, 2026, 6:00 PM
WISD Administration Building, 951 FM 2325,
Wimberley, TX 78676

Vision Statement - Excellence, Innovation, Service

Mission Statement - Wimberley I.S.D. is dedicated to excellence in education, empowering the next generation of Texans to have a positive impact locally and globally.

1. Call the meeting to order and determine a quorum - Presiding Officer Pledge of Allegiance, Reflection, Welcome
2. Special Recognition – Presenter Dr. Bonewald
 - A. Wimberley Education Foundation
3. PUBLIC FORUM - Presiding Officer
 - Persons who wish to present public comments must sign in prior to meeting start on the day of the meeting and list his/her name; name of the group that he/she represents; and agenda item.
 - Each speaker's submitted comments will be allowed three minutes for presentation to the Board, with six minutes granted to a person with a translator.
 - The same rules will be observed for public comments on non-agenda items with the following exceptions, 1) public comments on non-agenda items will only be scheduled for regular meetings of the Board and 2) the total time that will be allowed on non-agenda public comments will be 30 minutes.
 - Please keep your comments or criticisms civil and courteous.
 - Please also avoid using profanity and refrain from making personal attacks on others.
 - Except for the speaker's student, no other student's name or identity should be discussed.
 - If you have a concern that you would like heard and resolved, please present your concern through the District's grievance policies. Grievance forms can be obtained at the Central Administration Office or on the District's website.
 - Trustees are not permitted by law to respond or discuss public comments. However, the Board President may direct a speaker to the appropriate administrator for further discussion.
4. Information Items

- A. Strategic Plan Update: Priority 2 – Support Staff Excellence – The Blueprint: Texan Leadership Academy, presented by Dr. Turek and Dr. Cooper.
 - B. Bond Update: AG|CM
5. Action Items
- A. Consider and possible action to approve an Easement Agreement with Aqua Texas, Inc. for a permanent utility easement and related temporary construction easement for water utility facilities across District-owned real property, being a 0.4789-acre (20,859-square-foot) tract situated in the Clement Henson Survey, Abstract No. 249, Hays County, Texas, and being a portion of the remainder of a called 148.40-acre tract conveyed to Wimberley Independent School District and recorded as Document No. 18029272 of the Official Public Records of Hays County, Texas, as more particularly described by metes and bounds in the Easement Agreement; and authorize the Superintendent or designee to execute the Easement Agreement and related documents.
 - B. Consideration and possible action regarding an amendment to the contract agreement between Wimberley ISD and ESD #4.
6. CFO's Report - Chief Financial Officer, Michael Doyle
- A. Financials
7. Board President Report - Announcement of the Annual Board of Trustees Continued Education
8. Superintendent's Report
9. Consent Agenda - Presiding Officer Discussion and necessary action - The following items may be considered for approval in part or in entirety.
- A. Student Enrollment and Attendance
 - B. Consider and Approve the Minutes of the Regular Meeting - September 21, 2026
 - C. Consider and Approve the Budget Amendment #1
 - D. Consider and Approve the Walsh Gallegos, Kyle Robinson & Roalson P.C. Annual Retainer Agreement
 - E. Consider and Approve the Campus Improvement Plans — Wimberley High School, Danforth Jr. High, Jacob's Well Elementary, Blue Hole Primary.
10. Closed Session - Presiding Officer The Board may adjourn into closed session pursuant to Texas Government Code Section: 551.071 *et seq.* The Board may then re-enter into Open Session for further discussion and necessary action.
- A. Deliberation Regarding Security Devices or Security Audits. *Texas Gov't Code §551.076 and §551.089*
 - B. Personnel Matters. *Texas Gov't Code §551.074*
 - 1) New hires/terminations/employee discipline

C. Pursuant to Texas Government Code § 551.072, deliberate the purchase, exchange, lease, or value of real property.

D. Consultation with Attorney. *Texas Gov't Code §551.071*

11. The Board will reconvene and take possible action on items discussed in executive session - Presiding Officer
12. Prepare for next meeting - Presiding Officer Discussion to include, but not limited to:
Set date, time, and place of next meeting, upcoming agenda items
13. Adjourn - Presiding Officer



Dr. Jennifer Cooper and Dr. Michelle Turek

Great districts grow amazing leaders.



Goal 2: SUPPORT Faculty and Staff Excellence 2.2 Continuous Development and Training			
EMPOWER	STRENGTHEN	ENSURE	SUPPORT
1.1 Academic Achievement	3.3 Community Partnerships	4.1 Financial Stewardship	2.1 Staff Engagement
<p>Leadership that supports student growth</p> 	<p>Leaders who understand and value district relationships</p> 	<p>Understanding responsible district decision-making</p> 	<p>Investing in employee growth and belonging</p> 

Learn from District Leaders

Instruction, HR, finance, operations, safety, and student support

Experience District Leadership

Board observations and exposure to district-level decision making

Engage in Real Challenges

Leadership scenarios, collaboration, and reflection

Make an Impact

Apply learning through a District Impact Challenge



Meet Our Inaugural Cohort

Leslie Campbell
Jennifer Carver
Misty Fletcher-Remmers
Brenton Galley
Cheyenne Gold
Gabrielle Goodman
Melissa Ivicic

Quinn Watson Morris
Cade Pharis
Amber Wakem Poole
Elizabeth Riley
Tonya Rosborough
Laquita Sellers



O'CONNELL
ROBERTSON



Wimberley ISD
Excellence. Innovation. Service.

AG|CM
INC.



• WISD Construction Bond 2025 Update

- 10-19-26
- PRESENTED BY: AG|CM, INC.

Mari Zapata, Ryan Rosborough

Wimberley ISD Bond 2025 Construction Update



Prop A - General Growth, Safety and Rehabilitation of Facilities - \$109.99 Million

Prop B - Instructional Technology - \$6.05 Million

Prop C - Texan Stadium Improvements - \$5.73 Million

Prop D - Shaded Multipurpose Activity Center
- \$13.23 Million

Contractors:

Bartlett Cocke
E3 Integral Solutions
Lone Star Sitework

Owners Representative:

AG|CM Project Management

Architect:

Oconnell Robertson

Anticipated Completion Date:

Spring 2028

•Presentation Outline (High Level)

- Activities Since Last Update
- Budget Update
- Schedule Update
- Upcoming Activities
- Board Meeting Lookahead

Critical Activities Since Last Update:

- **Bid Package 1 – Blue Hole Parking**
 - Landscape alterations and ramp addition
- **Bid Packages 2 and 3 – DJH, WHS, Performing Arts, Texan Stadium**
 - Multipurpose Pavilion: Steel erected, Steel being painted
 - WHS Band Addition: CMU Walls continue
 - WHS Weight Room: Grade Beams poured
 - Performing Arts: Slabs are poured, CMU walls continue going up
 - Field Events: Temp Irrigation established



Photo: Band Hall CMU/Slab

Wimberley ISD Bond 2025 Construction Update



Photo: WHS Detention Pond



Photo: Slab Pour @ Performing Arts

Wimberley ISD Bond 2025 Construction Update



Photo: WHS Weight Room Slab Poured



Photo: Field Events

Wimberley ISD Bond 2025 Construction Update



Photo: Underground Detention Pond



Photo: SMAC Bldg Steel

Wimberley ISD Bond 2025 Construction Update

Critical Activities Since Last Update (Cont.):

- **Bid Package 4 – BB/SB Improvements**
 - Finalizing Construction Docs for Bid Release
- **Bid Package 5 - Roofing and HVAC Blue Hole, Jacobs Well**
 - Jacobs Well = 90% HVAC Units installed, Roof 95% complete
 - Blue Hole = Roof 99% complete
 - Scudder = Final (2) HVAC Units have been installed
- **Bid Package 6 – Multicampus Improvements**
 - Jacobs Well = Interior security doors arrived and being installed
 - Blue Hole = Interior security doors arrived and being installed
 - Network Ops Center = Extinguishing system shipped, pending install

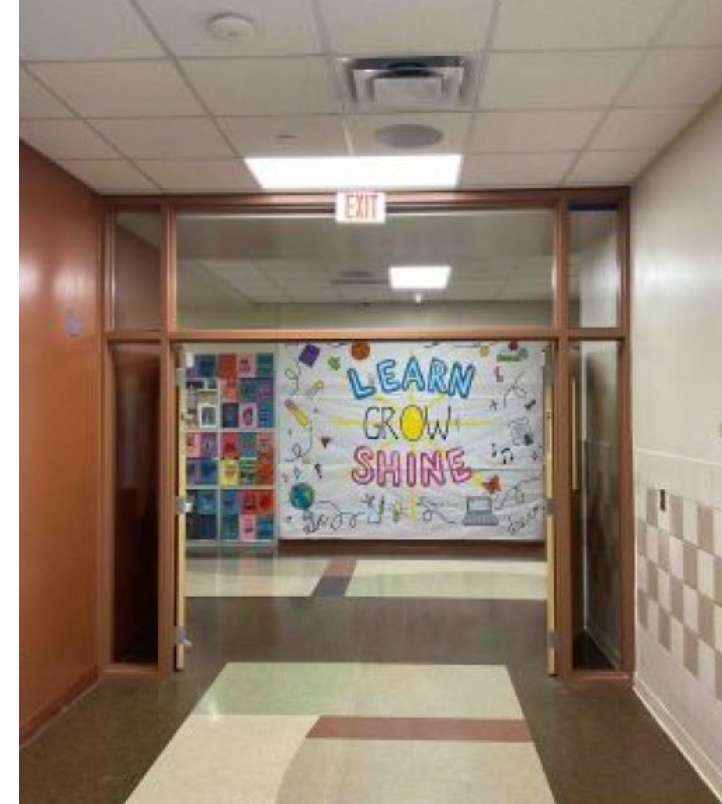


Photo: Security Doors at JWE

Wimberley ISD Bond 2025 Construction Update

Critical Activities Since Last Update (Cont.):

- Other Bond Related Activities
 - Furniture, Fixtures and Equipment strategizing



Photo: Pavilion Aerial

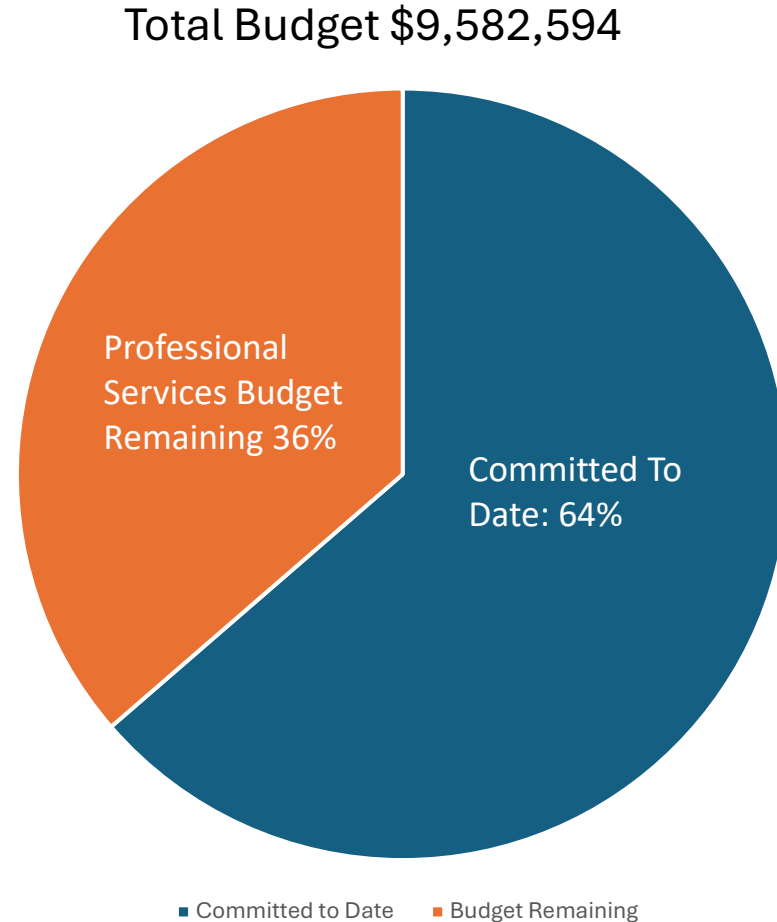


Photo: JWE Roof Trim

Wimberley ISD Bond 2025 Construction Update

Budget Update: As of September 30, 2026

- Professional Services Snapshot:
 - Legal
 - Architecture
 - Program Management
- Professional Services Budget: \$9,582,594
 - Committed to date: \$6,098,488
 - Budget Remaining: \$3,484,106
 - September 2026 Activity: \$845,553



Wimberley ISD Bond 2025 Construction Update

Budget Update: As of September 30, 2026

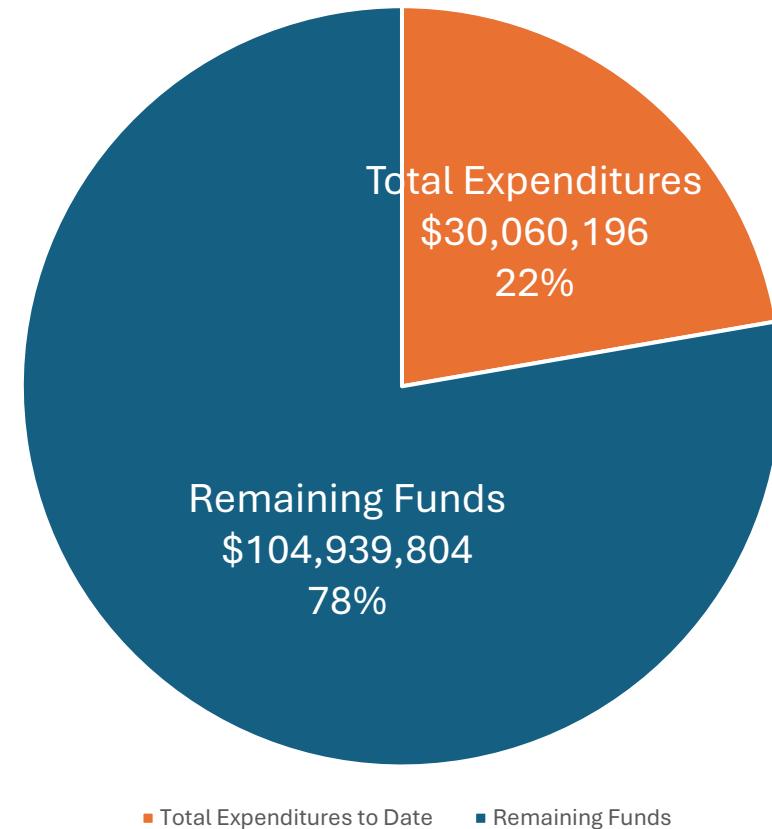
Items included in Expenditures –Owner Costs:

- **Total Budget: \$135,000,000**
 - September Activity: \$5,241,685
- **Total Expenditures to Date: \$30,060,196**
- **Remaining Funds: \$104,939,804**

September Owner Costs Include :

- Bartlett Cocke Pay App #5
- Wallace Roofing/HVAC Pay Apps
- E3 Entegral Solutions
- Weaver Technologies E-Rate Infrastructure
- Interactive Touch Panels & Technology Equipment

Total Budget \$135,000,000



Wimberley ISD Bond 2025 Construction Update

Schedule Overview: Milestones Dates are Estimated, Subject to Change

- Bid Package 1 –Blue Hole Parking
- ~~Complete Design: Nov 2025~~
 - ~~Construction Start: Summer 2026~~
 - Construction Complete: Summer 2026
- Bid Package 2 and 3 – Danforth/Performing Arts/Texan Stadium and High School
- ~~Complete Design: Feb 2026~~
 - ~~Construction Start: March 2026 Band Marching Pad~~
 - Construction Complete: Spring 2028
- Bid Package 4 – Baseball/Softball Complex
 - Complete Design: Fall 2026
 - Board Approval: January 2027
 - Construction Start: Early 2027
 - Construction Complete: Early 2028



- Bid Package 5 Mechanical/Roofing BHP, JWE, Scudder
- ~~Complete Design: Nov 2025~~
- ~~Construction Start: Spring 2026~~
 - Construction Complete: Fall 2026
- Bid Package 6 – Multiple Lighting/Intercom/Misc FCA, JWE, BHP, NOC
- ~~Design Complete: Dec 2025~~
 - ~~Construction Start: Summer 2026~~
 - Construction Complete Summer/Fall 2026

Wimberley ISD Bond 2025 Construction Update

Upcoming Critical Activities

- **Bid Package 1 – Blue Hole Parking**
 - Close out project
- **Bid Package 2 and 3 – WHS, DJH, Performing Arts**
 - Structural CMU completion, Steel begins
 - Complete Slab for weight room
 - Begin Steel Erection @ Performing Arts
 - Continue CMU walls/roughin @ Performing Arts
 - Insulation and Roof on Multipurpose Pavilion
 - Sod @ Field Events
- **Bid Package 4 – Baseball/Softball**
 - Issue Bid Documents in November
- **Bid Package 5 – Roofing and HVAC**
 - Complete Roofing, HVAC ongoing
- **Bid Package 6 – Multicampus Improvements**
 - Complete all work but Generator (December)



Photo: WHS Band Addition

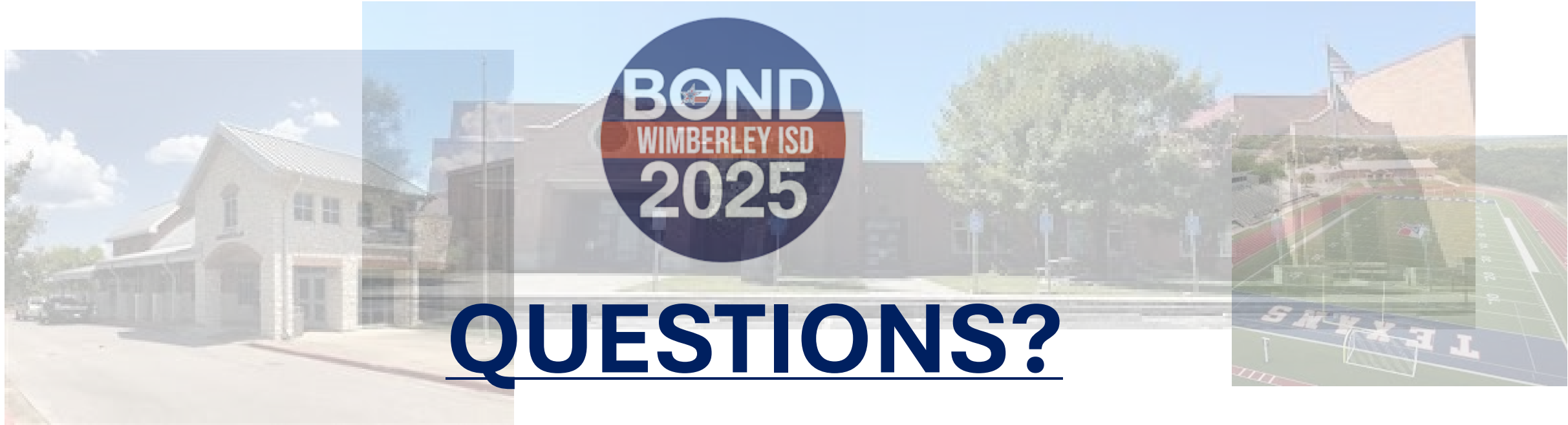
Board Meeting Lookahead

- **Tonight's Board Meeting:**
 - Board Update
- **Board Meeting Look Ahead – November:**
 - Board Update



Photo: Slabs Poured @ Performing Arts

Wimberley ISD Bond 2025 Construction Update



O'CONNELL
ROBERTSON



Wimberley ISD
Excellence. Innovation. Service.

AGCM
INC.

A Professional Construction
Management Firm

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION
WIMBERLEY, TEXAS**

Subject: Consider and possible action to approve an Easement Agreement with Aqua Texas, Inc. for a permanent utility easement and related temporary construction easement for water utility facilities across District-owned real property, being a 0.4789-acre (20,859-square-foot) tract situated in the Clement Henson Survey, Abstract No. 249, Hays County, Texas, and being a portion of the remainder of a called 148.40-acre tract conveyed to Wimberley Independent School District and recorded as Document No. 18029272 of the Official Public Records of Hays County, Texas, as more particularly described by metes and bounds in the Easement Agreement; and authorize the Superintendent or designee to execute the Easement Agreement and related documents.

Date: October 19, 2026

Presented by: Mike Doyle

Action

BACKGROUND INFORMATION

Wimberley ISD has been working with Aqua Texas, Inc. on an Easement Agreement to allow the installation and operation of water utility across District-owned real property. The permanent easement is located within the Clement Henson Survey, Abstract No. 249, Hays County, Texas, and is part of the remainder of a called 148.40-acre District tract recorded as Document No. 18029272 in the Official Public Records of Hays County, Texas.

The revised survey prepared by Kleinfelder identifies a permanent utility easement measuring approximately 1,043 linear feet along its centerline and encompassing 0.4789 acres (20,859 square feet). The alignment has been extended to the edge of the future fire station lot. Exhibit B provides the controlling metes-and-bounds description and depiction of the permanent easement; the easement cannot be expanded, relocated, or otherwise modified without a written agreement of both parties, and its location will not shift based on the waterline as ultimately constructed.

The proposed agreement also provides for a temporary construction easement extending 15 feet on either side of the permanent easement for initial installation. Negotiated provisions address District approval of access routes, campus check-in, advance notice of construction, restoration of affected improvements, insurance, and limits on assignment. The temporary construction rights expire upon completion of the initial installation.

District legal counsel has reviewed the proposed revisions and indicated that the substantive changes principally concern the survey and easement description. Before execution, Administration will

confirm that the final agreement includes the correct exhibits and that the temporary construction easement is accurately depicted. The project manager will also verify that the revised survey reflects the intended field alignment.

The Board is being asked to authorize the Superintendent or designee to finalize and execute the Easement Agreement and related documents, including minor or non-substantive edits necessary to effectuate the approval.

ADMINISTRATIVE RECOMMENDATION

Administration recommends that the Board approve the Easement Agreement with Aqua Texas, Inc. for the permanent utility easement and related temporary construction easement, subject to confirmation of the final exhibits and survey alignment, and authorize the Board President, Superintendent or designee to finalize and execute the agreement and related documents.

BOARD ACTION REQUIRED

"I move that the Board approve the Easement Agreement with Aqua Texas, Inc. for the permanent utility easement and related temporary construction easement described in the posted agenda item, as proposed by Administration, and authorize the Board President, Superintendent or designee to finalize and execute the Easement Agreement and any related documents necessary to effectuate the Board's approval, including delegation of authority to make any minor or non-substantive edits to finalize the easement."

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION
WIMBERLEY, TEXAS**

Subject: Consider and possible action to approve the First Amendment to the Interlocal Agreement between Wimberley Independent School District and Hays County Emergency Services District No. 4 concerning architectural design and aesthetics of the emergency services facilities; and authorize execution of the amendment.

Date: October 19, 2026

Presented by: Mike Doyle

Action

BACKGROUND INFORMATION

Wimberley ISD and Hays County Emergency Services District No. 4 (ESD4) entered into an Interlocal Agreement dated June 25, 2024, concerning property and facilities for emergency services. The original agreement required all facilities constructed to conform to the general architectural aesthetics of Blue Hole Primary School.

The proposed First Amendment replaces that requirement with a provision granting ESD4 final authority over the architectural design and aesthetics of the facilities. ESD4 must consider the general aesthetics of Blue Hole Primary School along with available funding, construction and life-cycle costs, and operational requirements for emergency services. In its good-faith discretion, ESD4 may depart from the school's aesthetics to address fiscal responsibility or operational needs.

The amendment expressly permits differences in exterior materials, finishes, colors, roof forms, and other architectural features without further WISD approval. It also provides that permitted design departures do not constitute a breach or default and do not give rise to termination, reversion, corrective work, damages, or other remedies under the agreement. The flexibility applies to initial construction and subsequent additions, renovations, and replacements.

The amendment does not change the required public-purpose use of the property, the reversion requirements of Texas Local Government Code Section 272.001(1), or compliance with applicable law. All other provisions of the original agreement remain in effect except as expressly amended. The amendment becomes effective on the date of the last party's signature.

ADMINISTRATIVE RECOMMENDATION

Administration recommends that the Board approve the First Amendment to the Interlocal Agreement with Hays County Emergency Services District No. 4, providing

architectural design and aesthetic flexibility as described, and authorize the Board President to execute the amendment on behalf of Wimberley ISD.

BOARD ACTION REQUIRED

"I move that the Board approve the First Amendment to the Interlocal Agreement between Wimberley Independent School District and Hays County Emergency Services District No. 4, as presented, and authorize the Board President to execute the amendment on behalf of the District."

First Amendment to Interlocal Agreement

Wimberley Independent School District ("WISD"), a political subdivision and public school district of the State of Texas referred to in this Agreement as "WISD", and Hays County Emergency Services District No. 4 ("ESD4"), a political subdivision of the State of Texas organized and operating pursuant to the provisions of Section 48-e, Article III of the Texas Constitution and Chapter 775 of the Health and Safety Code referred to in this Agreement as "ESD4", amend their Interlocal Agreement dated June 25, 2024 ("Agreement") to provide flexibility in the architectural design and aesthetics of the Facilities. The Parties agree to the following amendments to the Agreement.

Article I Architectural Design and Aesthetics

The final sentence of Paragraph 2 of the Agreement, which states, "All Facilities constructed shall conform to the general architectural aesthetics of Blue Hole Primary School," is deleted and replaced with the following:

ESD4 shall have final authority over the architectural design and aesthetics of the Facilities. ESD4 shall consider the general architectural aesthetics of Blue Hole Primary School together with available funding, construction and life-cycle costs, and operational requirements for Emergency Services. ESD4 may, in its good-faith discretion, depart from the school's aesthetics to address fiscal responsibility or operational needs. ESD4's good-faith determination shall control for purposes of compliance with the aesthetic requirements of this Agreement.

Permitted departures include changes to exterior materials, finishes, colors, roof forms, and other architectural features. These departures satisfy the aesthetic requirements of this Agreement and require no further WISD consent, approval, waiver, or amendment. ESD4 is not required to increase its project budget or compromise Emergency Services to achieve aesthetic conformity. This authority applies to initial construction and subsequent additions, renovations, and replacements of the Facilities.

Notwithstanding Paragraphs 1, 11, and 15 or any other provision of the Agreement, a departure permitted by this Amendment shall not constitute a breach or default or provide a basis for termination, reversion of title or possession, reentry, corrective work at ESD4's expense, damages, or other relief under the Agreement. WISD shall not require ESD4 to alter or remove a permitted design feature to achieve aesthetic conformity.

Article II Continuing Effect of Agreement

The parties find that this design flexibility furthers the Agreement's public purpose by allowing ESD4 to provide Emergency Services while responsibly managing public funds. This Amendment does not alter the required public-purpose use of the Property, the reversion requirements of Local Government Code Section 272.001(l), or compliance with applicable law.

This Amendment controls any conflict with the Agreement and remains effective throughout the Agreement's term and any renewals. Except as expressly amended, all other terms remain in full force and effect. This Amendment is effective on the date of the last party's signature below.

**WIMBERLEY INDEPENDENT SCHOOL
DISTRICT**

By: _____
Printed Name: _____
Title: President
Date: _____

ATTEST:

By: _____
Printed Name: _____
Title: Secretary

**HAYS COUNTY EMERGENCY SERVICES
DISTRICT NO. 4**

By: _____
Printed Name: _____
Title: President
Date: _____

ATTEST:

By: _____
Printed Name: _____
Title: Secretary



Wimberley ISD

Excellence. Innovation. Service.

Monthly Financial Report

Reported on October 19, 2026

Financial Data through September 30, 2026



Wimberley ISD
Excellence. Innovation. Service.

Combined Balance Sheet Highlights

Total Cash & Investment Balances for all Governmental & Proprietary Funds	\$32,179,953
Total Cash & Investments - General Fund	\$17,673,564
Total Cash & Investments - Debt Service	\$12,551,084
Unaudited Ending General Fund Balance	\$16,005,196

Current position of the unaudited ending General Fund Balance is equivalent to 6.24 operating months



State of Revenues, Expenditures – General Fund

Revenue	\$4,431,899	14% of the budget revenue
Activity	\$3,289,224	10% of the budget expenditures



State of Revenues, Expenditures – Child Nutrition

Revenue	\$129,530	11% of budgeted revenue
Activity	\$101,016	9% of budgeted expenditures



State of Revenues, Expenditures – Debt Service

Revenue	\$56,947	0.5% of budgeted revenue
Activity	(\$1,151)	0% of budgeted expenditures



Wimberley ISD
Excellence. Innovation. Service.

State of Revenues, Expenditures – Special Revenue

Revenue	\$300,724
Activity	\$149,802



State of Revenues, Expenditures – Enterprise Funds

	Blue Hole After School Program	Jacob's Well After School Program	Blue Hole PK Program
Revenue	\$56,627	\$28,860	\$88,021
Activity	\$1,656	\$2,306	\$39,738



Wimberley ISD

Excellence. Innovation. Service.

Current Tax Collections

- Total Current Month Tax Collections:
 - \$2,788.99
- Total Fiscal Year to Date Tax Collection:
 - \$2,788.99
 - 0.01% of Levy
 - Previous year comparison
 - 0.27%
- Total Revised Budgeted Tax Revenue
 - \$36,856,838
 - Percent of Budget Collected – 0.20%
 - Previous year comparison
 - 0.52%

Wimberley Independent School District
Combined Balance Sheet
for the Month Ending September 30, 2026
(Un-Audited)

	<u>General</u> <u>Fund</u>	<u>Child Nutrition</u> <u>Fund</u>	<u>Debt Service</u> <u>Fund</u>	<u>Special Revenue</u> <u>Funds</u>	<u>Enterprise</u> <u>Funds</u>	<u>Total</u>
Assets:						
11XX Cash and Cash Equivalents	\$ (576,047.67)	\$ 96,686.18	\$ 13,366.76	\$ 605,267.99	\$ 854,880.23	\$ 994,153.49
Current Investments	18,249,611.91	328.00	12,537,717.17	397,942.14	200.00	31,185,799.22
Total Cash and Investments	\$ 17,673,564.24	\$ 97,014.18	\$ 12,551,083.93	\$ 1,003,210.13	\$ 855,080.23	\$ 32,179,952.71
12XX Property Taxes - Delinquent	1,402,836.00	-	450,506.00	-	-	1,853,342.00
Allowance for Uncollectible Taxes	(140,284.00)	-	(45,053.00)	-	-	(185,337.00)
Accrued Interest	0.04	-	817.59	-	-	817.63
Due from State Agencies	8,132.45	51,034.49	-	66,686.14	-	125,853.08
Due from other Governments	38.38	-	2,721.94	-	-	2,760.32
Due from Other Funds	27,475.47	-	-	8,285.36	-	35,760.83
Other Receivables	27,693.86	69,475.15	-	3,001.86	-	100,170.87
Total Receivables	\$ 1,325,892.20	\$ 120,509.64	\$ 408,992.53	\$ 77,973.36	\$ -	\$ 1,933,367.73
13XX Inventories	9,084.61	19,072.49	-	-	-	28,157.10
Prepaid Items	-	-	-	-	-	-
Other Current Assets	\$ 9,084.61	\$ 19,072.49	\$ -	\$ -	\$ -	\$ 28,157.10
Total Current Assets	\$ 19,008,541.05	\$ 236,596.31	\$ 12,960,076.46	\$ 1,081,183.49	\$ 855,080.23	\$ 34,141,477.54
215X Accounts Payable	\$ (2,320.75)	(304.68)	-	-	-	\$ (2,625.43)
Other Liabilities	(4,691.56)	(23.16)	-	-	-	(4,714.72)
Payroll Deductions and Withholdings	134,644.95	-	-	-	-	134,644.95
216X Accrued Wages Payable	1,521,359.16	29,902.11	-	-	-	1,551,261.27
Due to Debt Service	-	-	-	-	-	-
Due to State Agencies	-	-	2,883.00	-	-	2,883.00
Due to other Governments	8,285.36	-	2,541.67	27,416.07	-	38,243.10
22XX Accrued Expenses	27,095.61	1,010.57	-	-	(137.18)	27,969.00
23XX Deferred Revenues	56,420.15	114.00	-	21,358.50	-	77,892.65
Deferred Inflows	1,262,552.00	-	405,453.00	-	-	1,668,005.00
Total Liabilities	\$ 3,003,344.92	\$ 30,698.84	\$ 410,877.67	\$ 48,774.57	\$ (137.18)	\$ 3,493,558.82
Fund Balance/Equity						
Reserved/Designated Fund Balance	8,083.60	68,246.45	3,448,613.06	86,997.40	382.79	3,612,323.30
3601 Reserved for Current Year	-	-	-	-	-	-
3602 Expenditures/Expenses	-	-	\$ -	-	-	-
3600 Unreserved Fund Balance/Fund Equity	\$ 15,997,112.53	137,651.02	9,100,585.73	945,411.52	854,834.62	27,035,595.42
Total Fund Balance/Equity	\$ 16,005,196.13	\$ 205,897.47	\$ 12,549,198.79	\$ 1,032,408.92	\$ 855,217.41	\$ 30,647,918.72
Total Liabilities and Fund Equity	\$ 19,008,541.05	\$ 236,596.31	\$ 12,960,076.46	\$ 1,081,183.49	\$ 855,080.23	\$ 34,141,477.54

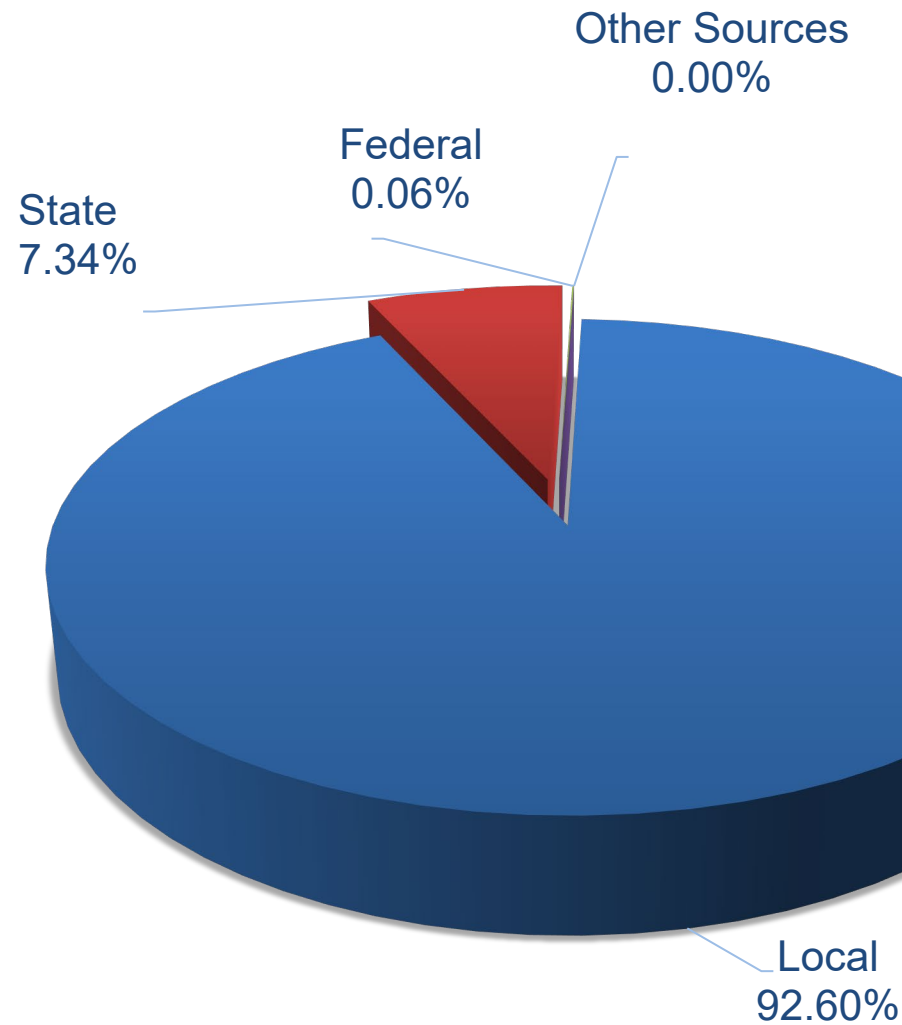
Wimberley Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
for the Month Ending September 30, 2026
(Un-Audited)

GENERAL FUND							
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Encumbrances</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues:							
Local	\$ 537,961.34	\$ 26,606,405	\$ 26,606,405	\$ -	\$ 4,103,832.59	-22,502,572.41	15.42%
State	\$ 2,417,894.02	4,843,884	4,843,884	\$ -	\$ 325,378.42	-4,518,505.58	6.72%
Federal	\$ -	95,000	95,000	\$ -	\$ 2,687.71	-92,312.29	2.83%
Other Sources	\$ -	100,850	100,850	\$ -	\$ -	-100,850.00	0.00%
Total Revenues	\$ 2,955,855.36	\$ 31,646,139	\$ 31,646,139	\$ -	\$ 4,431,898.72	-27,214,240.28	14.00%
11-Instruction	\$ 1,435,347.29	16,918,508	16,918,508	204,734.37	1,485,367.51	15,228,405.62	8.78%
12-Library	\$ 21,336.48	243,260	243,260	2,724.18	29,035.04	211,500.78	11.94%
13-Prof Dev	\$ 9,344.29	151,891	151,891	110.00	4,071.88	147,709.12	2.68%
21-Instruct Admin	\$ 48,047.20	696,848	696,848	7,866.05	56,406.76	632,575.19	8.09%
23-Campus Admin	\$ 124,917.02	1,371,896	1,371,896	14,220.94	124,684.32	1,232,990.74	9.09%
31-Counselors	\$ 93,267.27	1,417,746	1,417,746	7,470.57	111,916.21	1,298,359.22	7.89%
33-Health Services	\$ 23,820.88	303,669	303,669	1,354.34	24,957.47	277,357.19	8.22%
34-Transportation	\$ 132,859.31	1,135,652	1,135,652	101,316.74	161,007.95	873,327.31	14.18%
36-Co-Curricular	\$ 148,178.68	1,385,883	1,385,883	17,249.57	165,073.95	1,203,559.48	11.91%
41-Gen Admin	\$ 164,537.72	1,657,042	1,657,042	42,972.72	190,882.72	1,423,186.56	11.52%
51-Maintenance	\$ 657,199.94	3,937,274	3,937,274	1,031,020.50	723,649.12	2,182,604.38	18.38%
52-Security	\$ 17,278.81	721,366	721,366	24,304.79	23,686.41	673,374.80	3.28%
53-Data Services	\$ 125,846.33	432,990	432,990	37,759.96	114,304.45	280,925.09	26.40%
81-Facilities Acquisition/Constr.	\$ -	-	-	-	\$ -	-	NA
91-Purchase of WADA-Chp 49	\$ -	819,291	819,291	-	\$ -	819,291.00	0.00%
99-Other Intergovernmental charge	\$ 77,523.51	363,915	363,915	-	\$ 74,180.31	289,735.13	20.38%
00-Other Uses	\$ -	21,000	21,000	-	\$ -	21,000.00	0.00%
Total Expenditures and Other Uses	\$ 3,079,504.73	\$ 31,578,230	\$ 31,578,230	\$ 1,493,104.73	\$ 3,289,224.10	\$ 26,795,901.61	10.42%
Excess of Revenues Over (Under)							
Expenditures and Other Uses	\$ (123,649.37)	\$ 67,909	\$ 67,909	(1,493,104.73)	\$ 1,142,674.62		
Un-Audited Fund Balance as of September 1, 2026		\$ 14,916,459	\$ 14,916,459	-	\$ 14,916,458.89		
Fund Balance Ending - Monthly Reporting Period		\$ 14,984,368	\$ 14,984,367	(1,493,104.73)	\$ 16,059,133.51		

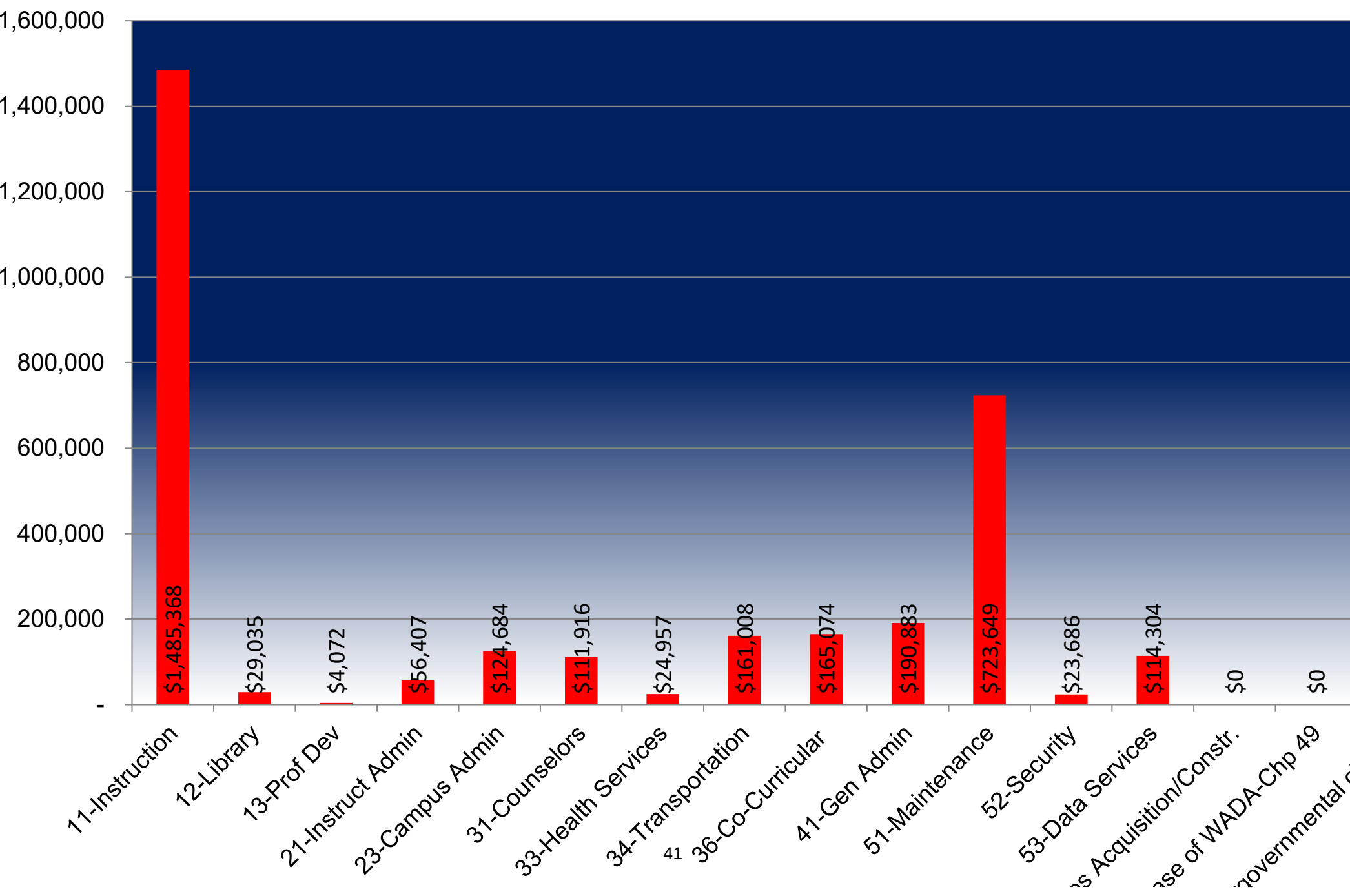
Wimberley Independent School District
Detail of Expenditures & Other Uses(Program) - General Fund
for the Month Ending September 30, 2026
(Un-Audited)

GENERAL FUND							
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Encumbrances</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
<i>Expenditures and Other Uses by Program Code:</i>							
11-Basic Educational Services	991,599.54	11,046,294	11,046,294	85,531.08	996,346.65	9,964,415.77	9.02%
21-Gifted and Talented	7,495.01	84,725	84,725	-	6,192.45	78,532.55	7.31%
22-Career and Technical	91,327.82	1,080,282	1,080,282	5,144.41	89,237.82	985,899.77	8.26%
23-Services to Students with Disabilities	292,164.87	3,990,045	3,992,065	136,894.09	333,217.44	3,521,953.47	8.35%
24-Accelerated Education	35,462.33	485,735	485,735	19.94	50,719.55	434,995.51	10.44%
25-Bilingual Education and Special Language	19,162.74	277,885	277,885	-	21,998.53	255,886.47	7.92%
28-Disciplinary Alternative Education (DAEP)	9,201.99	109,813	109,813	-	951.50	108,861.50	0.87%
33-Prekindergarten Special Education Services	8,218.92	132,633	130,633	0.00	12,434.12	118,198.88	9.52%
36-Early Education Allotment	14,809.12	253,331	253,331	-	21,717.15	231,613.85	8.57%
37-Dyslexia	7,230.29	168,156	168,136	2,400.00	11,108.28	154,627.72	6.61%
38-College, Career & Military Readiness	24,442.43	244,707	244,707	5,000.00	19,965.02	219,741.98	8.16%
43-Dyslexia - Special Education	18,593.92	249,785	249,785	2,175.00	20,325.81	227,284.19	8.14%
91-Athletics and Related Activities	120,170.23	1,216,056	1,216,056	10,551.79	134,511.92	1,070,992.29	11.06%
99-Undistributed	1,439,625.52	12,238,784	12,238,784	1,245,388.42	1,570,497.86	9,422,897.66	12.83%
Total Expenditures and Other Uses	3,079,504.73	31,578,230	31,578,230	1,493,104.73	3,289,224.10	26,795,901.61	10.42%

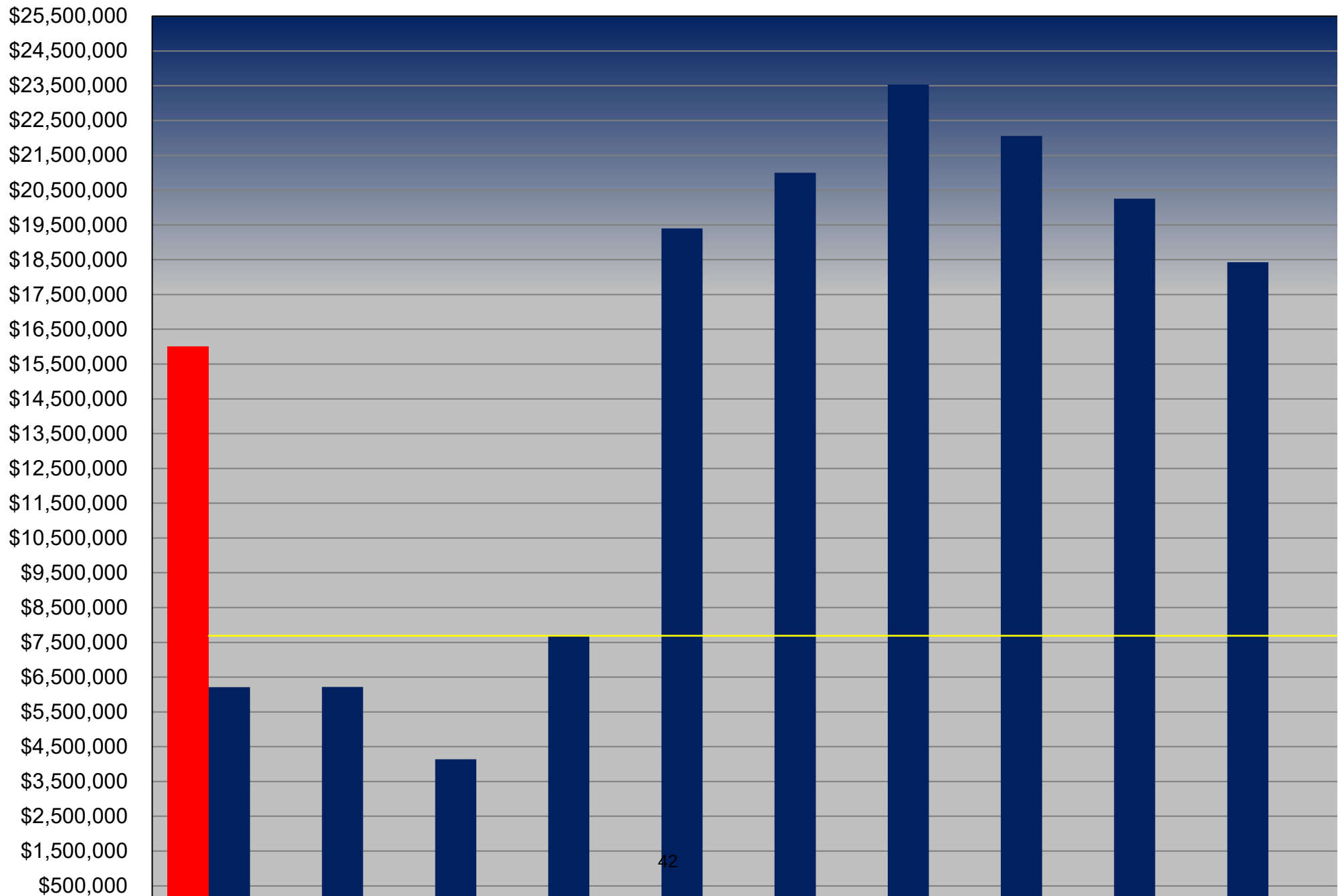
General Fund Revenues Collected Year to Date



General Fund Expenditures Year to Date



Fund Balance by Month



Wimberley Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
for the Month Ending September 30, 2026
(Un-Audited)

CHILD NUTRITION FUND

	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues and Other Resources:						
Local	\$ 76,890.21	\$ 616,891	\$ 616,891	\$ 77,506.01	\$ 539,384.99	13%
State	-	43,623	43,623	-	43,623.00	0%
Federal	47,925.55	454,644	454,644	\$ 52,024.25	402,619.75	11%
Other sources	-	21,000	21,000	\$ -	21,000.00	0%
Total Revenues and Other Resources	\$ 124,815.76	\$ 1,136,158	\$ 1,136,158	\$ 129,530.26	\$ 1,006,627.74	11%
Expenditures and Other Uses:						
35-6100 Payroll	47,313.85	551,645	551,645	\$ 45,434.92	506,210.08	8%
35-6200 Professional and Contracted Services	0.83	5,620	5,620	\$ 0.15	5,619.85	0%
35-6300 Supplies & Materials	(886.26)	601,970	601,970	\$ 50,252.24	551,717.76	8%
35-6400 Food Service Other Operating Expenses	363.67	9,700	9,700	\$ 1,155.31	8,544.69	12%
35-6600 Food Service Capital Expenses	10,204.68	400	400	\$ 4,173.39	(3,773.39)	1043%
Total Expenditures	\$ 56,996.77	\$ 1,169,335	\$ 1,169,335	\$ 101,016.01	\$ 1,068,318.99	9%
Excess of Revenues and Other Resources						
Over (Under) Expenditures	\$ 67,818.99	\$ (33,177)	\$ (33,177)	\$ 28,514.25		
Un-Audited Fund Balance as of September 1, 2026		177,584	177,584	177,583.85		
Fund Balance Ending - Monthly Reporting Period		\$ 144,407	\$ 144,407	\$ 206,098.10		

	<u>Prior Year/Mo.</u>	<u>Current</u> <u>Year/Mo.</u>	<u>Increase/</u> <u>(Decrease)</u>	<u>% Change</u>	<u>Prior Year/Mo.</u>	<u>Current</u> <u>Year/Day</u>	<u>Increase /</u> <u>(Decrease)</u>	<u>%</u> <u>Change</u>
School Breakfast Program Meals Served: (Days)					21	21		
Free-Bkfst	2,196	2,389	193	9%	105	114	9	9%
Reduced-Bkfst	252	242	(10)	-4%	12	12	-	NA
Paid-Bkfst	1,664	2,201	537	32%	79	105	26	33%
Total	4,112	4,832	720	18%	196	231	35	18%
School Lunch Program Meals Served:								
Free-Lunch	6,433	6,835	402	6%	306	325	19	6%
Reduced-Lunch	968	876	(92)	-10%	46	42	(4)	-9%
Paid-Lunch	11,966	13,781	1,815	15%	570	656	86	15%
Total	19,367	21,492	2,125	11%	922	1,023	101	11%
Grand Totals	23,479	26,324	2,845	12%	1,118	1,254	136	12%

	<u>Prior Year/Mo.</u>	<u>Current Year/Mo.</u>	<u>Increase/(Decrease)</u>	<u>% Change</u>
Number of Children approved for Free Meals	608	596	(12)	-2.0%
Number of Children approved for Reduced Meals	89	94	5	5.6%
Total	697	690	(7)	-1.0%

Wimberley Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
for the Month Ending September 30, 2026
(Un-Audited)

DEBT SERVICE FUND						
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues:						
Local Revenue						
Taxes, Current Year Levy	27,304.58	\$ 10,867,290	\$ 10,867,290	831.48	\$ 10,866,458.52	0%
Taxes, Prior Year	15,496.36	45,000	45,000	8,634.52	36,365.48	19%
Penalties, Interest and Other Tax Revenues	8,548.31	45,000	45,000	7,287.30	37,712.70	16%
Earnings from Investments	44,232.15	450,000	450,000	40,194.04	409,805.96	9%
Miscellaneous Revenue	-	-	-	-	-	NA
Local Revenue	\$ 95,581.40	\$ 11,407,290	\$ 11,407,290	\$ 56,947.34	\$ 11,350,342.66	1%
State Revenue						
Additional State Aid for Homestead Exemption	\$ -	\$ 1,303,476	\$ 1,303,476	\$ -	1,303,476.00	0%
State Revenue	\$ -	\$ 1,303,476	\$ 1,303,476	\$ -	\$ 1,303,476	0%
Other Sources						
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	-	NA
Operating Transfer In	\$ -	\$ -	\$ -	\$ -	-	NA
Bond Premium/Discount	\$ -	\$ -	\$ -	\$ -	-	NA
Other Source Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	0%
Total Revenue	\$ 95,581.40	\$ 12,710,766.00	\$ 12,710,766.00	\$ 56,947.34	\$ 12,653,818.66	0.5%
Expenditures:						
71-6511 Bond Principal	-	2,465,000	2,465,000	-	2,465,000.00	0%
71-6511 Bond Principal - DFC	-	-	-	-	-	0%
71-6521 Interest on Bonds	-	9,705,767	9,705,767	-	9,705,766.70	0%
71-6599 Other Debt Service Fees	-	-	-	(1,150.64)	1,150.64	0%
71-89XX Other Uses Non-Op Exp.	-	15,000	15,000	-	15,000.00	0%
Total Expenditures	\$ -	\$ 12,185,767	\$ 12,185,767	\$ (1,150.64)	\$ 12,186,917.34	0%
Excess of Revenues						
Over (Under) Expenditures	\$ 95,581.40	\$ 524,999	\$ 524,999	\$ 58,097.98		
Un-Audited Fund Balance as of September 1, 2026		\$ 12,491,101	\$ 12,491,101	\$ 12,491,100.81		
Fund Balance Ending - Monthly Reporting Period		\$ 13,016,100	\$ 13,016,100	\$ 12,549,198.79		

Wimberley Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
for the Month Ending September 30, 2026
(Un-Audited)

SPECIAL REVENUE FUNDS					
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Revised Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
Revenues:					
Local	\$ 146,500.73	\$ 711,855.72	\$ 229,554.62	\$ 482,301.10	32%
State	161,145.04	494,408.61	5,302.76	489,105.85	1%
Federal	-	835,539.50	65,866.79	769,672.71	8%
Total Revenues	\$ 307,645.77	\$ 2,041,803.83	\$ 300,724.17	\$ 1,741,079.66	15%
Expenditures:					
11-Instruction	134,434.42	769,354.35	63,752.36	705,601.99	8%
12-Library	-	-	-	-	NA
13-Prof Dev	-	43,136.00	3,594.60	39,541.40	8%
21-Instruct Admin	-	-	-	-	NA
23-School Leadership	-	9,353.00	1,271.43	8,081.57	14%
31-Counselors	-	39,522.50	1,831.99	37,690.51	5%
33-Health Services	483.09	21,482.60	184.57	21,298.03	1%
34-Transportation	-	-	-	-	NA
36-Co-Curricular	70,176.58	795,792.15	76,766.75	719,025.40	10%
41-Gen Admin	-	25,179.41	2,400.00	22,779.41	10%
51-Maintenance	-	-	-	-	NA
52-Security	-	468,582.26	-	468,582.26	0%
53-Data Services	-	-	-	-	NA
61-Community Service	-	-	-	-	NA
81-Facilities Acquisition/Constr	-	-	-	-	NA
99-Other Intergovernmental Charges	-	-	-	-	NA
00-Other Uses	-	-	-	-	NA
Total Expenditures	\$ 205,094.09	\$ 2,172,402.27	\$ 149,801.70	\$ 2,022,600.57	7%
Excess of Revenues					
Over (Under) Expenditures	\$ 102,551.68	\$ (130,598.44)	\$ 150,922.47		
Un-Audited Fund Balance September 1, 2026		\$ 761,370.09	\$ 761,370.09		
Fund Balance Ending - Monthly Reporting Period		\$ 630,771.65	\$ 912,292.56	\$ 281,520.91	

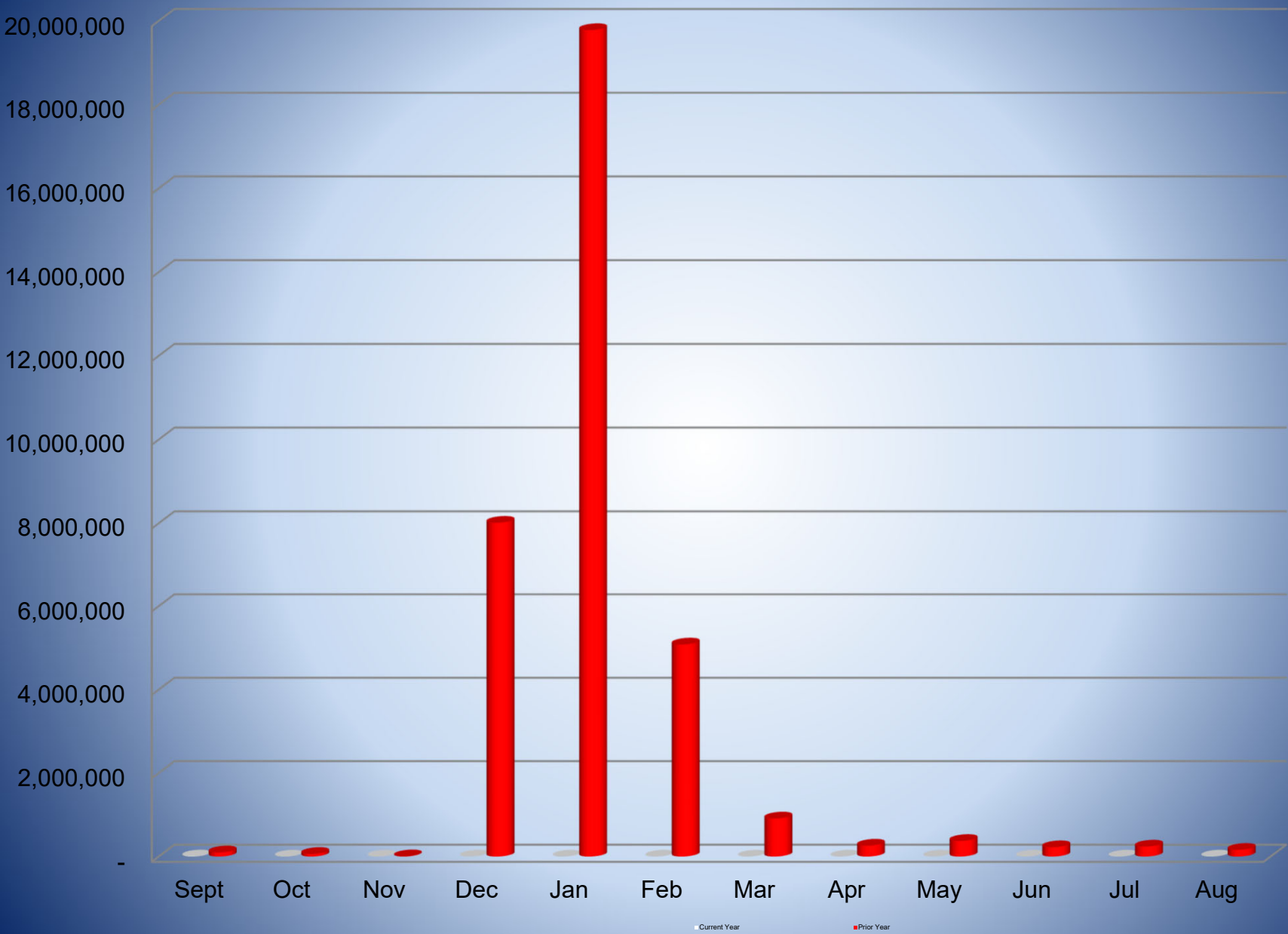
Wimberley Independent School District
Statement of Revenues, Expenses, and Changes in Equity
for the Month Ending September 30, 2026
(Un-Audited)

	ENTERPRISE FUNDS			
	<u>2025-26</u> <u>Blue Hole</u> <u>After School</u> <u>Program</u>	<u>2025-26</u> <u>Jacob's Well</u> <u>After School</u> <u>Program</u>	<u>2025-26</u> <u>Blue Hole</u> <u>Pre-K</u> <u>Program</u>	<u>2025-26</u> <u>Total Revenues/</u> <u>Expenses</u>
<i>Revenues and Other Resources:</i>				
Local	\$ 53,572.45	\$ 28,705.43	\$ 85,551.93	\$ 167,829.81
State	54.06	154.83	2,469.44	2,678.33
Other sources	-	-	-	-
Total Revenues and Other Resources	\$ 53,626.51	\$ 28,860.26	\$ 88,021.37	\$ 170,508.14
<i>Expenses and Other Uses:</i>				
6100 Payroll	649.93	1,903.70	39,738.06	42,291.69
6200 Professional and Contracted Services	-	-	-	-
6300 Supplies and Materials	1,006.04	402.79	-	1,408.83
6400 Other Operating Expenses	-	-	-	-
6600 Capital Outlay	-	-	-	-
8000-Other Uses	-	-	-	-
Total Expenses	\$ 1,655.97	\$ 2,306.49	\$ 39,738.06	\$ 43,700.52
Excess of Revenues and Other Resources Over (Under) Expenses	\$ 51,970.54	\$ 26,553.77	\$ 48,283.31	\$ 126,807.62
Un-Audited Fund Balance September 1, 2026	\$ 304,093.51	\$ 82,404.50	\$ 335,237.71	\$ 721,735.72
Fund Balance Ending - Monthly Reporting Period	\$ 356,064.05	\$ 108,958.27	\$ 383,521.02	\$ 848,543.34

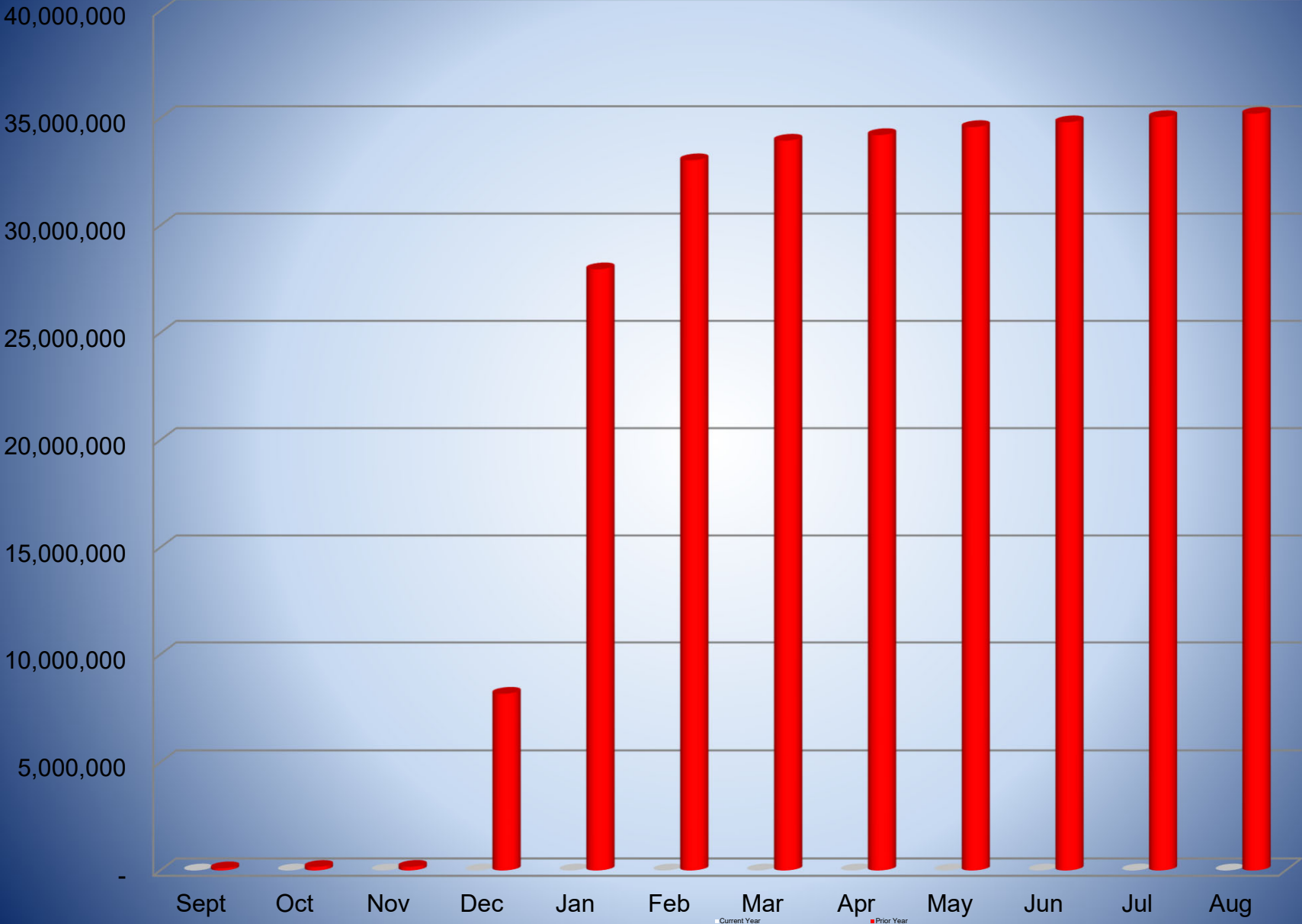
Wimberley Independent School District
Monthly Tax Collection Report
for the Month Ending September 30, 2026

	Prior Year 2025-2026				Current Year 2026-2027			
	<u>General Fund</u>	<u>Debt Service</u> <u>Fund</u>	<u>Total</u>	<u>% of</u> <u>Levy</u>	<u>General Fund</u>	<u>Debt Service</u> <u>Fund</u>	<u>Total</u>	<u>% of</u> <u>Levy</u>
<u>Current Month Tax Collections:</u>								
5711 Taxes-Current Year Tax Levy	\$ 71,388.66	\$ 27,304.58	\$ 98,693.24	0.27%	\$ 1,957.51	\$ 831.48	\$ 2,788.99	0.01%
5712 Taxes-Delinquent Collections	\$ 44,359.27	\$ 15,496.36	\$ 59,855.63		\$ 30,880.64	\$ 8,634.52	\$ 39,515.16	
5719 Penalties and Interest	\$ 23,278.00	\$ 8,548.31	\$ 31,826.31		\$ 23,153.89	\$ 7,287.30	\$ 30,441.19	
Total Current Month Collections	\$ 139,025.93	\$ 51,349.25	\$ 190,375.18		\$ 55,992.04	\$ 16,753.30	\$ 72,745.34	
<u>Fiscal Year to Date Collections:</u>								
5711 Taxes-Current Year Tax Levy	\$ 71,388.66	\$ 27,304.58	\$ 98,693.24	0.27%	\$ 1,957.51	\$ 831.48	\$ 2,788.99	0.01%
5712 Taxes-Delinquent Collections	\$ 44,359.27	\$ 15,496.36	\$ 59,855.63		\$ 30,880.64	\$ 8,634.52	\$ 39,515.16	
5719 Penalties and Interest	\$ 23,278.00	\$ 8,548.31	\$ 31,826.31		\$ 23,153.89	\$ 7,287.30	\$ 30,441.19	
Total Revenue Collected	\$ 139,025.93	\$ 51,349.25	\$ 190,375.18		\$ 55,992.04	\$ 16,753.30	\$ 72,745.34	
Total Budgeted Tax Revenue (Current, Delinquent, Penalty & Interest)	\$ 25,528,365.22	\$ 10,797,310.89	\$ 36,325,676.11		\$ 25,899,548.00	\$ 10,957,290.00	\$ 36,856,838.00	
Percentage of Budget Collected	0.54%	0.48%	0.52%		0.22%	0.15%	0.20%	

Month to Date Tax Collections Current Levy



Year to Date Tax Collections Current Levy

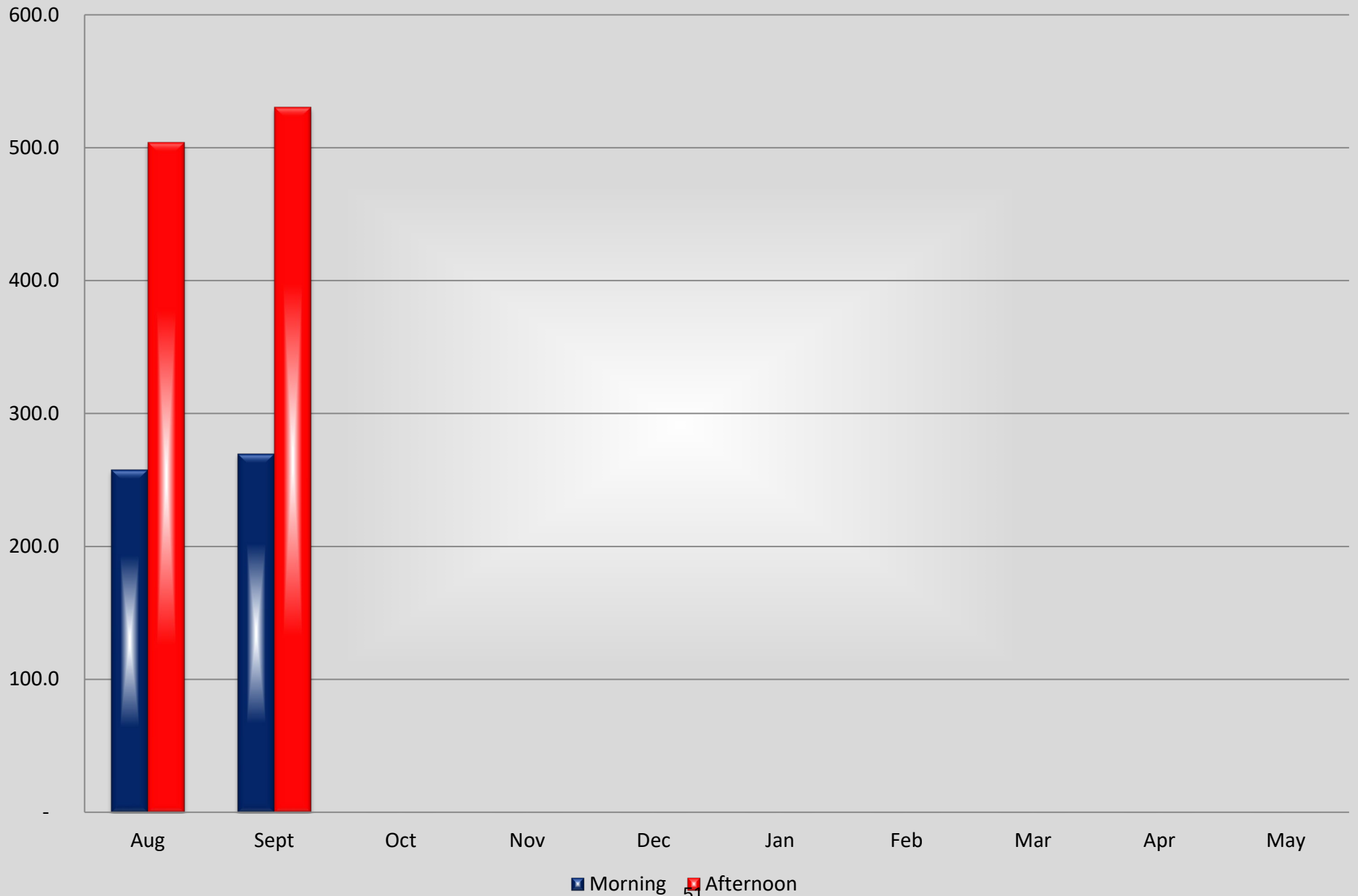


Wimberley Independent School District
Summary of Transportation - Student Riders
for the Month Ending September 30, 2026

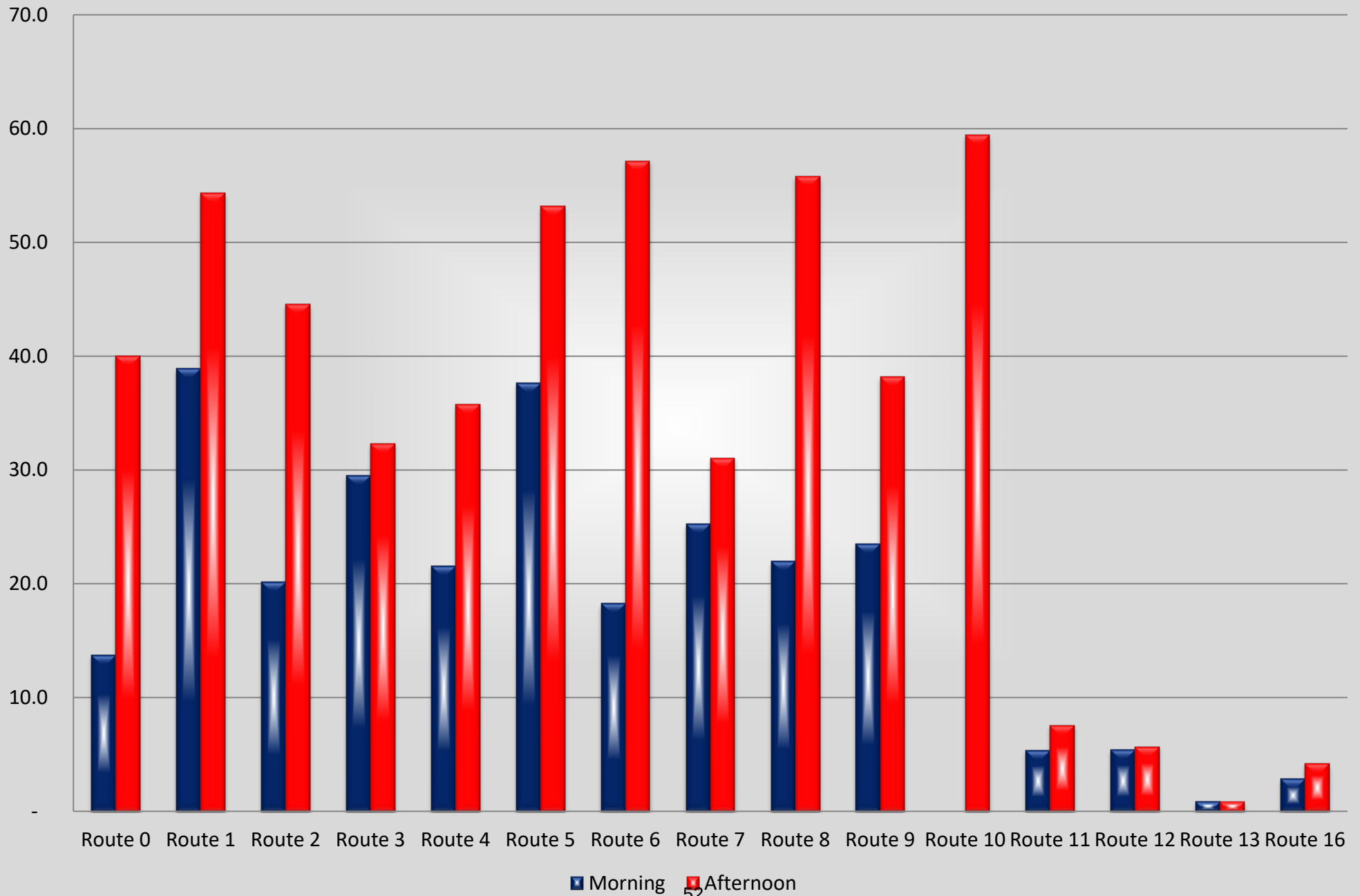
	Days:	13	21									34	<u>Average</u>	<u>Daily</u>	<u>Annual</u>
<u>Morning:</u>		<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Total</u>	<u>Ridership</u>	<u>Mileage</u>	<u>Mileage</u>
Route 0		181	285.0									466.0	13.7	34.00	408.00
Route 1		474	850.0									1,324.0	38.9	41.00	496.00
Route 2		250	435.0									685.0	20.1	36.00	428.00
Route 3		363	641.0									1,004.0	29.5	40.00	475.00
Route 4		247	487.0									734.0	21.6	38.00	451.00
Route 5		522	758.0									1,280.0	37.6	36.00	436.00
Route 6		233	388.0									621.0	18.3	31.00	374.00
Route 7		315	543.0									858.0	25.2	35.00	416.00
Route 8		260	488.0									748.0	22.0	20.00	242.00
Route 9		322	477.0									799.0	23.5	31.00	374.00
Route 10		-	-									-	-	0.00	0.00
Route 11		65	116.0									181.0	5.3	24.00	286.00
Route 12		66	117.0									183.0	5.4	41.00	489.00
Route 13		13	17.0									30.0	0.9	51.00	664.00
Route 16		35	62.0									97.0	2.9	37.00	379.00
Total		3,346.0	5,664.0	-	-	-	-	-	-	-	-	9,010.0	265.0	495.00	5,918.00
Average number of students		257.4	269.7	-	-	-	-	-	-	-	-	265.0			

<u>Afternoon:</u>	<u>Aug</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>Total</u>	<u>Ridership</u>	<u>Mileage</u>	<u>Mileage</u>
Route 0	514	847.0									1,361.0	40.0	34.00	403.00
Route 1	674	1,173.0									1,847.0	54.3	32.00	384.00
Route 2	557	958.0									1,515.0	44.6	29.00	343.00
Route 3	410	689.0									1,099.0	32.3	34.00	404.00
Route 4	394	822.0									1,216.0	35.8	29.00	322.00
Route 5	701	1,107.0									1,808.0	53.2	32.00	387.00
Route 6	767	1,176.0									1,943.0	57.1	32.00	383.00
Route 7	398	658.0									1,056.0	31.1	34.00	408.00
Route 8	701	1,196.0									1,897.0	55.8	24.00	289.00
Route 9	467	831.0									1,298.0	38.2	26.00	284.00
Route 10	746	1,275.0									2,021.0	59.4	24.00	283.00
Route 11	92	165.0									257.0	7.6	20.00	243.00
Route 12	65	128.0									193.0	5.7	43.00	520.00
Route 13	13	16.0									29.0	0.9	52.00	673.00
Route 16	49	93.0									142.0	4.2	46.00	568.00
Total	6,548.0	11,134.0	-	-	-	-	-	-	-	-	17,682.0	520.1	491.00	5,894.00
Average number of students	503.7	530.2	-	-	-	-	-	-	-	-	520.1			
Average daily mileage													986.00	

Total Average Number of Students



Average Ridership by Routes



BOARD PRESIDENT’S SCRIPT

Board Member Continuing Education Report

Board President:

Under State Board of Education rules, completing the required continuing education during each year of service is an obligation of all sitting board members.

As Board President, I am required to announce the names of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education; and
- Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee’s election or appointment or the two-year anniversary of their previous training.

There are eleven training areas for board member continuing education:

Special Required Training

1. Local District Orientation
2. Orientation to the Texas Education Code
3. School Safety
4. Evaluating and Improving Student Outcomes
5. Child Abuse Prevention
6. Parental Rights
7. Post-Legislative Update to the Texas Education Code
8. Artificial Intelligence
9. Cybersecurity
10. Team Building
11. Additional Continuing Education

To the extent applicable to each board member, I will announce the completion or deficiency of the required training.

For members who still have time remaining to complete their required training, I will announce which board members have scheduled training within the required timeframe and which have not yet scheduled their training.

At the conclusion, I will announce any board members who have completed training in excess of the continuing education requirements.

Local District Orientation

All Board Members have completed Local District Orientation.

Orientation to the Texas Education Code

All Board Members have completed Orientation to the Texas Education Code.

School Safety

All Board Members have completed School Safety.

Evaluating and Improving Student Outcomes

All Board Members have completed Evaluating and Improving Student Outcomes.

Child Abuse Prevention

Trustee Conley is scheduled to complete this course within the month. All remaining Board Members have completed Child Abuse Prevention.

Parental Rights

All Board Members have completed Parental Rights.

Post-Legislative Update to the Texas Education Code

All Board Members have completed the Post-Legislative Update to the Texas Education Code.

Artificial Intelligence

All Board Members have completed Artificial Intelligence.

Cybersecurity

All Board Members have completed Cybersecurity.

Team Building

All Board Members have completed the Team Building requirements.

Additional Continuing Education

The following Board Members have completed their required additional continuing education hours: Andrea Justus, Ken Strange, Lexi Jones, Lindsey Deringer, Rob Campbell, and Will Conley. Chad Canine is scheduled to complete his additional continuing education hours this month.

EXCEEDING REQUIRED CONTINUING EDUCATION

Board Member **Andrea Justus** exceeded the required amount of continuing education training by **0.25 hours**.

Board Member **Ken Strange** exceeded the required amount of continuing education training by **6 hours**.

Board Member **Lexi Jones** exceeded the required amount of continuing education training by **1.75 hours**.

Board Member **Lindsey Deringer** exceeded the required amount of continuing education training by **2.75 hours**.

CAMPUS	8/13/2026	TUITION	QUALIFIERS	NON-ENROLLED	CAMPUS	9/18/2026	TUITION	QUALIFIERS	NON-ENROLLED	CAMPUS	10/15/2026	TUITION	QUALIFIERS	NON-ENROLLED
BLUE HOLE PRIMARY					BLUE HOLE PRIMARY					BLUE HOLE PRIMARY				
EE	5				EE	6				EE	6			
PK-3	64	32	32		PK-3	64	32	32		PK-3	65	31	34	
PK-4	68	25	43		PK-4	70	26	44		PK-4	69	25	44	
KG	123				KG	124				KG	123			
1ST	148				1ST	145				1ST	145			
2ND	172				2ND	174				2ND	174			
JACOBS WELL ELEM					JACOBS WELL ELEM					JACOBS WELL ELEM				
3RD	172				3RD	173				3RD	172			
4TH	183				4TH	186				4TH	186			
5TH	205				5TH	209				5TH	212			
DANFORTH JH					DANFORTH JH					DANFORTH JH				
6TH	227				6TH	228				6TH	229			
7TH	183				7TH	184				7TH	184			
8TH	210				8TH	210				8TH	210			
WIMBERLEY HS					WIMBERLEY HS					WIMBERLEY HS				
9TH	227				9TH	231				9TH	230			
10TH	242				10TH	241				10TH	239			
11TH	190				11TH	193				11TH	194			
12TH	222				12TH	223				12TH	225			

CAMPUS	1ST SIX WEEKS 9/18/2026	2ND SIX WEEKS	3RD SIX WEEKS	4TH SIX WEEKS	5TH SIX WEEKS	6TH SIX WEEKS -5/21/2026
BLUE HOLE PRIMARY	95.76					
JACOBS WELL ELEM.	96.42					
DANFORTH JUNIOR HIGH	96.00					
WIMBERLEY HIGH SCHOOL	95.06					



Minutes of Regular Meeting

Board of Trustees

A Regular Meeting of the Board of Trustees of Wimberley Independent School District was held Monday, **Monday, September 21, 2026**, beginning at **6:00 PM** in the WISD Administration Building, 951 FM 2325, Wimberley, TX 78676.

1. Call the meeting to order and determine a quorum - The regular meeting of the Board of Trustees of the Wimberley Independent School District was called to order by Dr. Campbell at 6:00 p.m. A quorum was established with the following members present: Dr. Rob Campbell, Chad Canine, Will Conley, Lindsey Deringer, Lexi Jones, Andrea Justus and Ken Strange.

Administrators Present: Dr. Bonewald, Dr. Michelle Turek, Michael Doyle, Laurie Grisham, Ryan Wilkes, Joseph Holzmman, SueAnna Thomas Marlayna Zachary and Christi Moeller
Directors Present: Allen Bruggman, Lori Pharis, Erin Jennings

The Pledge of Allegiance to the U.S. flag was led by the Board of Trustees. Dr. Campbell held a moment of reflection and the District's Vision, Mission and Goals were read.

2. Special Recognition – Presenter Dr. Bonewald

A. Barnabas Connection — Back to School Fiesta Presented by Kate Sowell

Dr. Bonewald introduced representatives from The Barnabas Connection and recognized the organization for its continued service and support of the Wimberley community. The Barnabas Connection provides health and human services, client advocacy, community education, and direct assistance to local individuals and families in need. Its programs include resource referrals, financial and emergency assistance, the annual Back to School Fiesta, and other initiatives supporting children and families throughout the Wimberley Valley.

3. PUBLIC FORUM - The following individual(s) requested to address the Board during Public Forum: Mr. Daniel Guerrero came forward to speak with the Board regarding Hometown Heroes Community Foundation and its partnership with Upward Communities to provide workforce and educator housing.

4. Information Items

A. Strategic Plan Update: Priority 3 – Strengthen Community Excellence Through Community Partnerships – Achieving Maximum Potential (AMP) Program: Supporting College and Career Readiness and First-Generation Students – Presented by Lori Pharis

Lori Pharis came forward to introduce Julie Teague, who provided an update on the AMP College & Career Readiness Program through Amigos de Jesus. The program provides Wimberley High School students with mentorship, college and career preparation, financial aid and scholarship assistance, SAT/TSI support, field trips, guest speakers, and leadership opportunities.

Julie shared the program's continued growth, from eight students in 2023 to more than 30 students in 2025, as well as the impact AMP is having on students as they prepare for life after high school. She also highlighted that 25 scholarships were awarded in 2026, with AMP

students attending colleges and programs including Texas State, UT Austin, Texas A&M, Baylor, ACC, and others.

B. Bond Update: AG|CM

Ryan Rosborough and Rachel Turonto provided the Board with an update on the 2025 Bond construction projects, including current progress, budget status, project schedules, and upcoming activities. Construction continues across the District, with progress on the WHS band addition, weight room, performing arts areas, multipurpose pavilion, field events, roofing/HVAC projects, and multicampus improvements.

As of August 30, 2026, approximately \$24.4 million of the \$135 million bond budget had been expended, with approximately \$110.6 million remaining. The Board also received an update on the proposed baseball, softball, and transportation complex, including the site layout and plans for locker rooms, offices, storage, and laundry facilities. The current timeline calls for Board approval of a contractor in January 2027, with construction tentatively beginning in May 2027 and completion anticipated in February 2028.

C. Status report concerning the collection of delinquent property taxes by Perdue Brandon Fielder Collins & Mott, LLP.

Sergio Garcia with Perdue Brandon Fielder Collins & Mott presented the annual status report regarding Wimberley ISD's delinquent tax collections. He reviewed the tax collection timeline, pre-suit collection efforts, and current collection statistics.

For the 2025 tax year, WISD had a total levy of approximately \$35.69 million, with 97.09% collected prior to turnover and approximately \$1.04 million, or 2.91%, turned over for delinquent collection as of June 30, 2026. The presentation also highlighted ongoing collection efforts, including collection letters, address updates, phone contacts, and mass-mailing notices.

5. Action Items

A. Consideration and possible action regarding approval of a contract for the replacement of Rooftop Unit at Danforth Junior High School.

I move that the Wimberley ISD Board of Trustees approve the contract with Texas AirSystems, through the BuyBoard Purchasing Cooperative (Contract #720-23), for the turnkey replacement of the Tempmaster RTU-1 rooftop HVAC unit at Danforth Junior High School in the amount of \$151,961, with the option to approve the addition of a performance bond in the amount of \$5,333." This motion, made by Lindsey Deringer and seconded by Ken Strange.

Passed. Yea: 7, Nay: 0

6. CFO's Report - Chief Financial Officer

Michael Doyle presented the monthly financial report through August 31, 2026. Total cash and investments across governmental and proprietary funds were approximately \$30.8 million, with an unaudited General Fund balance of approximately \$14.9 million, equivalent to 5.35 months of operating expenditures. General Fund revenues totaled approximately \$38.2 million, or 108% of budget, while expenditures totaled approximately \$29.9 million, or 89% of the revised budget.

Quarterly Investment Report: Mike Doyle presented the quarterly investment report for the period ending August 31, 2026. The District reported approximately \$152.4 million in total cash and investments, with an average daily balance of approximately \$169.9 million and an effective rate of return of 3.70%. The portfolio earned approximately \$1.58 million during the quarter.

7. Superintendent's Report

Dr. Bonewald presented the September Superintendent's Report, highlighting student and staff recognitions, including Texan of the Month Traci Hightower, two National Merit Commended Students, and accomplishments in Speech and Debate and Choir. The report also showcased student service projects, T.E.X.A.N. Week, community engagement initiatives, the Wimberley Education Foundation Community Bash, and the grand opening of the BHP Texan Roots Trail. Athletic highlights included successful seasons for Texan Team Tennis and Lady Texan Volleyball. Upcoming district events, including Homecoming and the Chamber State of the District presentation, were also highlighted.

8. Consent Agenda - Presiding Officer

Motion to approve the consent agenda as presented excluding item 8. G. This motion, made by Lindsey Deringer and seconded by Ken Strange.

Passed. Yea: 7, Nay: 0

I make a motion that we table item 8.G. This motion, made by Andrea Justus and seconded by Ken Strange,

Passed. Yea: 7, Nay: 0

A. Student Enrollment and Attendance

B. Minutes of the Regular Meeting - August 17, 2026

C. Consider and Approve the District Records Retention Destruction List

D. Consider and Approve the Order of Cancellation of the November 3, 2026 Board of Trustees Election

E. Consider and Approve the 2026-2027 District Improvement Plan

F. Consider and Approve the District's Compliance with Senate Bill 12

G. Consider and Approve Aqua Texas Utility Easement for the WYSA Complex

9. Closed Session - The Board adjourned into closed session at 7:23 p.m. pursuant to Texas Government Code Section: 551.071 et seq.

A. Deliberation Regarding Security Devices or Security Audits. *Texas Gov't Code §551.076 and §551.089*

B. Personnel Matters. *Texas Gov't Code §551.074*

1) New hires/terminations/employee discipline

C. Pursuant to Texas Government Code § 551.072, deliberate the purchase, exchange, lease, or value of real property.

D. Consultation with Attorney. *Texas Gov't Code §551.071*

10. The Board will reconvene and take possible action on items discussed in executive session - The Board reconvened at 8:29 p.m.

Motion to offer Lauren McIlvaine the Position of School Psychologist at WISD. This motion, made by Ken Strange and seconded by Lindsey Deringer.

Passed. Yea: 7, Nay: 0

11. Prepare for next meeting - The next regular meeting is scheduled for October 21, 2026.

Regular Board Meeting
September 21, 2026

12. Adjourn - Presiding Officer

There being no further business to discuss, motion to adjourn at 8:29 p.m. This motion, made by Ken Strange and seconded by Lindsey Deringer.

Passed. Yea: 7, Nay: 0

Chad Canine, Secretary

Dr. Rob Campbell, President



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

October 5, 2026

Dr. Gregory Bonewald
Superintendent
Wimberley ISD
951 FM 2325
Wimberley, Texas 78676

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Bonewald:

It is our privilege to serve Wimberley Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on November 1, 2026, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 11/1/2026 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just \$1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos*,"
- A free subscription to our monthly special education newsletter "*This Just In*," and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Wimberley Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (Local), which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 252-3405.

Sincerely,



Jamie C. Turner

JCT/glo
Enclosures

cc: Dr. Rob Campbell, Board President
Ms. Lauri Grisham, Director of Special Education



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

**LEGAL SERVICES RETAINER AGREEMENT
FOR WIMBERLEY INDEPENDENT SCHOOL DISTRICT**

The Wimberley Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Kyle Robinson & De Los Santos P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.

6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it does not boycott Israel and will not boycott Israel during the term of this Agreement.
7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.
8. Compliance with Texas Government Code Chapter 2276 and 809: Pursuant to Texas Government Code Chapters 2276 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.
9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.
10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. All communications between the parties shall be deemed privileged, and all work product shall be protected from disclosure. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.
11. Confidential Relationship: All information furnished by the District to Law Firm hereunder, including their respective agents, and employees, shall be treated as confidential ("Confidential Information") and shall not be disclosed to third parties except as required by law or authorized in writing. Any Confidential Information of the District may be used by Law Firm only in connection with the Services. Law Firm agrees to protect the confidentiality of any Confidential Information in the same manner that it protects the confidentiality of its own proprietary and confidential information. Access to the Confidential Information shall be restricted to those of Law Firm's personnel engaged under this

Agreement. All Confidential Information made available hereunder, including copies thereof, shall be returned in accordance with Law Firm's File Retention Policy or request by the District, whichever occurs first. The restrictions set forth in this section shall not apply to information that is or becomes in the public domain through no fault of Law Firm, is independently developed by Law Firm, is provided to Law Firm by a third party who is not subject to a duty of confidentiality, or is required to be disclosed pursuant to law or legal process.

12. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).
13. Generative AI: While representing District, Law Firm may use generative AI tools and technology like Westlaw to assist in legal research, document drafting and other legal tasks. This technology enables us to provide more efficient and cost-effective legal services. However, it is important to note that while generative AI can enhance Law Firm's work, it is not a substitute for the expertise and judgment of Law Firm's attorneys. Law Firm will exercise professional judgment in using AI-generated content and ensure its accuracy and appropriateness in your specific matters. By entering into this agreement, District understands and agrees to Law Firm's use of AI-assisted applications, including Law Firm's limited, supervised use of those tools to process certain confidential information under Law Firm's continuing monitoring to reasonably protect the confidentiality of all information.

WIMBERLEY INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS P.C.



By: _____

Joe A. De Los Santos
Managing Shareholder

10/5/2026

(Date)

THE TEXAS LAWYER'S CREED -- A MANDATE FOR PROFESSIONALISM

The Texas Supreme Court and the Texas Court of Criminal Appeals adopted this Creed, with the requirement that lawyers advise their clients of its contents when undertaking representation.

I am a lawyer. I am entrusted by the People of Texas to preserve and improve our legal system. I am licensed by the Supreme Court of Texas. I must therefore abide by the Texas Disciplinary Rules of Professional Conduct, but I know that professionalism requires more than merely avoiding the violation of laws and rules. I am committed to this creed for no other reason than it is right.

I. OUR LEGAL SYSTEM

A lawyer owes to the administration of justice personal dignity, integrity, and independence. A lawyer should always adhere to the highest principles of professionalism. I am passionately proud of my profession. Therefore, "My word is my bond." I am responsible to assure that all persons have access to competent representation regardless of wealth or position in life. I commit myself to an adequate and effective pro bono program. I am obligated to educate my clients, the public, and other lawyers regarding the spirit and letter of this Creed. I will always be conscious of my duty to the judicial system.

II. LAWYER TO CLIENT

A lawyer owes to a client allegiance, learning, skill, and industry. A lawyer shall employ all appropriate means to protect and advance the client's legitimate rights, claims, and objectives. A lawyer shall not be deterred by any real or imagined fear of judicial disfavor or public unpopularity, nor be influenced by mere self-interest. I will advise my client of the contents of this creed when undertaking representation. I will endeavor to achieve my client's lawful objectives in legal transactions and in litigation as quickly and economically as possible. I will be loyal and committed to my client's lawful objectives, but I will not permit that loyalty and commitment to interfere with my duty to provide objective and independent advice. I will advise my client that civility and courtesy are expected and are not a sign of weakness. I will advise my client of proper and expected behavior. I will treat adverse parties and witnesses with fairness and due consideration. A client has no right to demand that I abuse anyone or indulge in any offensive conduct. I will advise my client that we will not pursue conduct which is intended primarily to harass or drain the financial resources of the opposing party. I will advise my client that we will not pursue tactics which are intended primarily for delay. I will advise my client that we will not pursue any course of action which is without merit. I will advise my client that I reserve the right to determine whether to grant accommodations to opposing counsel in

all matters that do not adversely affect my client's lawful objectives. A client has no right to instruct me to refuse reasonable requests made by other counsel. I will advise my client regarding the availability of mediation, arbitration, and other alternative methods of resolving and settling disputes.

III. LAWYER TO LAWYER

A lawyer owes to opposing counsel, in the conduct of legal transactions and the pursuit of litigation, courtesy, candor, cooperation, and scrupulous observance of all agreements and mutual understandings. Ill feelings between clients shall not influence a lawyer's conduct, attitude, or demeanor toward opposing counsel. A lawyer shall not engage in unprofessional conduct in retaliation against other unprofessional conduct. I will be courteous, civil, and prompt in oral and written communications. I will not quarrel over matters of form or style, but I will concentrate on matters of substance. I will identify for other counsel or parties all changes I have made in documents submitted for review. I will attempt to prepare documents which correctly reflect the agreement of the parties. I will not include provisions which have not been agreed upon or omit provisions which are necessary to reflect the agreement of the parties. I will notify opposing counsel, and, if appropriate, the Court or other persons, as soon as practicable, when hearings, depositions, meetings, conferences, or closings are cancelled. I will agree to reasonable requests for extensions of time and for waiver of procedural formalities, provided legitimate objectives of my client will not be adversely affected. I will not serve motions or pleadings in any manner that unfairly limits another party's opportunity to respond. I will attempt to resolve by agreement my objections to matters contained in pleadings and discovery requests and responses. I can disagree without being disagreeable. I recognize that effective representation does not require antagonistic or obnoxious behavior. I will neither encourage nor knowingly permit my client or anyone under my control to do anything which would be unethical or improper if done by me. I will not, without good cause, attribute bad motives or unethical conduct to opposing counsel nor bring the profession into disrepute by unfounded accusations of impropriety. I will avoid disparaging personal remarks or acrimony towards opposing counsel, parties, and witnesses. I will not be influenced by any ill feeling between clients. I will abstain from any allusion to personal peculiarities or idiosyncrasies of opposing counsel. I will not take advantage, by causing any default or dismissal to be rendered, when I know the identity of an opposing counsel, without first inquiring about that counsel's intention to proceed. I will promptly submit orders to the Court. I will deliver copies to opposing counsel before or contemporaneously with submission to the Court. I will promptly approve the form of orders which accurately reflect the substance of the rulings of the Court. I will not attempt to gain an unfair advantage by sending the Court or its staff correspondence or copies of correspondence. I will not arbitrarily schedule a deposition, court appearance, or hearing until a good faith effort has been made to schedule it by agreement. I will readily stipulate

to undisputed facts in order to avoid needless costs or inconvenience for any party. I will refrain from excessive and abusive discovery. I will comply with all reasonable discovery requests. I will not resist discovery requests which are not objectionable. I will not make objections nor give instructions to a witness for the purpose of delaying or obstructing the discovery process. I will encourage witnesses to respond to all deposition questions which are reasonably understandable. I will neither encourage nor permit my witness to quibble about words where their meaning is reasonably clear. I will not seek Court intervention to obtain discovery which is clearly improper and not discoverable. I will not seek sanctions or disqualification unless it is necessary for protection of my client's lawful objectives or is fully justified by the circumstances.

IV. LAWYER AND JUDGE

Lawyers and judges owe each other respect, diligence, candor, punctuality, and protection against unjust and improper criticism and attack. Lawyers and judges are equally responsible to protect the dignity and independence of the Court and the profession. I will always recognize that the position of judge is the symbol of both the judicial system and administration of justice. I will refrain from conduct that degrades this symbol. I will conduct myself in Court in a professional manner and demonstrate my respect for the Court and the law. I will treat counsel, opposing parties, the Court, and members of the Court staff with courtesy and civility. I will be punctual. I will not engage in any conduct which offends the dignity and decorum of proceedings. I will not knowingly misrepresent, mischaracterize, misquote or miscite facts or authorities to gain an advantage. I will respect the rulings of the Court. I will give the issues in controversy deliberate, impartial and studied analysis and consideration. I will be considerate of the time constraints and pressures imposed upon the Court, Court staff and counsel in efforts to administer justice and resolve disputes.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

Program for EFT/ACH Payments

Walsh Gallegos Kyle Robinson & De Los Santos P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Karla Alvarado at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

File Retention Policy

At the conclusion of a matter, the file is closed and all documents related to the file are gathered in a centralized location and properly labeled. This includes both paper and electronic documents. Because the nature of our work means that many matters may become active again, we have established a policy of maintaining our closed files for a period of 10 years. If a file is reopened, the 10 year period will start again after the file is closed again.

At the end of 10 years, we will notify clients that we will be destroying all files that have been closed for more than 10 years.* Clients will have 30 days from the date of the letter to let us know if they would prefer that the files be returned to them instead of being destroyed. Clients can also request a list of the files we plan on destroying and request to inspect the files before making a decision about whether or not to allow them to be destroyed. We will provide an estimate cost for delivering the files to clients if they choose to have the files returned to them instead of being destroyed. Any files that are destroyed will be done so at our expense.

For more information about our File Retention Policy please contact Vicki Limon at vlimon@wabsa.com or by calling 512.454.6864.

*Note that there are certain types of files that our attorneys may flag to hold for longer than 10 years before being destroyed. Clients can request a list of all of the closed matters that we have for them at any time by contacting Vicki Limon at vlimon@wabsa.com.



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

**FEE SCHEDULE AS OF JULY 16, 2025
LEGAL SERVICES RETAINER AGREEMENT**

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$340/hour for associates licensed over two years, or \$360/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$360/hour for associates licensed over two years, or \$380/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

BENEFITS OF THE RETAINER PROGRAM

- 1. FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10.27 free hours of telephone consultation. That is a \$3,047.00 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

- 2. REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.
- 3. FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

- (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
- (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- EEOC Releases New Regulations for Pregnant Workers Fairness Act
- Attorney General Rule Updating Title II of the ADA Ensuring that Web Content and Mobile Apps are Accessible
- U.S. Department of Labor Increases Salary Threshold for Exempt Employees
- Final Title IX Regulations Released
- Supreme Court Clarifies Limits on Public Officials' Social Media Conduct
- Next Steps in Medicaid Review Process
- HB 3033 Crucial NEW Deadlines for Responding to PIA Requests
- New I-9 Form for Employment Eligibility Verification
- HB 114 Creates a New Mandatory DAEP Offense

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
- Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
 - Sexual Harassment Investigation Guide
 - Operating Guidelines for Cameras in Special Education Settings
7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

WIMBERLEY ISD E-MAIL UPDATE FORM

The Walsh Gallegos E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Gallegos.

Below is the list of personnel and/or Board of Trustees that are currently in our system. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

Name	Title	E-mail Address
Dr. Gregory Bonewald	Superintendent	greg.bonewald@wimberleyisd.net
Dr. Rob Campbell	Board President	rob.campbell@wimberleyisd.net
Ms. Lauri Grisham	Director of Special Education	lauri.grisham@wimberleyisd.net
Mr. Michael Doyle	Chief Financial Officer	michael.doyle@wimberleyisd.net

Attach additional sheets if necessary. Please return this form to Client Services. If you have any questions or need additional information, please contact Client Services at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Client Services
Walsh Gallegos
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY CERTIFICATION OF FILING

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Walsh Gallegos Kyle Robinson & De Los Santos P.C.
Austin, TX United States

Certificate Number:
2026-1514527

Date Filed:
09/11/2026

Date Acknowledged:

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Wimberley ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

30275
Legal services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Gallegos, Elena	Austin, TX United States	X	
	Kyle, Paige	Austin, TX United States	X	
	Robinson, Bridget	Austin, TX United States	X	
	De Los Santos, Joe	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

☐

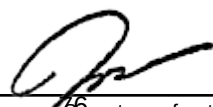
6 UNSWORN DECLARATION

My name is _____, and my date of birth is _____.

My address is _____, _____, _____, _____, _____.
(city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in _____ County, State of _____, on the _____ day of _____, 20____.
(month) (year)



Signature of authorized agent of contracting business entity
(Declarant)

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION
WIMBERLEY, TEXAS**

Subject: Campus Improvement Plans

Date: October 19, 2026

**Presenter: Michelle Turek, Ryan Wilkes, Joseph Holzmann, SueAnna Thomas,
Marlayna Zachary**

Consent

BACKGROUND INFORMATION

Texas Education Code § 11.251. Planning and Decision-Making Process.

(a) The board of trustees of each independent school district shall ensure that improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

- (1) are mutually supportive to accomplish the identified objectives; and
- (2) at a minimum, support the state goals and objectives

ADMINISTRATIVE RECOMMENDATION

Approve as presented

BOARD ACTION REQUIRED

Blue Hole Primary Wimberley Independent School District



2026-2027

CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN

TABLE OF CONTENTS

Priority 1 – Empower Student Excellence

- 1.1: Academic Achievement supporting individual student growth at all levels and content areas
- 1.2: Safety and Well-Being of Students
- 1.3: College and/or Career and/or Military Readiness growth to new accountability standard

Priority 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

Priority 3 – Strengthen Community Excellence

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

Priority 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

2025-2026 BOARD OF TRUSTEES

DISTRICT and CAMPUS ADMINISTRATION

Board Members 2024-2025

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
Jason Valentine	Assistant Superintendent
Michael Doyle	Chief Financial Officer

Campus Administration

Ryan Wilkes	Principal - WHS	Errin Jennings	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 2024-25 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 Holzmänn
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

2025 - 2026 Campus Improvement Committee

Staff -Marlayna Zachary, Katrina Willard, Karyn Padilla, Lesslie Chapa, Lana Greene, Tiffany Marek, Jessica Buck, Lori Scrogin,
Lillie Gonzales, Kim Wood

District Population

Wimberley ISD serves approximately 2,700 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
African American	0.84%	0.9%
Hispanic	27.17%	27.8%
White	67.64%	67%
Native American	0.73%	1.1%
Asian	0.33%	0.2%
Native Hawaiian-Pacific Islander	0.11%	0%
Two-or-More	3.20%	3.2%

Special Populations:

	District	Campus
Economically Disadvantaged	22.96%	35.3%
Emergent Bilingual	8.5%	9.8%
At- Risk	26.93%	20.7%
Special Education	19.47%	14.9%

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

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.
- 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

Data is based on 2022 TAPR / PEIMS information

	Attendance	Drop-Out Rate
Wimberley	94.65%	0.0%
Region 13	92.8%*	2.3%
Texas	93.3%*	2.0%

*Last available data of 2024 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 wants to keep students in school for the year. The campuses will work diligently and encourage students to stay in the district.

2024-2025 Accountability:

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

HB4545- Assessment data was studied. Students that failed the math or reading assessment in any grade 3-8 were placed on 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. Science and Social Studies remediation were also prioritized in tutorial sessions as required by HB4545 and as modified in HB 1416.

Mission Statement

Blue Hole Primary

Our Mission at BHP is to nurture a love of learning by building a community rooted in consistency, care and respect, where all students can excel.

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

<p>Strategy 1: Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. Use the TEKS resource system to develop a deep understanding of the TEKS.</p> <p><u>monthly extended planning times (PLC) will focus on the following:</u></p> <p>ELAR- Continue implementing the Reading Horizons curriculum and start next steps of implementing transfer and review days.</p> <p>Math - small group instruction on building number sense, fact fluency and problem solving</p> <p>Science - Spiral vocabulary list; Hands On Labs, cross curricular alignment and reinforcement in special areas classes</p> <p>Social Studies - Vocabulary, real-life experiences cross curricular writing</p> <p>Texan Roots - Continue to develop lessons based on Texan Roots curriculum</p> <p>Strategy's Expected Result/Impact: Improvement in the quality of instruction leading to improved student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Utilizing the TEKS Resource System, vertical alignments, and curriculum documents, grade levels will create small group target instruction. Teachers will use data from NWEA MAP, Reading Horizons and common math assessments for progress monitoring of students.</p> <p>Strategy's Expected Result/Impact: Aligned data across grade level for better progress monitoring of students.</p> <p>Staff Responsible for Monitoring: Campus Administration, MTSS committee, Teachers</p> <p>Funding Source: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Conduct weekly pop-ins and walkthroughs to monitor and promote effective instructional strategies. Provide feedback on walkthroughs. Conduct T-TESS calibration among campus and district appraisers.</p> <p>Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching .</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 4: Utilize data analysis through district software (NWEA Map Math and Reading) and common assessments, to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards high achievement and high growth projections. All information will be shared with the MTSS committee so accelerated instruction plans can be put in place.</p> <p>Strategy's Expected Result/Impact: Targeted instruction and intervention resulting in Improved student growth and performance.</p> <p>Responsible for Monitoring: Campus Administration, Teachers, MTSS committee Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 5: Increase math performance for students identified as low performing. Provide targeted, small group instruction and intervention for students who are not meeting grade level expectations. Students below grade level Evaluation Data Sources: Texan Roots, results of Multi-Tiered Systems of Support, Behavioral Referrals, Attendance Rates and Survey Data. or who did not meet projected growth will meet with a certified teacher in a small group twice a day at least 3-4</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 1: Continue utilizing Texan Roots character education program and the Buckle Up! Be Safe! program which includes daily anti-bullying lessons in the classroom including special lessons with the counselor and be pulled for intervention class during Round Up time. This strategy also ensures compliance with HB 1416.</p> <p>Strategy's Expected Result/Impact: Character Education increasing attendance rates, reducing behavioral referrals, promoting safe and conflict resolution and providing resources for students who are struggling emotionally.</p> <p>Staff Responsible for Monitoring: Math Teachers, Campus Administration, Intervention Teachers</p> <p>Staff Responsible for Monitoring: Teachers, Administration, TEXAN Roots vertical team, Counselors</p> <p>Funding Sources: Local and Title</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 6: Increase reading performance for students identified with dyslexia and or related reading disorders by providing 20 minutes of instruction in designated programs for students, teachers, and parents. Campus administrators will host "coffee with the principals" once a nine weeks for families and community members.</p> <p>Strategy's Expected Result/Impact: Improved reading instruction for dyslexic students.</p> <p>Staff Responsible for Monitoring: Director of Spec. Education/Dale F. Edwards and/or SPED teachers, Campus Administration</p> <p>Staff Responsible for Monitoring: Campus Administration Funding Sources: Local</p> <p>Funding Sources: Local and designated funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 7: The district will develop a plan for continuing to provide K-5th Reading Academy for teachers and principals.</p>													
<p>Strategy 3: Take the genuine, honest and actionable feedback from the district surveys to implement enhancements and/or changes to BHP by presenting data to the leadership team and staff.</p> <p>Staff Responsible for Monitoring: Elementary Principals, Asst. Superintendent</p> <p>Strategy's Expected Result/Impact: Increased student and staff safety, engagement, and satisfaction.</p> <p>Funding Sources: 199- General Fund</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administrators, Staff</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Funding Sources: Local and Title</p>													

Strategy 4: Continue to implement the school safety plan including drills, door audits, and campus walks. Strategy's Expected Result/Impact: Improved monitoring of student's performance. Staff Responsible for Monitoring: School Safety Director, Campus Administration Funding Sources: Local		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

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 (EduThings)

Strategy 1: While this goal is aimed at the high school population, BHP will include CTE careers in annual BHP 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 Funding Sources: Local		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

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 from Wimberley ISD employees. Administrators will hold leadership, team, and individual meetings throughout the year. End of year summative conferences will be held with staff members asking the following questions: What went well in your position/classroom and in the school? What needs improvement in your position/classroom and in the school? Activities: Seek feedback through leadership, team, individual, and end of year meetings to gauge staff satisfaction, engagement and well-being. Strategy's Expected Result/Impact: Share with staff enhancements and changes that have been made that correlate with data collected from above meetings		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

Staff Responsible for Monitoring: Administrators Funding Sources: Local													
Strategy 2: Develop and implement a mentoring program for new, and new to BHP, staff members.													
Strategy's Expected Result/Impact: New staff will create a quicker connection to, and better understanding of, BHP and Wimberley ISD. This will develop the sense of belonging and Texan Pride more quickly.													
Staff Responsible for Monitoring: Principal 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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
Strategy 3: Celebrate Teachers and Staff, Monthly payday treats, Staff shout outs utilizing nominations from other staff and parents, highlighting positive classroom interactions on social media													
Activities: Develop campus and district teacher and staff person of the year protocol. Develop a calendar to celebrate faculty and staff to demonstrate appreciation year-round. Continue with payday treats, Christmas and Teacher appreciation weeks. Have staff shout outs each week in the Ranger Review newsletter.													
Strategy's Expected Result/Impact: Improved morale, well-being and retention.													
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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Goal 2.2: Continuous Development and Training

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

<p>Strategy 1: Educating Faculty and Staff through a comprehensive development plan including state required and locally desired training, including TEKS Resource System.</p> <p>Activities: Utilizing results from the PD survey, BHP will provide professional development school wide on topics of greatest interest. Employees will participate in a goal-setting conference with Admin to build personal PD plans/needs. Modify school calendar to include Professional Development as an ongoing process, including extended planning days once a month and PD at monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: BHP staff will grow professionally, positively impacting students.</p> <p>Staff Responsible for Monitoring: Administrators </p>

Funding Sources: Local			
Strategy 3: Establish data digs and curriculum talk as a regular part of grade level, staff, MTSS, and extended planning meetings. Teachers will be trained to utilize T-TESS rubrics, TEKS Resource System, and data to plan for instruction and enhance learning. Activities: Provide structure for meetings so data and curriculum are discussed every week. Strategy's Expected Result/Impact: Increased ability to create lessons and small group instruction based on student need Staff Responsible for Monitoring: Campus and District Administration, Directors Funding Sources: Local	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Priority 3.1: Parent and Family Satisfaction and Engagement

Strengthen parent and family engagement.

<p>Strategy 1: Use feedback from district surveys to evaluate current programs and need for additional programs as reflected in the results.</p> <p>Strategy's Expected Result/Impact: Programming that reflects the goals of BHP and WISD.</p> <p>Staff Responsible for Monitoring: Administration, Directors and Staff.</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Expand communication outreach to parents and families regarding campus events and volunteer opportunities utilizing the website, newsletters, and social media. Include pictures of great happenings at BHP in parent newsletter and on social media</p> <p>Strategy's Expected Result/Impact: Increase the number of parents and families involved with volunteering at BHP and attending BHP events.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Provide information and celebrations via website, newsletters, and social media platforms.</p> <p>Strategy's Expected Result/Impact: Ensure the BHP story is being told while celebrating students and staff.</p> <p>Staff Responsible for Monitoring: Communications Director, Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Priority 3.2: Community Satisfaction and Engagement

Strengthen community satisfaction and engagement.

Strategy 1: Utilize Information from district surveys to enhance, create, or change programming that reflects community feedback and input. Strategy's Expected Result/Impact: Programming that reflects the goals of BHP and WISD. Staff Responsible for Monitoring: Administration

Priority 3.3: Community Partnerships

Strategy 1: Expand opportunities for community partnerships with BHP. Utilize information from the district’s surveys to create and enhance partnerships - i.e. Best BUDS, Rotary Readers	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress		January	June										
Not Started													
Some Progress													
Comments													
Strategy's Expected Result/Impact: Increase overall percentage of community/business partners.													
Staff Responsible for Monitoring: Administration	Funding Sources: Local												

Priority 4.1: Strong Financial Stewardship and Operational Efficiency

Strategy 1: Develop a school budget that reflects the goals in the CIP. Strategy's Expected Result/Impact: Increase in student performance, staff learning and satisfaction, and family/community involvement Staff Responsible for Monitoring: CFO, Superintendent and Administration Funding Sources: Local		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

Priority 4.2: Systematic, Long-Range, Transparent Facility Planning

Strategy 1: Walk BHP campus with Head Custodian and Director of Maintenance at least once a year to discuss campus repairs and needs Strategy's Expected Result/Impact: A campus that is well maintained as it ages. Staff Responsible for Monitoring: Principal, Head Custodian, Director of Maintenance Funding Sources: Local		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

Priority 4.3: Open, Two-Way Communication

Strategy 1: Create parent/principal 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 JWE performance. Staff Responsible for Monitoring: Principal Funding Sources: Local		<table border="1"> <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">Comments</td></tr> </table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June												
Not Started														
Some Progress														
Comments														

Jacob's Well Elementary

Wimberley Independent School District



2026-2027

CAMPUS IMPROVEMENT PLAN

CAMPUS IMPROVEMENT PLAN

TABLE OF CONTENTS

Priority 1 – Empower Student Excellence

- 1.1: Academic Achievement supporting individual student growth at all levels and content areas
- 1.2: Safety and Well-Being of Students
- 1.3: College and/or Career and/or Military Readiness growth to new accountability standard

Priority 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

Priority 3 – Strengthen Community Excellence

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

Priority 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

2025-2026 BOARD OF TRUSTEES

DISTRICT and CAMPUS ADMINISTRATION

Board Members 2024-2025

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
Jason Valentine	Assistant Superintendent
Michael Doyle	Chief Financial Officer

Campus Administration

Ryan Wilkes	Principal - WHS	Errin Jennings	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 2024-25 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 Holzmänn

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

2025 - 2026 Campus Improvement Committee

Staff - SueAnna Thomas, Meagan Buck, Jill Jacobs, Chelsey Myers, Jarae Porter, Jamie Thibodeaux, Marcie Jenkins, Sarah Hempel, Michelle Wilkes, Jen Keate,

District Population

Wimberley ISD serves approximately 2,700 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
African American	0.84%	1.1%
Hispanic	27.17%	26.1%
White	67.64%	68.1%
Native American	0.73%	0.5%
Asian	0.33%	0.5%
Native Hawaiian-Pacific Islander	0.11%	0.2%
Two-or-More	3.20%	3.4%

Special Populations:

	District	Campus
Economically Disadvantaged	22.96%	20.5%
Emergent Bilingual	8.5%	9.2%
At- Risk	26.93%	25.1%
Special Education	19.47%	23.7%

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

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.
- 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

Data is based on 2022 TAPR / PEIMS information

	Attendance	Drop-Out Rate
Wimberley	94.65%	0.0%
Region 13	92.8%*	2.3%
Texas	93.3%*	2.0%

*Last available data of 2024 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 wants to keep students in school for the year. The campuses will work diligently and encourage students to stay in the district.

2024-2025 Accountability:

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

HB4545- Assessment data was studied. Students that failed the math or reading assessment in any grade 3-8 were placed on 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. Science and Social Studies remediation were also prioritized in tutorial sessions as required by HB4545 and as modified in HB 1416.

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

STAAR Test	3rd Grade	4th Grade	5th Grade
Reading Language Arts 25-26 Scores	<u>All students</u> - 84% Appr., 56% Meets, 23% Masters <u>Economically Disadvantaged</u> - 70% Appr, 35% Meets, 11%Masters <u>ESL</u> - 53% Appr, 20% Meets, 7% Masters	<u>All students</u> - 91% Appr, 68% Meets, 25% Masters <u>Economically Disadvantaged</u> - 84% Appr, 46% Meets, 10%Masters <u>ESL</u> - 67% Appr, 33% Meets, 0% Masters	<u>All students</u> - 92% Appr., 77% Meets, 51% Masters <u>Economically Disadvantaged</u> - 83% Appr, 69% Meets, 38%Masters <u>ESL</u> - 70% Appr, 30% Meets, 0% Masters
Reading Language Arts Goal Scores by 2027	<u>All students</u> - 96% Appr., 70% Meets, 34% Masters <u>Economically Disadvantaged</u> - 92% Appr, 64% Meets, 25%Masters <u>ESL</u> - 90% Appr, 50% Meets, 20% Masters	<u>All students</u> - 98% Appr, 80% Meets, 50% Masters <u>Economically Disadvantaged</u> - 95% Appr, 65% Meets, 28%Masters <u>ESL</u> - 92% Appr, 50% Meets, 20% Masters	<u>All students</u> - 97% Appr., 76% Meets, 42% Masters <u>Economically Disadvantaged</u> - 93% Appr, 60% Meets, 25%Masters <u>ESL</u> - 75% Appr, 25% Meets, 15% Masters
Mathematics 25-26 Scores	<u>All students</u> - 64% Appr., 35% Meets, 12% Masters <u>Economically Disadvantaged</u> - 45% Appr, 21% Meets, 8%Masters <u>ESL</u> - 33% Appr, 20% Meets, 7% Masters	<u>All students</u> - 76% Appr., 52% Meets, 22% Masters <u>Economically Disadvantaged</u> - 59% Appr, 35% Meets, 5%Masters <u>ESL</u> - 67% Appr, 33% Meets, 11% Masters	<u>All students</u> - 84% Appr., 49% Meets, 20% Masters <u>Economically Disadvantaged</u> - 81% Appr, 31% Meets, 17%Masters <u>ESL</u> - 60% Appr, 0% Meets, 0% Masters
Mathematics Goal Scores by 2027	<u>All students</u> - 95% Appr., 67% Meets, 24% Masters <u>Economically Disadvantaged</u> - 92% Appr, 60% Meets, 21%Masters <u>ESL</u> - 93% Appr, 49% Meets, 17% Masters	<u>All students</u> - 95% Appr., 65% Meets, 25% Masters <u>Economically Disadvantaged</u> - 92% Appr, 60% Meets, 25%Masters <u>ESL</u> - 92% Appr, 50% Meets, 20% Masters	<u>All students</u> - 90% Appr., 68% Meets, 35% Masters <u>Economically Disadvantaged</u> - 82% Appr, 58% Meets, 30%Masters <u>ESL</u> - 60% Appr, 25% Meets, 15% Masters
Science 25-26 Scores	N/A	N/A	<u>All students</u> - 80% Appr., 50% Meets, 23% Masters <u>Economically Disadvantaged</u> - 73% Appr, 25% Meets, 5%Masters <u>ESL</u> - 33% Appr, 0% Meets, 0% Masters
Science Goal Scores by 2027			<u>All students</u> - 75% Appr., 40% Meets, 15% Masters <u>Economically Disadvantaged</u> - 60% Appr, 45% Meets, 10%Masters <u>ESL</u> - 50% Appr, 25% Meets, 10% Masters

Appr=Approaches which is the lowest passing level.

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-5.

Strategy 1: Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments.

Campus vertical teams will focus on the following and share strategies with their grade level teams at monthly extended planning times (PLC):

- All Areas - Speaking and Writing in complete sentences.
- ELAR- Continue constructed responses and comprehension strategies while integrating new curriculum
- Math - Analytical Reading in Problem solving; Problem Solving based on process standards; Writing in Math; Following new curriculum
- Science - Spiral vocabulary list; Scientific Writing; Hands On Labs
- Social Studies - Vocabulary and nonfiction text features; Writing in Social Studies
- Texan Roots - Continue to develop lessons based on Texan Roots curriculum

Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance.

Staff Responsible for Monitoring: Campus Administration, Teachers

Funding Sources: Local

Progress	January	June
Not Started		
Some Progress		
Comments		

Strategy 2: Utilizing adopted curriculum, TEKS Resource System, and vertical alignments, grade levels will create common assessments for each unit taught. Teachers will use data from STAAR, STAR AR, Lexia, NWEA MAP, and common assessments for progress monitoring of students.

Strategy's Expected Result/Impact: Aligned data across grade level for better progress monitoring of students.

Staff Responsible for Monitoring: Campus Administration, MTSS committee, Teachers

Funding Source: Local

Progress	January	June
Not Started		
Some Progress		
Comments		

Strategy 3: Conduct walkthroughs to monitor and promote effective instructional strategies. Provide feedback on walkthroughs. Conduct T-TESS calibration among campus and district appraisers.

Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching.

Staff Responsible for Monitoring: Campus Administration, Teachers

Funding Sources: Local

Progress	January	June
Not Started		
Some Progress		
Comments		

Strategy 4: Utilize data analysis through district software (AR STAR, Lexia, NWEA Map Math, Science and Reading), common assessments, and interim assessments (BOY, MOY and EOY) to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment. All information will be shared with the MTSS committee so accelerated instruction plans can be put in place.

Strategy's Expected Result/Impact: Targeted instruction and intervention resulting in Improved student growth and performance.

Responsible for Monitoring: Campus Administration, Teachers, MTSS committee105

Funding Sources: Local

Progress	January	June
Not Started		
Some Progress		
Comments		

<p>Strategy 5: Increase math performance for students identified as low performing. Provide targeted, small group instruction and intervention for students who did not meet standard on the STAAR test, or who are not meeting grade level expectations. 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 class during RISE time. This strategy also ensures compliance with HB 1416.</p> <p>Strategy's Expected Result/Impact: Improved math instruction for all students.</p> <p>Staff Responsible for Monitoring: Math Teachers, Campus Administration, Intervention Teachers</p> <p>Funding Sources: Local and Title</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 6: Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in designated programs.</p> <p>Strategy's Expected Result/Impact: Improved reading instruction for dyslexic students.</p> <p>Staff Responsible for Monitoring: Director of Spec. Education /Dir of 504, Dyslexia and/or SPED teachers, Campus Administration</p> <p>Funding Sources: Local and designated funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 7: The district will develop a plan for continuing to provide K-5th Reading Academy for teachers and principals. For the 25-26 school year, JWE will have two new teachers complete the Reading Academy.</p> <p>Strategy's Expected Result/Impact: Ensuring completion of Reading Academy by all K-3 teachers and administrators.</p> <p>Staff Responsible for Monitoring: Elementary Principals, Asst. Superintendent</p> <p>Funding Sources: 199- General Fund</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 8: Closing achievement gaps for students in Title I, Targeted Assistance Programs, through MTSS, parent engagement opportunities and HB 1416 tutorials. Provide targeted, small group instruction and intervention for students who did not meet standard on the STAAR test, or who are not meeting grade level expectations. 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 class during RISE time. This strategy also ensures compliance with HB 1416.</p> <p>Strategy's Expected Result/Impact: Improve student performance while developing and maintaining relationships with students, parents and staff.</p> <p>Staff Responsible for Monitoring: Title I Teachers, Counselors and Administration at campus and district level, MTSS committee</p> <p>Funding Sources: Title I, and Local Funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

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.

<p>Strategy 1: Continue utilizing Texan Roots character education program and Rangers RISE! motto which includes daily announcements, lessons in the classroom including specials, lessons with the counselor, and John Knox / Camp Champion Field trips.</p> <p>Strategy's Expected Result/Impact: Character Education increasing attendance rates, reducing behavioral referrals, providing tools for conflict resolution and providing resources to students who are struggling emotionally.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, TEXAN Roots vertical team, Counselors</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Creation of campus level advisory committees for students, teachers, and parents. Campus administrators will have lunch with students once every nine weeks grading period to gain insight into their view of JWE.</p> <p>Strategy's Expected Result/Impact: Genuine, honest and actionable feedback from all stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Take the genuine, honest and actionable feedback from the district surveys to implement enhancements and/or changes to JWE by presenting data to the leadership team and staff.</p> <p>Strategy's Expected Result/Impact: Increased student and staff safety, engagement, and satisfaction.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administrators, Staff</p> <p>Funding Sources: Local and Title</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Continue to implement the school safety plan including drills, door audits, and campus walks.</p> <p>Strategy's Expected Result/Impact: Improved monitoring of student’s performance.</p> <p>Staff Responsible for Monitoring: School Safety Director, Campus Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

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 (EduThings)

<p>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. Once a month on College t-shirt day, a college and career will be highlighted for the school. There will be trivia to go along with the college and career.</p> <p>Strategy's Expected Result/Impact: Increased interest in CTE careers and colleges.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Career Day Committee</p> <p>Funding Sources: Local</p>	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Goal 2.1: Faculty and Staff Satisfaction, Engagement and Well-Being

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

<p>Strategy 1: Gather feedback from Wimberley ISD employees. Administrators will hold leadership, team, and individual meetings throughout the year. End of year summative conferences will be held with staff members asking the following questions: What went well in your position/classroom and in the school? What needs improvement in your position/classroom and in the school?</p> <p>Activities: Seek feedback through leadership, team, individual, and end of year meetings to gauge staff satisfaction, engagement and well-being.</p> <p>Strategy's Expected Result/Impact: Share with staff enhancements and changes that have been made that correlate with data collected from above meetings</p> <p>Staff Responsible for Monitoring: Administrators Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Develop and implement a mentoring program for new, and new to JWE, staff members. Administrators will hold monthly meetings with new, and new to JWE, staff members to answer any questions and prepare for what is coming up.</p> <p>Strategy's Expected Result/Impact: New staff will create a quicker connection to, and better understanding of, JWE and Wimberley ISD. This will develop the sense of belonging and Texan Pride more quickly.</p> <p>Staff Responsible for Monitoring: Principal Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Celebrate Teachers and Staff, Monthly payday treats, Staff shout outs utilizing nominations from other staff and parents, highlighting positive classroom interactions on social media and in newsletters</p> <p>Activities: Develop campus and district teacher and staff person of the year protocol. Develop a calendar to celebrate faculty and staff to demonstrate appreciation year-round. Continue with payday treats, Christmas and</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Teacher appreciation weeks. Have staff shout outs each week in the Ranger Review newsletter.</p> <p>Strategy's Expected Result/Impact: Improved morale, well-being and retention.</p> <p>Staff Responsible for Monitoring: Administration Funding Sources: Local</p>	<div>Comments</div>
---	---------------------

Goal 2.2: Continuous Development and Training

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

<p>Strategy 1: Educating Faculty and Staff through a comprehensive development plan including state required and locally desired training, including TEKS Resource System.</p> <p>Activities: Utilizing results from the PD survey, JWE will provide professional development school wide on topics of greatest interest. Employees will participate in a goal-setting conference with Admin to build personal PD plans/needs. Modify school calendar to include Professional Development as an ongoing process, including extended planning days once a nine weeks and PD at monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: JWE staff will grow professionally, positively impacting students.</p> <p>Staff Responsible for Monitoring: Administrators </p>
--

Priority 3.1: Parent and Family Satisfaction and Engagement

Strengthen parent and family engagement.

<p>Strategy 1: Use feedback from district surveys to evaluate current programs and need for additional programs as reflected in the results.</p> <p>Strategy's Expected Result/Impact: Programming that reflects the goals of JWE and WISD.</p> <p>Staff Responsible for Monitoring: Administration, Directors and Staff.</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Expand communication outreach to parents and families regarding campus events and volunteer opportunities utilizing the website, newsletters, and social media. Include pictures of great happenings at JWE in parent newsletter and on social media</p> <p>Strategy's Expected Result/Impact: Increase the number of parents and families involved with volunteering at JWE and attending JWE events.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Provide information and celebrations via website, newsletters, and social media platforms.</p> <p>Strategy's Expected Result/Impact: Ensure the JWE story is being told while celebrating students and staff.</p> <p>Staff Responsible for Monitoring: Communications Director, Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Priority 3.2: Community Satisfaction and Engagement

Strengthen community satisfaction and engagement.

<p>Strategy 1: Utilize Information from district surveys to enhance, create, or change programming that reflects community feedback and input.</p> <p>Strategy's Expected Result/Impact: Programming that reflects the goals of JWE and WISD.</p> <p>Staff Responsible for Monitoring: Administration Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 2: Expand communication outreach to the community regarding campus events, volunteer opportunities and community partnerships utilizing website and social media platforms.</p> <p>Strategy's Expected Result/Impact: Increased community volunteers at JWE</p> <p>Staff Responsible for Monitoring: Administration Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Provide information and celebrations via district website and social media platforms.</p> <p>Strategy's Expected Result/Impact: Ensure the JWE story is being told and celebrate students.</p> <p>Staff Responsible for Monitoring: Communications Director, Administration Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Priority 3.3: Community Partnerships

<p>Strategy 1: Expand opportunities for community partnerships with JWE. Utilize information from the district’s surveys to create and enhance partnerships - i.e. Best BUDS, Rotary Readers</p> <p>Strategy's Expected Result/Impact: Increase overall percentage of community/business partners.</p> <p>Staff Responsible for Monitoring: Administration Funding Sources: Local</p>	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Priority 4.1: Strong Financial Stewardship and Operational Efficiency

<p>Strategy 1: Develop a school budget that reflects the goals in the CIP.</p> <p>Strategy's Expected Result/Impact: Increase in student performance, staff learning and satisfaction, and family/community involvement</p> <p>Staff Responsible for Monitoring: CFO, Superintendent and Administration Funding Sources: Local</p>	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Priority 4.2: Systematic, Long-Range, Transparent Facility Planning

Strategy 1: Walk JWE campus with Head Custodian and Director of Maintenance at least once a year to discuss campus repairs and needs Strategy's Expected Result/Impact: A campus that is well maintained as it ages. Staff Responsible for Monitoring: Principal, Head Custodian, Director of Maintenance Funding Sources: Local	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Priority 4.3: Open, Two-Way Communication

Strategy 1: Create student/principal and parent/principal 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 JWE performance. Staff Responsible for Monitoring: Principal Funding Sources: Local	Progress	January	June
	Not Started		
	Some Progress		
	Comments		

Wimberley Independent School District



DANFORTH JUNIOR HIGH CAMPUS IMPROVEMENT PLAN 2026-2027

**2026-2027 BOARD OF TRUSTEES
DISTRICT and CAMPUS ADMINISTRATION
Board Members 2026-2027**

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 Associate Superintendent
Mike Doyle Chief Financial Officer

Danforth Junior High School Campus Improvement Committee

Dr. Joseph Holzmam, Principal Katy Huebner, Asst. Principal
Gentry Staugh, Counselor Kelly Wilhelm, Special Ed. Lead
Daron White, Teacher Kendra Thames, Teacher
Rene Tenorio, Parent Maggie Pagel, Community/Business Rep.

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 5-8 Data
- College and Career Readiness
- Retention
- Dropouts / Leavers
- 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

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.
- 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.

Danforth Prioritized Strengths and Areas of Concern

Area of Review	Strength	Area of Concern
STAAR Scores 2026	Strength: 2026 STAAR results show strong performance in Reading and several advanced areas. Grade 6 Reading: 86% Approaches, 67% Meets, 44% Masters; Grade 7 Reading: 90%, 73%, 45%; Grade 8 Reading: 88%, 66%, 43%. Grade 6 Math posted 88% Approaches and 53% Meets. Grade 7 Math improved to 63% Approaches and 35% Meets. Grade 7 Honors + Grade 8 Regular Math combined results were 84% Approaches, 57% Meets, and 25% Masters, all above state. Algebra I remained exceptional at 99% Approaches, 92% Meets, and 63% Masters. Grade 8 Science was also a strength at 84% Approaches, 69% Meets, and 43% Masters.	Area of Concern: Continue increasing Masters performance in Grade 6 Math and Grade 7 Math; Grade 7 Math Masters was 0% compared with 9% statewide. Grade 8 Social Studies posted 63% Approaches, 37% Meets, and 16% Masters; Approaches and Meets were above state, while Masters matched the state. Emergent Bilingual performance remains the most urgent subgroup priority and will be addressed through the Local Improvement Plan, student-level data analysis, targeted intervention, and progress monitoring.
2026 Campus Accountability Report Card	Strength: Danforth earned an overall 2026 accountability score of 89 (B), up from 86 (B) in 2025. Student Achievement increased to 90 (A). School Progress increased to 83 (B), including Academic Growth at 83 (B). Closing the Gaps increased to 85 (B).	Area of Concern: Relative Performance was 77 (C), and the campus was identified for Additional Targeted Support due to the EB (Current & Monitored) student group. Continue using data analysis, SLOs, intervention, and EB-focused strategies to improve subgroup outcomes while sustaining overall campus growth.
Additional Targeted Support (ATS) / Emergent Bilingual (EB)	Strength: 2026 TELPAS composite ratings for 39 students included 0% Beginner, 38.46% Intermediate, 53.85% Advanced, and 7.69% Advanced High. Approximately one-third (33.4%) demonstrated a gain in TELPAS composite rating.	Area of Concern: TEA identified Danforth Junior High for Additional Targeted Support (ATS) for the first time in 2026. The EB (Current & Monitored) student group earned a Closing the Gaps scaled score of 30, below the 2026 ATS entry cut point of 57. The EB group missed at least the same three indicators for three consecutive years; the 2024-2026 data show persistent misses in Mathematics Academic Achievement, Mathematics Academic Growth, and Student Success. TELPAS growth also showed 56.3% with no growth and 10.4% with a loss. A Local Improvement Plan is required, with EB academic and language growth as a campus priority.
Dropouts	Strength: Danforth's annual dropout rate for Grades 7-8 was 0.0% in 2023-24, compared with 0.7% statewide.	Concern: Continue proactive supports and early intervention to help all students remain engaged, successful, and on track for promotion and eventual graduation. Monitor academic performance, attendance, behavior, and student needs throughout the year so supports can be provided before concerns become barriers to long-term success.
Promotion / Retention	Strength: 2024-25 TAPR retention rates remained very low, indicating that nearly all Danforth students progressed to the next grade level. Non-Special Education retention was 0.0% in Grade 6, 0.5% in Grade 7, and 0.0% in Grade 8. Special Education retention was 2.4% in Grade 6 and 0.0% in Grades 7 and 8.	Concern: Continue monitoring course performance, attendance, intervention data, and individual student needs throughout the year so students receive timely support for successful promotion. Maintain low retention rates while ensuring promotion reflects meaningful academic progress and readiness for the next grade level.
Attendance	Strength: 2024-25 campus attendance was 94.1%, above the state rate of 93.9%.	Concern: Attendance declined from 94.9% in 2023-24 to 94.1% in 2024-25, while chronic absenteeism increased from 11.6% to 14.4%. Chronic absenteeism was especially high for Special Education students (26.3%), economically disadvantaged students (18.8%), and EB/EL students (15.1%).
Discipline	Strength: Danforth is beginning a second consecutive year with low ISS placements and overall strong student behavior. Students demonstrate high compliance with the campus cell-phone expectations, and classroom disruptions remain minimal. Consistent expectations, timely administrative response, parent communication, grade-level meetings, P3 reporting, and mediations.	Next Steps: Sustain the low rate of ISS placements and strong compliance with cell-phone expectations while continuing to monitor discipline trends by offense, location, grade level, and student group. Use Grade Level Meetings, counselor-led Texan Roots lessons, restorative responses, and the campus Discipline Management Plan to address concerns early and preserve the current low level of classroom disruption. Reinforcement of TEXAN Roots have contributed to a positive and orderly campus climate.

Area of Review	Strength	Area of Concern
Facility Needs	<ul style="list-style-type: none"> • Adequate number of classrooms and instructional spaces to support current enrollment. • Increased security measures are in place across the campus. • Facility and bond improvements have strengthened the learning environment and campus safety. 	<ul style="list-style-type: none"> - Continue monitoring classroom furniture, HVAC, doors, lockers, and other high-use areas to ensure safe and functional learning spaces. - Prioritize replacement or repair needs in the 100 and 200 wings and coordinate future improvements through district maintenance and bond planning.
Programs – GT, ESL, CTE, Accelerated Math and Reading Initiatives	<ul style="list-style-type: none"> • Added 6th Grade Honors Math, expanding advanced academic opportunities at the junior high level. • Students have access to Honors courses, enrichment opportunities, Texan Time intervention, and accelerated learning opportunities. • CTE participation remains steady through Technology and Career Exploration offerings. • EB supports are increasingly embedded into campus-wide instructional planning and intervention. 	<ul style="list-style-type: none"> - Increase faculty participation in GT programming and enrichment. - Danforth currently does not have a campus GT coordinator/leader, or dedicated GT budget, limiting the ability to consistently organize enrichment and GT-focused activities. - Continue increasing rigor and enrichment opportunities for identified GT students. - Strengthen targeted supports for EB students in response to additional targeted support (ATS) identification. - Continue intervention for students who did not meet standard on STAAR and for students near Meets/Masters thresholds.
Parent Involvement	<ul style="list-style-type: none"> • A small group of committed PTO parents provides valuable support to the campus. • Parents participate in campus events, athletics, UIL activities, Open House, orientation, and student recognition events. • Weekly newsletters and grade-level communication provide families with regular information. 	<ul style="list-style-type: none"> - Increase overall PTO participation and broaden the number of parents actively supporting the campus. - Develop additional opportunities for parents to participate in academic, attendance, student-support, and campus activities. - Continue targeted outreach to families of EB, At-Risk, and chronically absent students.
Technology	<ul style="list-style-type: none"> • Skyward Gradebook and Family/Student Access support ongoing communication regarding grades, attendance, and student progress. • Reliable email and wireless access are available across the campus. • Danforth operates as a 1:1 Chromebook campus, providing students regular access to digital instructional tools and online assessments. • Weekly campus newsletters and other electronic communications provide families with consistent access to school information. • Technology is integrated into instruction through digital coursework, online assessments, IXL, ALEKS, Beacon/Eduphoria, MAP Growth, and other instructional platforms. 	<ul style="list-style-type: none"> • Continue the Chromebook/device refresh cycle to maintain reliable student access. • Monitor Chromebook use and reinforce responsible digital citizenship and appropriate device care. • Continue reviewing technology procedures to support efficient testing, instruction, and device management. • Provide staff support and professional learning to strengthen effective classroom integration of digital tools. • Maintain reliable wireless access and timely response to technology-related instructional needs.
Security	<ul style="list-style-type: none"> • Exterior doors consistently locked – weekly checks • Interior classroom doors stay locked • ID card readers at exterior doors 	<ul style="list-style-type: none"> - Reinforce consistent student ID usage

Academics

Strategy 1: Strengthen data-driven instruction across all content areas through regular analysis of STAAR, Beacon Reports, MAP Growth, TELPAS, lead4ward/Eduphoria reports, classroom assessments, walkthrough evidence, and SLO progress. Teachers will move beyond campus averages to identify specific TEKS, subclusters, student groups, and individual student needs. The 2026 STAAR data will drive particular attention to Grade 8 Math, Grade 8 Social Studies, Grade 7 Math Masters performance, and EB achievement across content areas.

MagicSchool AI integration: Teachers will use district-approved MagicSchool AI tools, when appropriate, to help organize de-identified or appropriately protected student-level data, connect identified needs to TEKS and instructional strategies, differentiate lessons, generate targeted intervention/enrichment ideas, and strengthen the link between data analysis and daily pedagogy. AI will support teacher decision-making rather than replace professional judgment.

SLO connection: Core/STAAR teachers will use Beacon, MAP, STAAR, and current student data to establish measurable SLOs. Elective/non-STAAR teachers will use content-area needs, relevant TEKS, or EB strategies. All teachers will maintain a simple baseline-to-growth tracking process and use the results to adjust instruction throughout the year.

Strategy's Expected Result/Impact: More precise instructional planning at the student and skill level; quicker identification of misconceptions; stronger differentiation and intervention; measurable improvement in STAAR, MAP, TELPAS, classroom assessments, and SLO outcomes; and improved EB performance. Evidence will include data-team notes, intervention groupings, student tracking charts, lesson adjustments, walkthrough feedback, and growth over time.

Staff Responsible for Monitoring: Principal, Assistant Principal, Errin Jennings, Department Heads, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 2: Continue implementation of IXL across core content areas and utilize **ALEKS through the McGraw-Hill math program** as supplemental instructional tools for targeted practice, intervention, enrichment, and progress monitoring. Teachers will use IXL and ALEKS alongside STAAR, MAP Growth, Beacon Reports, classroom assessments, and other student-level data to identify skill gaps and provide instruction aligned to individual student needs. ALEKS will provide additional targeted math support and adaptive practice, while IXL will continue supporting skill development across content areas.

Strategy's Expected Result/Impact: Increased student growth through targeted skill practice, adaptive math support, and timely intervention. Teachers will use IXL and ALEKS data to monitor progress, adjust instructional groupings, and differentiate instruction. Expected outcomes include improved performance on classroom assessments, MAP Growth, STAAR, and other campus progress-monitoring measures, while supporting both remediation and enrichment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, Teachers

Funding Sources: Local / McGraw-Hill instructional materials package

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 3: Provide extended learning time and targeted intervention for students in grades 6–8, with particular focus on students who did not meet standard on STAAR and students performing near the Approaches/Meets thresholds, in alignment with **House Bill 1416** requirements. Supports will include before- and after-school tutorials, Texan Time intervention, small-group instruction, and individualized skill development through **IXL and ALEKS/McGraw-Hill**.

Students will be strategically grouped with appropriately certified core-content teachers based on identified academic needs. IXL will be used, when applicable, as part of the campus instructional model supporting accelerated instruction and individualized practice. ALEKS will provide additional adaptive mathematics support through the McGraw-Hill instructional package.

Strategy's Expected Result/Impact: Students receiving accelerated instruction and intervention will demonstrate measurable academic growth through classroom performance, IXL and ALEKS progress data, MAP Growth, STAAR, and other campus assessments. Regular progress monitoring will allow teachers to adjust instructional groups and target specific skill gaps. Expected outcomes include increased Approaches, Meets, and Masters performance, stronger student growth, and reduced achievement gaps for students requiring additional academic support.

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Staff Responsible for Monitoring: Campus Administration, Department Chairs, Teachers

Funding Sources: Local / McGraw-Hill instructional materials package

Advanced Academic Instruction

Strategy 1: Department-Based Data Analysis and Instructional Support: Errin Jennings will meet with academic departments throughout the year to review student-performance data, identify instructional trends and priority TEKS, and help teachers translate data analysis into classroom practice. Department meetings will use sources such as STAAR, Beacon Reports, MAP Growth, Eduphoria reports, classroom assessments, and student-level performance data to identify strengths, misconceptions, and areas requiring additional support or extension.

The focus will extend beyond identifying results to determining what teachers will do differently instructionally as a result of the data. Teachers will use the analysis to adjust lesson design, student groupings, questioning, differentiation, intervention, enrichment, and progress monitoring.

Strategy's Expected Result/Impact: Increased teacher confidence and precision in using data to inform instruction; stronger alignment between identified student needs and daily pedagogy; more targeted intervention and enrichment; and measurable improvement in student growth and achievement on classroom assessments, MAP Growth, and STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Errin Jennings, Department Heads, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 2: Strengthen instructional collaboration through **guided department meetings** focused on increasing the percentage of students reaching the **Masters Grade Level** standard. Department leads will facilitate regular review of STAAR, MAP Growth, Beacon Reports, classroom assessments, and student work to identify students performing at or near Meets and determine the specific TEKS, rigor, questioning, writing, problem solving, and instructional adjustments needed to move students toward Masters performance. Department meetings will include structured discussion of instructional strategies, student groupings, enrichment, extension, and progress monitoring so data analysis leads to concrete changes in classroom practice.

Strategy's Expected Result/Impact: Increased instructional consistency and rigor across classrooms, stronger use of student-level data, and more precise differentiation for students ready for advanced learning. Expected outcomes include measurable increases in the percentage of students reaching **Masters Grade Level** on STAAR, continued MAP Growth, stronger formative assessment performance, and increased evidence of advanced thinking and application in daily instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

State Compensatory Education

Strategy 1: Provide supplemental academic and intervention support to students identified as At-Risk, including students with Dyslexia and/or Dysgraphia when they also meet At-Risk criteria. The 2024–25 TAPR identifies 248 At-Risk students (38.8% of campus enrollment), 123 students with Dyslexia (19.2%), and 142 economically disadvantaged students (22.2%).

Strategy's Expected Result/Impact: Students receiving supplemental support will demonstrate improved course performance, academic growth, and achievement on local and state assessments. Progress will be monitored through grades, intervention data, MAP Growth, STAAR, and other campus progress-monitoring measures.

Staff Responsible for Monitoring: Assistant Superintendent, Principal, Counselor, Teachers

Funding Sources: SCE Funds: DJH—1.0 FTE

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

<p>Strategy 2: Support struggling learners through the campus Multi-Tiered System of Supports (MTSS) process, including Danforth's established 3D model, to identify student needs early and provide targeted academic, behavioral, and counseling interventions. The 3D process will continue to use current student data, teacher observations, grades, attendance, behavior information, and intervention results to determine appropriate supports.</p> <p>Strategy's Expected Result/Impact: Improved student success as measured by passing grades, report cards, local assessments, MAP Growth, STAAR, attendance, and behavior data. The 3D team will meet four times each year, with additional student staffings conducted as needed. Documentation in Eduphoria will reflect identified needs, interventions, progress monitoring, parent communication, and adjustments to student support plans.</p> <p>Staff Responsible for Monitoring: 3D Team, Principal, Assistant Principal, Counselor, Teachers</p> <p>Funding Sources: Local and Designated Funds</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

Emerging Bilingual Students (EB)

<p>Strategy 1: Prioritize improvement for Emergent Bilingual (EB) students in response to the campus's 2026 Additional Targeted Support (ATS) identification. Develop and implement the required Local Improvement Plan and ensure all teachers receive training and instructional support to appropriately accommodate and deliver instruction to EB learners. The 2024-25 TAPR identified 52 EB/EL students (8.1% of enrollment). For current EB/EL students across all subjects, 2025 STAAR performance was 42% Approaches, 15% Meets, and 2% Masters; annual growth across ELA/Reading and Mathematics was 40%.</p> <p>Strategy's Expected Result/Impact: Instructional faculty will use sheltered instruction, language-rich strategies, student-level data, and targeted intervention to improve EB performance. Progress will be monitored through STAAR, TELPAS, MAP, Beacon/lead4ward reports, classroom evidence, and Local Improvement Plan measures, with emphasis on Mathematics Academic Achievement, Mathematics Academic Growth, Student Success, and English language proficiency.</p> <p>Staff Responsible for Monitoring: Principal, EB Lead Teacher, Teachers</p> <p>Funding Sources: State ESL, Title III Part A, Local</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

<p>Strategy 2: Provide targeted academic and language-development support for EB students through Texan Time intervention, tutorials, small-group instruction, STAAR preparation, and other appropriate instructional supports. Individual TELPAS historical data will be reviewed to identify students demonstrating loss or no growth and to target instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Increased academic and language growth as measured by classroom performance, STAAR, TELPAS, MAP Growth, and individual TELPAS growth trends. The campus will increase the percentage of students demonstrating annual TELPAS composite growth and reduce the percentage showing no growth or loss.</p> <p>Staff Responsible for Monitoring: Principal, EB Lead Teacher, Teachers</p> <p>Funding Sources: Local, Title III</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

<p>Strategy 3: Provide direct ESL support, progress monitoring, assessment assistance, and communication support for EB students and their families. Bilingual staff members will assist with English-Spanish communication, family outreach, and access to campus information and services.</p> <p>Strategy's Expected Result/Impact: Improved access to instructional support and stronger communication between the campus and EB families. Student progress will be monitored through grades, STAAR, TELPAS, MAP Growth, and other campus data, while families receive timely and understandable information regarding student progress and school programs.</p> <p>Staff Responsible for Monitoring: Principal, EB Lead Teacher, Teachers</p> <p>Funding Sources: Local, Title III</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

Special Needs

Strategy 1: Maintain effective implementation of Individualized Education Programs (IEPs) through regular ARD participation, progress monitoring, and timely parent communication. Special Education and general education staff will review IEP goals, grades, classroom performance, assessment data, and required progress reports throughout each grading period to ensure services and supports are delivered with fidelity. The 2024–25 TAPR identified 106 Special Education students, representing 16.6% of campus enrollment. Across all 2025 STAAR subjects, current Special Education students achieved 56% Approaches, 31% Meets, and 7% Masters.

Strategy's Expected Result/Impact: By June 2027, 100% of required IEP progress reports will be completed and communicated to families on schedule, and documented monitoring will show that student services are being implemented with fidelity. Student outcomes will be reviewed through grades, IEP goal progress, classroom performance, MAP Growth, STAAR, and other campus assessments, with the goal of increasing the percentage of Special Education students demonstrating academic growth and reducing the number of students requiring intensified intervention.

Staff Responsible for Monitoring: Principal, Special Education Department Head, Special Education Staff, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 2: Utilize Resource classes, Content Mastery, Study Skills, and campus push-in supports to provide students with services aligned to their IEPs. Study Skills will help ensure Content Mastery remains available for students requiring IEP-based support, while the campus **Focus Plan** will provide structured push-in assistance within general education classrooms. Special Education staff will work collaboratively with general education teachers to deliver services with fidelity.

Strategy's Expected Result/Impact: Students will receive IEP-required services in appropriate instructional settings while increasing access to grade-level instruction. Progress will be monitored through grades, IEP goal progress, classroom performance, MAP Growth, STAAR, and other campus assessments, with the goal of increasing academic growth and reducing the number of students requiring intensified intervention.

Staff Responsible for Monitoring: Principal, Special Education Department Head, Special Education Staff, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Gifted and Talented (GT)

Strategy 1: Expand access to advanced academic opportunities through Honors coursework and enrichment. Danforth has added **6th Grade Honors Math**, and students in grades 7 and 8 continue to have access to Honors courses in the four core academic areas. The 2024–25 TAPR identified 63 GT students, representing 9.9% of campus enrollment, compared with 8.7% statewide.

Strategy's Expected Result/Impact: Identified GT and advanced learners will have increased access to rigorous coursework, extension opportunities, and differentiated instruction designed to promote continued academic growth and higher levels of achievement, including movement toward Meets and Masters performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads, Teachers

Funding Sources: Local

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 2: Increase faculty participation in providing enrichment and extension opportunities for GT students and other advanced learners through department planning, classroom differentiation, and available Texan Time opportunities.

Strategy's Expected Result/Impact: Increased consistency in advanced learning opportunities across departments and stronger engagement for students who require additional rigor, enrichment, and extension beyond grade-level expectations.

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads, Teachers	
Funding Sources: Local	

<p>Strategy 3: Provide professional development and support to help teachers effectively differentiate instruction for GT students and advanced learners. Staff will complete district-required GT training and updates and will be encouraged to incorporate advanced questioning, enrichment, extension, and higher-level products into classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to provide appropriately rigorous instruction for GT and advanced learners, with evidence of differentiation, enrichment, and advanced-level learning opportunities across content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
	Progress	January 2027	June										
	Not Started												
	Some Progress												
	Comments												

Attendance

<p>Strategy 1: Strengthen campus culture, student well-being, and attendance through targeted implementation of Texan Roots, consistent behavior supports, bully-free practices, and proactive family communication. Counselor Gentry Staugh will support grade-level lessons, small groups, student recognition, and coordinated interventions. The 2024-25 TAPR attendance baseline is 94.1%, with chronic absenteeism at 14.4%; subgroup chronic absenteeism is highest for Special Education students (26.3%), economically disadvantaged students (18.8%), and EB/EL students (15.1%).</p> <p>Strategy's Expected Result/Impact: Students will feel safe, connected, and supported, contributing to improved daily attendance and reduced chronic absenteeism. Attendance and subgroup trends will be reviewed regularly so interventions can be adjusted for students and families needing additional support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Communicate consistently with students about the importance of regular attendance through morning announcements, cafeteria slides, Texan Time reminders, individual conversations, and other campus communication opportunities. Students with emerging attendance concerns will receive additional reminders and individualized support.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of the importance of regular attendance and measurable improvement from the 94.1% campus attendance baseline. Daily attendance, PEIMS data, and reporting-period attendance trends will be reviewed to identify students needing additional intervention and support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teachers</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Provide incentives for excellent attendance and low tardy rates each six-week grading period to reinforce consistent attendance and on-time arrival.</p> <p>Strategy's Expected Result/Impact: PEIMS attendance data, campus attendance reports, and tardy records will show improvement from the 94.1% attendance baseline and a reduction in student tardiness. Attendance and tardy trends will be reviewed each grading period to determine the effectiveness of incentives and identify students needing additional support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Implement the Top TEXAN Award, a monthly student recognition program celebrating students who exemplify the TEXAN Roots: Thoughtful Decision Making, Each Other (Empathv & Kindness). X-Factor</p>													

<p>(Individuality), Achieving Goals/Aspirations, and Neighborly (Peacemaker). Staff may submit nominations throughout the year, and selected students will be recognized monthly and receive a certificate.</p> <p>Strategy's Expected Result/Impact: Increase positive student behavior, character development, and campus connectedness through consistent recognition of students demonstrating TEXAN Roots. Progress will be monitored through nomination participation, student recognition records, behavior data, attendance trends, and campus climate observations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Funding Sources: Local</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

Technology

<p>Strategy 1: Strengthen student technology skills and responsible digital citizenship through classroom integration of Chromebooks, digital learning tools, and structured technology coursework. Danforth will provide 6th Grade Introduction to Technology and Career and College Explorations for grades 7–8 to reinforce technology TEKS, computer applications, problem solving, communication, research, and effective use of technology in academic and workplace settings. Teachers across content areas will also provide opportunities for students to apply technology skills through instruction, assessment, collaboration, and creation.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased proficiency with grade-level technology skills, produce quality digital work, use technology responsibly, and successfully apply digital tools across academic and career-related settings. Evidence will include student products, classroom performance, technology-based assessments, and alignment with applicable technology TEKS. Walkthroughs, formal evaluations, student work, and survey data will be used to monitor the consistency and effectiveness of technology integration across classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Teacher, Teachers</p> <p>Funding Sources: Local</p>	Progress	January 2027	June
	Not Started		
	Some Progress		
	Comments		

Highly Qualified Teachers

<p>Strategy 1: Recruit and retain highly qualified teachers and staff through competitive compensation, clear onboarding procedures, ongoing administrative support, and a positive campus culture. Danforth reduced teacher turnover from more than 10 teachers in the prior year to one teacher last year, providing a strong retention baseline for 2026–27. Campus leadership will continue monitoring staffing needs and providing timely support to new and returning employees.</p> <p>Strategy’s Expected Result/Impact: Maintain a highly qualified instructional staff, sustain strong teacher retention, and minimize instructional vacancies and turnover.</p> <p>Measurable Indicators:</p> <ul style="list-style-type: none">• Maintain teacher turnover at a level comparable to or better than the previous year.• Fill instructional vacancies with appropriately certified or qualified staff as positions become available.• Ensure 100% of newly hired staff complete required campus and district onboarding.• Review staffing, certification, and retention data at least once each semester. <p>Staff Responsible for Monitoring: Superintendent, Principal, HR Department</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Provide professional development and campus-based instructional support aligned to TEKS, student data, campus goals, and identified instructional needs. Department leads will facilitate guided department meetings focused on data analysis, instructional strategies, student growth, differentiation, and implementation of campus priorities. Campus leadership will also maintain clear onboarding procedures, updated staff guidance, team-building opportunities, and staff recognition through the TEXAN with Pride! Award.</p> <p>Strategy’s Expected Result/Impact: Increase teacher capacity, instructional consistency, collaboration, and staff recognition through ongoing professional learning and department-based support.</p> <p>Measurable Indicators:</p> <ul style="list-style-type: none">• 100% of teachers will participate in required district and campus professional development.• Each academic department will participate in regular documented department meetings focused on data analysis, instructional planning, student growth, and campus priorities.• Walkthroughs and T-TESS evidence will demonstrate implementation of identified instructional strategies and professional learning.• TEXAN with Pride! staff recognition will occur monthly, with staff nominations and recipients documented.• Staff retention, professional development participation, department meeting records, and recognition participation will be reviewed in January 2027 and June 2027. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													

Staff Development

<p>Strategy 1: Provide and fund professional development aligned to campus and district priorities, student achievement data, TEKS, and identified instructional needs. Staff will participate in district professional learning, Region 13 opportunities, waiver-day training, and other approved development connected to campus goals.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will participate in required professional development and apply relevant learning to classroom instruction. Implementation will be monitored through professional development records, department meeting follow-up, walkthrough evidence, T-TESS documentation, and student performance data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Provide job-embedded professional development based on effective teaching practices, campus data, and identified instructional needs. Errin Jennings will support departments in analyzing STAAR, Beacon, MAP, TELPAS, lead4ward/Eduphoria, and classroom data and translating findings into targeted instructional, intervention, and enrichment plans. Teachers will share effective practices through faculty meetings, department collaboration, and the campus Tool Box.</p> <p>MagicSchool AI: Provide practical training on district-approved MagicSchool AI tools to help teachers move from data analysis to instructional planning. Teachers will use appropriate workflows to identify priority TEKS, differentiate instruction, develop intervention and enrichment activities, create formative checks, and plan responsive lessons for individual students and small groups while following district data-privacy expectations.</p> <p>Strategy's Expected Result/Impact: Teachers will demonstrate increased capacity to analyze multiple data sources and make timely instructional adjustments. Evidence will include documented department data reviews, intervention and enrichment plans, differentiated lessons, student progress-monitoring tools, walkthrough evidence, and improved student performance on classroom assessments, MAP, TELPAS, and STAAR.</p> <p>Measurable Indicators:</p> <ul style="list-style-type: none">• Each core department will participate in documented data-review meetings during the school year.• 100% of teachers will receive support or professional learning related to data-informed instructional planning.• Walkthroughs and T-TESS evidence will reflect increased use of differentiation, targeted intervention, and responsive instructional strategies.• Staff will receive training and support in appropriate use of MagicSchool AI for instructional planning and data-informed decision-making.• Student progress will be reviewed through classroom assessments, MAP, TELPAS, STAAR, and SLO data in January 2027 and June 2027. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Errin Jennings, Department Leads</p> <p>Funding Sources: Local</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													

Staff Development - Continued

Strategy 3: Provide required and targeted professional development to strengthen instruction for Gifted and Talented and Emergent Bilingual students. Staff will complete district-required GT update training and receive professional learning in sheltered instruction, language-rich strategies, differentiation, and other practices aligned to identified GT and EB student needs.

Strategy's Expected Result/Impact: Increase teacher capacity to provide appropriate rigor for GT students and effective language and content support for EB students. Progress will be measured through professional development completion records, classroom walkthrough evidence, instructional planning, and student performance data for GT and EB populations.

Measurable Indicators:

- **100% of staff required to complete GT update training** will do so within district timelines.
- Staff serving EB students will participate in applicable sheltered-instruction and EB-focused professional development.
- Walkthroughs and lesson-planning evidence will reflect increased use of differentiation, language supports, and advanced-level instructional practices.
- GT and EB student performance will be reviewed in **January 2027 and June 2027** using available campus and state data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Leads

Funding Sources: Local, Title III as applicable

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Communication

Strategy 1: Strengthen Parent and Family Communication

Provide consistent, timely, and accessible communication to families through a weekly campus newsletter, teacher communication, email, phone calls, conferences, and other campus communication channels. Communication will include school events, student opportunities, academic progress, attendance, behavior, campus initiatives, and available student supports. Campus survey feedback identified communication as an area for continued improvement, making clear and consistent family communication a priority for 2026–27.

Strategy's Expected Result/Impact: Families will report increased access to timely and useful campus information and greater understanding of student progress, school expectations, and available supports.

Measurable Indicators:

- A campus newsletter will be distributed **weekly** during the school year.
- Teachers will provide regular communication regarding upcoming instruction and individual student concerns as needed.
- Parents will receive timely communication regarding grades, attendance, behavior, interventions, and student progress.
- Parent communication results will be reviewed through campus survey feedback in **January 2027 and June 2027**.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Principal's Secretary

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Funding Sources: Local	
-------------------------------	--

<p>Strategy 2: Improve Campus Communication Systems and Website Improve the clarity, consistency, and accessibility of campus communication by maintaining an accurate and current Danforth website and clearly communicating pathways for students, staff, and families to obtain information or address questions and concerns. The campus will regularly review website content, staff contact information, calendars, resources, and other frequently accessed information to ensure families can easily locate current information.</p> <p>Strategy's Expected Result/Impact: Students, staff, and families will have more reliable access to accurate campus information, resulting in fewer communication gaps and improved perceptions of campus communication.</p> <p>Measurable Indicators:</p> <ul style="list-style-type: none">• The campus website will be reviewed and updated at least monthly.• Staff directories, calendars, important links, and frequently used family resources will remain current.• The Danforth Teacher Communication Protocol will be maintained and communicated to families.• Staff will receive clear and timely campus information regarding schedules, procedures, events, and instructional priorities.• Communication-related survey results will be reviewed in January and June for evidence of improvement. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Principal's Secretary</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 3: Strengthen Student and Family Engagement</p> <p>Provide regular opportunities for two-way communication and engagement with students and families through grade-level meetings, Open House, 6th Grade Orientation, EB family outreach, parent meetings, extracurricular and UIL events, and other campus activities. Grade-level meetings led by administration and counselor Gentry Staugh will reinforce campus expectations, Texan Roots, student supports, and upcoming events.</p> <p>Strategy’s Expected Result/Impact: Students and families will feel more connected to the campus, better informed about expectations and opportunities, and more comfortable communicating questions and concerns to staff.</p> <p>Measurable Indicators:</p> <ul style="list-style-type: none">• Grade-level student meetings will be conducted throughout the school year.• Major family engagement events will be documented and reviewed for participation.• Campus communication will include targeted outreach for families needing additional assistance, including EB families.• Student and parent feedback will be reviewed in January and June to identify communication strengths and areas needing improvement. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Funding Sources: Local, Title III as applicable</p>	<table><tr><th>Progress</th><th>January 2027</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>Comments</td><td></td><td></td></tr></table>	Progress	January 2027	June	Not Started			Some Progress			Comments		
Progress	January 2027	June											
Not Started													
Some Progress													
Comments													

Safe & Appropriate Facilities

Strategy 1: Emergency Preparedness and Response

Present and review the **Campus Crisis Response Plan** and **Standard Response Protocol (SRP)** with staff during August in-service and reinforce procedures throughout the year. Conduct required announced and unannounced drills and use **Navigate360** to support emergency communication, documentation, and response procedures. Coordinate drills and preparedness activities with local emergency responders as appropriate.

Strategy's Expected Result/Impact: Staff and students will demonstrate increased familiarity with emergency procedures and improved readiness during drills and actual emergencies.

Measurable Indicators:

- 100% of staff receive annual crisis-response/SRP training.
- Required emergency drills are completed and documented within established timelines.
- Drill observations and after-action reviews are used to identify and address areas needing improvement.
- Navigate360 is used consistently for applicable emergency communication and documentation.

Staff Responsible for Monitoring: Principal, Assistant Principal, SRO

Funding Sources: State/Local, Title IV as applicable

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 2: Campus Safety Monitoring

Conduct regular **campus safety walks and documented door audits** by administrators and the School Resource Officer to inspect classroom and exterior doors, grounds, high-traffic areas, and the campus perimeter. Identified facility or security concerns will be reported and addressed through appropriate maintenance or district procedures.

Strategy's Expected Result/Impact: Maintain a safe and secure learning environment through consistent identification and correction of safety and facility concerns.

Measurable Indicators:

- Safety walks and door audits are documented regularly throughout the school year.
- Classroom doors remain secured when students are present and exterior doors remain secured as required.
- Identified safety or maintenance concerns are documented and submitted for correction.
- Trends and unresolved concerns are reviewed in January 2027 and June 2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, SRO, Maintenance Department

Funding Sources: Local, Bond Funds as applicable

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

Strategy 3: Drug-Free and Vape-Free Campus

Use district-approved prevention and detection measures, including **canine support when scheduled**, to deter and identify illegal substances and vaping-related concerns on campus.

Strategy's Expected Result/Impact: Maintain a safe, drug-free learning environment and reduce vaping and illegal-substance incidents through prevention, deterrence, and appropriate response.

Measurable Indicators:

- Canine visits or other district prevention activities are documented when conducted.
- Vape and substance-related discipline data are reviewed for trends.

Progress	January 2027	June
Not Started		
Some Progress		
Comments		

<ul style="list-style-type: none"> • Student and parent communication reinforces campus expectations regarding prohibited substances. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, SRO</p> <p>Funding Sources: Local, Title IV as applicable</p>	
---	--

Wimberley High School



2026-2027

Campus Improvement Plan

CAMPUS IMPROVEMENT PLAN TABLE OF CONTENTS

I.	<u>Board of Trustees, District Administration, & WHS CIC</u>	3
II.	<u>Mission, Vision, & Goals</u>	4
III.	<u>Comprehensive Needs Assessment</u>	6
	<u>Prioritized Strengths and Areas of Concern</u>	7
IV.	Campus Improvement Plan, <i>By Categories:</i>	
	<u>Academics</u>	9
	<u>Advanced Academic Instruction</u>	11
	<u>Attendance</u>	13
	<u>Career and Technology Education</u>	15
	<u>Communication</u>	17
	<u>High-Qualified Teachers</u>	19
	<u>Emerging Bilingual Students (EB)</u>	20
	<u>Safe and Appropriate Facility</u>	21
	<u>Special Needs</u>	23
	<u>Staff Development</u>	25
	<u>State Compensatory Education</u>	27
	<u>Technology</u>	30

BOARD OF TRUSTEES

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

DISTRICT ADMINISTRATION

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

WIMBERLEY HIGH SCHOOL CAMPUS IMPROVEMENT COMMITTEE

Ryan Wilkes	Principal	Adriana Phillips	School Counselor
Jason Giesen	Asst. Principal	Topaz Lurwick	Special Education
Christy Brothers	Asst. Principal	Kelly Douglas	Emerging Bilingual
Laquita Sellers	Teacher	Brandon Brasher	Parent
Caleb Hall	Teacher	Amanda Voigt	Parent
Cade Pharis	Teacher	Sarah Myers	Advisory Member

[Return to Table of Contents](#)

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

- a. Academic Achievement-Growth at All Levels
- b. Safety and Well-Being of Students
- c. College and/or Career and/or Military Ready Students

2. Support Faculty and Staff Excellence

- a. Faculty and Staff Satisfaction, Engagement and Well-being
- b. Continuous Development and Training
- c. Competitive Compensation and Benefits for Faculty and Staff

3. Strengthen Community Excellence

- a. Parent and Family Satisfaction and Engagement
- b. Community Satisfaction and Engagement
- c. Community Partnerships

4. Ensure Operational Excellence

- a. Strong Financial Stewardship and Operational Efficiency
- b. Systematic Long-range, Transparent Facility Planning
- c. Open Two-Way Communication

[*Return to Table of Contents*](#)

Collaborative Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and 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

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.
- 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.

Prioritized Strengths and Areas of Concern

Our studies led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the major focus of the 2026-2027 Campus Improvement Plan, either in the form of very specific objectives or actions under the objectives. Our prioritized strengths and areas of concern are expressed in the following:

Area of Review	Strength	Area of Concern
PBM – Performance-Based Monitoring	All compliance and performance indicators met state performance levels.	<ul style="list-style-type: none"> None
STAAR EOC Exams 2026	<ul style="list-style-type: none"> Biology US History Algebra I 	<ul style="list-style-type: none"> English I ELA English II ELA
Implementation of House Bill 1416	<ul style="list-style-type: none"> Increase STAAR Tutorial opportunities for students: 30 hours per failed or not taken test Incorporate more STAAR Remediation into the day-to-day lesson planning 	<ul style="list-style-type: none"> Time and student commitment to attendance and effort in the remediation opportunities
AYP – Adequate Yearly Progress	<ul style="list-style-type: none"> The High School Campus met Adequate Yearly Progress standards in English, Social Studies, Math, and Science 	<ul style="list-style-type: none"> None
Retention	<ul style="list-style-type: none"> Below state average in SPED Texan Academy graduation retention 	<ul style="list-style-type: none"> Remain Proactive
Dropouts	<ul style="list-style-type: none"> 2% Dropout Rate 	<ul style="list-style-type: none"> Look for ways to keep students engaged/attending
Completion Rate	<ul style="list-style-type: none"> 98% Completion Rate 	<ul style="list-style-type: none"> Continue to address with acceleration program: Edgenuity
Attendance	<ul style="list-style-type: none"> Learning to Be Present– Attendance program in which staff put much effort into notification and encouragement of student attendance and attendance contracts. 	<ul style="list-style-type: none"> Concentrate on target students who are having trouble with attendance issues.
Discipline	<ul style="list-style-type: none"> Below the state average for DAEP, ISS, and OSS placements. The demographics of these placements align with those of our student population. 	<ul style="list-style-type: none"> Continue to be proactive with staff and students. Continue working with restorative practices Thorough implementation of TEXAN Roots Character Development across the campus
Facility Needs	<ul style="list-style-type: none"> Adequate number of classrooms, increased security measures in place 	<ul style="list-style-type: none"> Plumbing, HVAC, general wear-and-tear, remain proactive
Programs – GT, SDFSC, EB, ARI/AMI, CTE	<ul style="list-style-type: none"> EB – Increased student participation in extracurriculars and CTE programming, including practicums 	<ul style="list-style-type: none"> EB – Continue to provide training for EL teaching strategies as the EB population has grown. Improvement needed on TELPAS proficiency

	<ul style="list-style-type: none"> • CTE – Increased student enrollment and industry-based certifications 	
--	--	--

Prioritized Strengths and Areas of Concern, *continued*

Area of Review	Strength	Area of Concern
Parent Involvement	<ul style="list-style-type: none"> • High participation in support organizations • Academic and Extracurricular Booster Clubs 	<ul style="list-style-type: none"> • Communication- increase opportunities for parent feedback and two-way communication
Technology	<ul style="list-style-type: none"> • Grade book and Family Access • 1:1 initiative • Full Google Suite for education 	<ul style="list-style-type: none"> • Additional staff professional development for tech implementation • Increase utilization of online testing and use data to drive instruction

[Return to Table of Contents](#)

Academics

Goals: #1, #2

<p>Strategy 1: Provide ongoing access to TEKS Resource Year at a Glance and support vertical alignment initiatives to equip teachers with comprehensive scope and sequence resources, pacing guides, and instructional planning tools aligned to state standards.</p> <p>Strategy's Expected Result/Impact: Teachers will engage in collaborative data analysis during designated professional learning days, reviewing academic performance trends, assessment results, and individual student growth metrics. This strategic approach will result in improved instructional alignment, targeted interventions, and measurable increases in STAAR EOC performance.</p> <p>Staff Responsible for Monitoring: Principal, APs, Department Heads, Vertical Teams</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Continue to administer NWEA MAP Growth assessments three times annually (beginning, middle, and end of year) in Mathematics, Science, and English Language Arts to establish baseline data, monitor academic progress, and measure individual student growth against national norms.</p> <p>Strategy's Expected Result/Impact: Regular analysis of growth metrics will enable data-driven instructional adjustments, resulting in improved student achievement, increased proficiency rates, and accelerated learning gains across all tested content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads</p> <p>Funding Sources: State, Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Strategy 3: Implement a daily embedded tutorial period (Texan Time) within the master schedule to provide targeted academic support, enrichment opportunities, and accelerated instruction for all students.

Strategy's Expected Result/Impact: Texan Time will provide structured access to differentiated interventions using IXL. Students requiring accelerated instruction will receive targeted support in specific TEKS-aligned competencies, resulting in measurable improvements in STAAR EOC performance,

Staff Responsible for Monitoring: Admin, Teachers, Counselors.

Funding Sources: Local/State

Progress	January	June
Not Started		
Some Progress		
Comments		

Strategy 4: Wimberley High School will provide grade-level vertical team planning time during professional development to increase teacher collaboration on instructional alignment, effective strategies, and student performance.

Strategy's Expected Result/Impact: Grade-level teachers will meet to analyze student data and discuss experiences to improve instructional practices and increase student achievement.

Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal

Funding Sources: Local, State Funds

Progress	January	June
Not Started		
Some Progress		
Comments		

[Return to Table of Content](#)

Advanced Academic Instruction

Honors, AP, GT, Dual Credit

Goals: #1, #3

<p>Strategy 1: Strengthen and expand the partnership with Austin Community College to offer dual-credit welding courses within the Agricultural Technology and Mechanical Systems program of study, providing students with simultaneous high school credit, college credit, and industry certification opportunities.</p> <p>Expected Result/Impact: Students enrolled in dual-credit welding will earn both high school and transferable college credit while pursuing Industry-Based Certifications (IBCs), resulting in increased CTE program completion rates, enhanced College, Career, and Military Readiness (CCMR) outcomes, and improved workforce readiness. This partnership will create clear post-secondary pathways and reduce the time and cost of post-secondary education for participating students.</p> <p>Staff Responsible for Monitoring: Principal, Dept. Heads, Honors/AP Teachers, Counselors</p> <p>Funding Source: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Administer the SAT during the school day on campus and host the Texas Success Initiative Assessment (TSIA2) at least three times annually to eliminate barriers to college entrance and placement testing for all students.</p> <p>Strategy's Expected Result/Impact: On-campus administration of college entrance and placement exams will increase student participation rates, reduce financial and transportation barriers, and expand access to dual-credit coursework. This increased accessibility will result in higher TSIA2 passing rates, improved dual-credit enrollment, enhanced College, Career, and Military Readiness (CCMR)</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>performance, and smoother transitions to post-secondary education for all students, particularly first-generation college students and economically disadvantaged populations.</p> <p>Staff Responsible for Monitoring: Principal, APs, and Counselors</p> <p>Funding Sources: Local/State</p>													
<p>Strategy 3: Wimberley High School will implement College Prep English and TSI Math Test Prep courses to provide targeted support for students preparing for college entrance exams and post-secondary success.</p> <p>Strategy's Expected Result/Impact: Students enrolled in College Prep English and TSI Math Test Prep will demonstrate measurable growth in college-readiness competencies, resulting in increased TSIA2 passing rates, expanded dual-credit eligibility, and reduced need for developmental coursework at the post-secondary level. This strategic intervention will enhance College, Career, and Military Readiness (CCMR) accountability ratings, improve seamless transitions to post-secondary education, and increase the percentage of students meeting Texas Success Initiative (TSI) college-ready standards.</p> <p>Staff Responsible for Monitoring: Principal / Counselors</p> <p>Funding Sources: Local/State</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Implement AP Human Geography as a freshman-level Advanced Placement course to provide early access to college-level rigor, establish a foundation for continued AP participation, and cultivate critical thinking and analytical skills aligned to College Board standards.</p> <p>Strategy's Expected Result/Impact: Offering AP Human Geography will increase freshman enrollment in Advanced Placement coursework, resulting in higher overall AP course-taking rates across all grade levels, improved AP exam performance through early exposure to college-level expectations, and enhanced College, Career, and Military Readiness (CCMR) accountability ratings.</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>This early access strategy will create a culture of academic rigor, build student confidence in advanced coursework, and establish a pathway for continued AP participation throughout high school.</p> <p>Staff Responsible for Monitoring: Principal / Counselors</p> <p>Funding Sources: Local/State</p>	
--	--

[Return to Table of Contents](#)

Attendance

Goals: #1, #3, #4

<p>Strategy 1: Identify students who meet the state definition of truancy (a student who misses without excuse 3 days or parts of days in a 4-week period, or a student who misses 10 or more days or parts of days in a 6-month period)</p> <p>Strategy's Expected Result/Impact: Attendance reports will be run at 3 & 6 weeks and then every week thereafter to identify qualifying students. Additionally, 100% of truant students will be identified and placed on truancy prevention measures.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk</p> <p>Funding Sources: Local, State Funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Continue with Learning To Be Present (Every Day Counts) with all truant students to fulfill the state-mandated Truancy Prevention Measures (TPM), including but not limited to the following strategies: 1) Parent meeting 2) Evaluate the cause of truancy 3) Identify and facilitate needed support services 4) Complete appropriate referrals to counseling, discipline (truancy court).</p> <p>Attendance Clerk / APs will contact any student with 3 consecutive absences.</p> <p>Strategy's Expected Result/Impact: Attendance reports will be run starting at 4 weeks and then every week thereafter to identify all qualifying students. The impact will include improving the attendance rate and lowering the number of students requiring attendance recovery.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk</p> <p>Funding Source: Local, State</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 3: Identify students with underlying health conditions and/or excessive hours of credit recovery from the prior school year and meet with parents at the start of 2026-2027 school year to arrange a proactive support plan, TPM, and LTBP.</p> <p>Strategy's Expected Result/Impact: Assistant principals will review attendance recovery list data from the prior school year in order to increase attendance of historically truant students by 10%.</p> <p>Responsible for Monitoring: School Nurse, Assistant Principals, Attendance Clerk</p> <p>Funding Sources: Local, State</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Run weekly reports and email home for single-period absences. Email teachers who have not completed attendance and/or correct discrepancies. Track truancy and address it in a timely manner.</p> <p>Strategy's Expected Result/Impact: Attendance Clerk and APs will monitor and review weekly attendance to increase accuracy and lower student truancy by period/day.</p> <p>Staff Responsible for Monitoring: Principal, APs, Attendance, AP Secretary</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 5: Offer incentives for great attendance such as final exam exemptions and other awards.</p> <p>Strategy's Expected Result/Impact: Improve attendance rates and reduce truancy for upperclassmen late in the school year.</p> <p>Staff Responsible for Monitoring: Principal, APs, Attendance Secretary</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)

Career & Technology Education

Goals: #1, #3

<p>Strategy 1: Continue partnership with ACC to develop a dual-credit welding curriculum within the Agricultural Technology and Mechanical Systems program of study.</p> <p>Strategy Expected Result/Impact: This initiative will increase the number of students earning college credit prior to high school graduation. Expanding the number of CTE completers in Agricultural Technology and Mechanical Systems will enhance opportunities for WHS students to achieve College, Career, and Military Readiness (CCMR). Additionally, it will increase the number of industry-based certifications (IBCs) earned, which will, in turn, generate additional CTE funding at both the state and federal levels.</p> <p>Staff Responsible for Monitoring: Welding Instructor, CTE Department Head, Administration</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Hold an annual CTE Department meeting to review Industry-Based Certifications (IBCs) across each Program of Study and establish clear expectations that all students will attempt an IBC aligned with their course.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who successfully complete and earn IBCs across all Programs of Study, improving end-of-year cumulative outcomes.</p> <p>Staff Responsible for Monitoring: CTE Teachers, Counselors, & Admin</p> <p>Funding Source: Local/State/Federal</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 3: Wimberley High School will ensure student course schedules align with their selected Career and Technical Education (CTE) program of study through intentional advising and course sequencing to increase the number of program completers.</p> <p>Strategy's Expected Result/Impact: Increased number of CTE program completers and industry certifications earned, strengthening College, Career, and Military Readiness (CCMR) performance and workforce preparation.</p> <p>Responsible for Monitoring: CTE Teachers, Counselors, Principal</p> <p>Funding Sources: Local, State</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Maintain CTE organizations available for students to join while increasing their participation. Health Occupation Students of America-HOSA, Family Career and Community Leaders of America-FCCLA, Future Farmers of America-FFA, STEM Club</p> <p>Strategy's Expected Result/Impact: Analyze data on CTE organization student membership opportunities/participation</p> <p>Staff Responsible for Monitoring: CTE Teachers</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Content](#)

Communication

Goals: #1, #2, #3, #4

<p>Strategy 1: Continue communication with parents and the community through the use of District and community resources (local newspaper), newsletter, email, social media, and Communication Platform Apps in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parents/Guardians and community members will stay updated on what is happening on campus throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals’ Office,</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Continue distributing teacher, parent, and student satisfaction surveys each spring, analyze yearly data for trends, reflect on areas needing improvement, and celebrate successes. Then share the survey results and next steps with each group before the start of the next school year.</p> <p>Strategy's Expected Result/Impact: Engage teachers, parents, and students in the process of improvement at WHS.</p> <p>Staff Responsible for Monitoring: Principal, District Communications Director</p> <p>Funding Source: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 3: Maintain student, faculty, and parent committees. These committees should meet a minimum of twice a semester (beginning/end of school).</p> <p>Strategy's Expected Result/Impact: Provide opportunities for two-way communication for students, teachers, and parents.</p>	<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></table>	Progress	January	June	Not Started			Some Progress					
Progress	January	June											
Not Started													
Some Progress													

Responsible for Monitoring: Principal, Librarian, District Communications Officer	<div>Comments</div>		
Funding Sources: Local, State			
Strategy 4: Maintain consistent student-led daily announcements for students and staff, delivered verbally on the intercom, through a digital slide show, or video production.			
Strategy's Expected Result/Impact: Students and staff will stay updated and engaged on what is happening on campus throughout the year, while also reinforcing a positive school culture by celebrating achievements, promoting events, and modeling campus values.			
Responsible for Monitoring: Principal, Assistant Principals, Campus Tech Team			
Funding Sources: Local, State			

[Return to Table of Contents](#)

Highly Qualified Teachers

Goals: #2

<p>Strategy 1: Provide professional development activities that are:</p> <ul style="list-style-type: none">● Aligned to state standards (TEKS)/STAAR● Based on scientific research● Grade-level/Subject specific training● Targeted for development of measurable Student Learning Objectives (SLO’s)● Certification, experience and training● Recruitment and Retention of highly qualified teachers. <p>Strategy's Expected Result/Impact: 100% of teachers will be provided with high-quality professional development that is applicable and aligned to the state standards and the goals of the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principal</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)

Emerging Bilingual Students (EB)

Goals: #1, #2

<p>Strategy 1: Build teacher and organizational capacity to serve non-English speaking students.</p> <p>Ensure that all teachers receive staff development and implement strategies, including Sheltered Instruction Training, ELPS, and TELPAS training to assist them in modifying and delivering appropriate instruction to EB students. Continue to encourage ELA teachers to obtain their ESL Certification.</p> <p>Strategy's Expected Result/Impact: Inservice provided by Mrs. Guzman for ELPS and EB students to provide strategies for instruction. The impact will be to increase test scores on all state-mandated assessments for LEP students and student progression in TELPAS.</p> <p>Staff Responsible for Monitoring: Principal, EB Teacher, and District EB Coordinator,</p> <p>Funding Sources: State EB Title III Part A</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Increase awareness of post-secondary opportunities through college visits, scholarships and college application assistance through nonprofit organizations and the use of Career Interest Surveys.</p> <p>Strategy's Expected Result/Impact: Increasing opportunities for EB students to participate in career exploration and post-secondary enrollment will have a positive impact on EB graduation rates.</p> <p>Staff Responsible for Monitoring: Principal, EB Teacher, and District EB Coordinator</p> <p>Funding Source: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)

Safe and Appropriate Facilities

Goals: #1, #4

<p>Strategy 1: Wimberley High School will evaluate, update, and implement the crisis plan through evidence-based best practices and after-action reports. Cell reception will be boosted to allow better connectivity for the use of safety apps.</p> <p>Strategy's Expected Result/Impact: WHS will utilize Navigate 360 to conduct monthly SRP drills. Staff will also conduct post-action plans and threat assessments as needed. WHS students and staff will benefit from a safe school with proactive security measures.</p> <p>Staff Responsible for Monitoring: Principal, APs, School Nurse, Campus Crisis Team</p> <p>Funding Sources: State/Local/ Title IV</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Continue to improve the internal and external security of the campus by adjusting security presence at duty stations and parking lots before, during, and after school. Adding and adjusting camera placement. Continue to educate parents on how to properly access the campus through the visitor management system. Limit student access to doors that only have card readers.</p> <p>Strategy's Expected Result/Impact: Parking lot enforcement through security placement at gates during high traffic hours, as well as requiring students to enter and exit through certain entrances, will keep the campus safe during and after school. Enforcing badge and pass policies when students are in the halls and requiring all visitors to check in through the front office will also elevate school safety.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Auxiliary Staff, Nurse</p> <p>Funding Source: State/Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 3: Continue utilizing Multi-Tiered Systems of Support (MTSS) and provide professional development for teachers on MTSS practices for students as needed. Continue to use the Wellness Center as a resource for student support.</p> <p>Strategy’s Expected Result/Impact: Positive student outcomes based on best and restorative practices will help students de-escalate and lower disciplinary issues. Administrators and counselors will provide behavioral redirection and implement gradual consequences when appropriate.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals</p> <p>Funding Sources: State, Local, Grants</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Wimberley High School will enforce badges to increase student safety. Badges must be worn at all times during school hours and must be visible. Badge policies will be implemented and consequences issued if needed.</p> <p>Strategy's Expected Result/Impact: By reinforcing the badge requirements, administrators will create a safe environment for students and staff. Tracking through AP’s office.</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 5: Wimberley High School will implement a mentoring program (Best Buds) for students assigned to DAEP to support meeting their academic and behavioral goals, reducing recidivism and contributing to a safer, more supportive campus environment through targeted academic and behavioral goal-setting and monitoring.</p> <p>Strategy's Expected Result/Impact: Students assigned to DAEP will successfully transition back to campus with improved academic performance and reduced behavioral incidents, as measured by passing grades in core courses, decreased disciplinary referrals, and lower DAEP recidivism rates.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Wellness Center Coordinator</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Funding Sources: Local	
-------------------------------	--

[Return to Table of Contents](#)

Special Needs

Goals: #1,

<p>Strategy 1: Wimberley High School will continue to implement Inclusion through our Special Education Department for the 2026-2027 school year. Inclusion classes will be supported by special education teachers and/or paraprofessional staff members. Continued training for general education staff members throughout the school year in effective strategies for providing modifications and accommodations and their responsibilities.</p> <p>Strategy's Expected Result/Impact: Review data and student success within our Sped department.</p> <p>Staff Responsible for Monitoring: Sp. Ed. Dir., Sp. Ed. Coordinator, Principal Assistant Principal</p> <p>Funding Sources: State EL, Title III Part A</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Based on STAAR data, special education students tend to struggle on state assessments. We will continue to target individualized student academic needs through Reading Plus and ALEKS.</p> <p>Strategy's Expected Result/Impact: Sped students will show growth in both STAAR Benchmark and STAAR scores.</p> <p>Staff Responsible for Monitoring: Sp. Ed. Dir., Sp. Ed. Coordinator, Principal, Counselor</p> <p>Funding Source: State Funds, Special Education State Funds, I.D.E.A.</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

Strategy 3: By continuing to identify students with severe behaviors and implement rigorous Multi-Tiered Systems of Support (MTSS) and work with our general education teachers, district behavioral specialist, safety team, and school counselors, WHS can ensure our educational environments are conducive to learning. Increase opportunities provided for career investigation through guest speakers, field trips, community collaborations, internships, and practicums.

Strategy's Expected Result/Impact: WHS will ensure our educational environments are conducive to learning by supporting staff and students by providing a variety of opportunities for our Sped student population.

Responsible for Monitoring: Sp. Ed. Dir., Sp. Ed. Coordinator, Principal Assistant Principal Counselors

Funding Sources: Local, State

Progress	January	June
Not Started		
Some Progress		
Comments		

[Return to Table of Contents](#)

Staff Development

Goals: #1, #2

<p>Strategy 1: Wimberley High School will provide ongoing professional development for teachers on incorporating hardware and software technology that generates actionable data to inform and differentiate instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher proficiency in using technology-generated data to inform instructional decisions, resulting in more targeted interventions, differentiated learning experiences, and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Department Chairs, Teachers</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Plan and implement staff development on effective teaching practices and classroom management workshops to improve teacher/staff effectiveness and student performance on topics including:</p> <ul style="list-style-type: none">• EOC alignment, Advanced Placement• ESL & SPED Strategies• Classroom Management• CPR Trainer Training• Student Learning Objectives (SLOs)• Utilization of Employee Wellness Program• Social Emotional ongoing PD <p>Strategy's Expected Result/Impact: Students will be engaged in meaningful learning within a safe and effective classroom</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Staff Responsible for Monitoring: Assistant Superintendent, Principal, Department Heads, Principal, all core Teachers, Vertical Teaming</p> <p>Funding Source: Local, State Funds, Part A</p>													
<p>Strategy 3: Technology training:</p> <ul style="list-style-type: none">● GoGuardian● TEKS Resource, AI Resources, NWEA MAP, IXL● Eduphoria training● Skyward training● Google training/Google Classroom <p>Strategy's Expected Result/Impact: Teachers will be productive and successful in integrating technology into the classroom and in implementing Google Classroom with their classes, including parent communication as part of the information stream. Student growth & learning is evident.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principal, Department Heads</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Provide CTE teachers and counselors with professional development activities that emphasize the career development component of guidance. Attend ACC Consortium/Articulation meetings.</p> <p>Strategy's Expected Result/Impact: CTE teachers and counselors will attend ACC Consortium and provide a list of activities, agendas, sign-in sheets, and student surveys. This will impact WHS students’ access to CTE curriculum and provide additional training for CTE teachers.</p> <p>Staff Responsible for Monitoring: Principal, CTE Dept Head</p> <p>Funding Sources: State, Local, and Federal funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)

State Compensatory Education

Goals: #1, #3

<p>Strategy 1: Provide programming that helps students and parents apply for college, find scholarships and financial aid, and financial planning.</p> <p>Strategy's Expected Result/Impact: WHS will partner with community organizations that provide information on college preparation. Data will be gathered from program participants about the services to assist in college applications/scholarships.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Funding Sources: Grant funds, Private funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Continue to utilize our Alternative Education Program, Texan Academy, for those students who are at-risk of not graduating and for credit recovery (Program not included in funding allotment, district funds used).</p> <p>Strategy's Expected Result/Impact: WHS is providing credit recovery and acceleration in Texan Academy, focusing on students who are at risk for graduation. Counselors will collect data from program participants about the services provided to assist in college and career readiness. The impact that Texan Academy continues to have on WHS students is a higher graduation rate and flexibility to recover credit needed for graduation.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Funding Source: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 3: College and Career Fair, and Military Recruiter visits on campus for 1st-generation college students</p> <p>Strategy's Expected Result/Impact: WHS first-generation college students benefit from having the College and Career Fair, as well as military recruiters, to discuss plans for post-secondary education. The impact will include an increase in promotion and retention data, graduation/dropout rate, and attendance rate.</p> <p>Staff Responsible for Monitoring: Asst. Principal, Counselors, SpEd. Coordinator,</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 4: Wimberley High School will maintain the Texan Roots curriculum, John Knox freshman field trips, and community service initiatives including charity drives and service projects to foster good citizenship and community engagement.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in community service and enhanced understanding of civic responsibility, resulting in measurable volunteer hours, successful charity initiatives, and development of ethical citizenship skills.</p> <p>Responsible for Monitoring: Principal, Teachers, Counselors</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

<p>Strategy 5: Facilitate “Learning to Be Present, Everyday Counts” to identify obstacles and provide support where needed for students and or families who struggle with absenteeism.</p> <p>Strategy's Expected Result/Impact: Campus administration will partner with parents to provide truancy prevention measures through an attendance contract. This will be measured by tracking attendance and have an immediate impact on the improvement in student attendance based on statistics on attendance percentages for at-risk students</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors, Nurse</p> <p>Funding Sources: Local</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 6: Support struggling learners by implementing the Multi-Tiered System of Support model to ensure that all learners are successful with curriculum mastery.</p> <p>Strategy's Expected Result/Impact: Passing grades/scores on progress reports, report cards, and assessments; documentation from “3D” (MTSS) meetings as recorded in Eduphoria. Increased instructional and/or behavioral support and learning success in regular education settings.</p> <p>Staff Responsible for Monitoring: 3D Team, Principal, Asst. Principal, Counselor, teachers</p> <p>Funding Sources: Local and designated funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)

Technology

Goals: #1, #2, #4

<p>Strategy 1: Wimberley High School technology staff and designated personnel will provide ongoing professional development on integrating technology tools into classroom instruction, lessons, and student projects to enhance teaching effectiveness and student engagement.</p> <p>Strategy's Expected Result/Impact: Increased teacher proficiency in educational technology tools, resulting in enhanced technology integration, improved instructional differentiation, and increased student academic growth through personalized learning experiences.</p> <p>Staff Responsible for Monitoring: Principal, APs, CTE Dept. Chairs, Teachers, Technology Staff</p> <p>Funding Sources: State/FederalGrants/ Local funds</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													
<p>Strategy 2: Wimberley High School will update classroom display technology by replacing projectors with interactive panels to improve visual clarity, increase instructional interactivity, enhance mobility, and reduce long-term maintenance costs. Professional development will be provided to ensure effective utilization of interactive panel features.</p> <p>Strategy's Expected Result/Impact: Improved instructional delivery and student engagement through enhanced visual clarity and interactive technology features, resulting in increased classroom collaboration and measurable academic growth.</p> <p>Staff Responsible for Monitoring: District Tech Team, Principal</p> <p>Funding Source: Local/Federal Grant/State</p>	<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">Comments</td></tr></table>	Progress	January	June	Not Started			Some Progress			Comments		
Progress	January	June											
Not Started													
Some Progress													
Comments													

[Return to Table of Contents](#)