

Local Improvement Plan (LIP) for Wolfe City Elementary

This Local Improvement Plan (LIP) was developed in response to the campus's identification for Additional Targeted Support (ATS) or Targeted Support (TSI) under federal accountability requirements. The plan reflects input from campus-level stakeholders and is aligned to Essential Action 1.3 of the [Effective Schools Framework](#), which emphasizes focused plan development and regular monitoring of implementation and outcomes. The plan will be reviewed and updated monthly, and all related documentation and data sources will be maintained locally and made available for audit or upon request by the Texas Education Agency.

Campus Information

District Name	Wolfe City ISD	Superintendent	Eddie White, Interim
District Number	116-909	District Coordinator of School Improvement (DCSI)	
Campus Name	Wolfe City Elementary	Principal	Kimberly Crump
Campus Number	116-909	ESC Number	10

Assurances

DCSI: <i>I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</i>	<Enter Name and Date>
Principal Supervisor: <i>I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</i> *Only necessary if the DCSI is <u>not</u> the Principal Supervisor	<Enter Name and Date>
Principal: <i>I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.</i>	Kimberly Crump 8/14/26

Needs Assessment

A. Campus Focus Areas

Use information from your [ESF Self-Assessment](#) and ESF Diagnostic (if available) as well as data reviews to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started → 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities	5- Full Implementation ▾
1.2 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations	5- Full Implementation ▾
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators	5- Full Implementation ▾
3.1 Explicit school-wide behavioral expectations and culture routines	5- Full Implementation ▾
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5- Full Implementation ▾
5.1 Objective-driven daily lesson plans with formative assessments	5- Full Implementation ▾
5.2 Building teacher capacity through observation and feedback cycles	5- Full Implementation ▾
5.3 Data-driven instruction	5- Full Implementation ▾

B. Summary of Key Findings

Outline the root causes of low performance based on data reviewed. Include: • performance data related to the ATS/TSI label • additional relevant data (discipline, attendance, interventions, etc.).	• T-TESS Goals: ○ Student-centered individual and class goals aligned to current student data; Focus on meets and masters. • Differentiated Instruction: ○ Tailor reading instruction to meet the needs of all students, including Special Education. Utilizing new RLA Program HMH that is on the HQIM list. Provided Teacher training for HMH/TCMPC and PLCs to align to TCMPC and curriculum. ○ Use a variety of instructional strategies to engage students and promote reading comprehension. Implement the BUILD Program in K-1 for at-risk readers. Two teachers
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were trained in the summer of 2026. Summer PLCs and vertical alignment in 3rd-5th tested content areas.

- Provide targeted interventions for students who are below grade level. Intervention Period is 50 minutes. Added in a WIN TIME and Tutoring time during the instructional day to limit amount of Tier 1 instructional time students are pulled. Teachers reteaching content to SPED students as opposed to just sending SPED students to content mastery too frequently.
- Provide a plan for each student during intervention (Specific area of growth, number of days pulled in small group, Focus TEK(S), Time utilized in small group, no more than 4 per group if a student DNM on STAAR, ability grouping, ensuring that schedules in 3-5 prioritize the least amount of breaks in instructional time
- Provide interventions/tutoring during school/WIN Time to move students from does not meet and approaches to meets, meets, meets to masters, and masters to stay at masters or improved scaled score.

● Collaboration and Reflection:

- Participate actively in PLCs and share effective practices with colleagues bi-weekly. PLCs will be content based as opposed to grade level in grades 3-5
- Reflect on instructional practices and seek feedback from peers and leaders. More structured mentor program for first and second year teachers, or those needing more support based on data. Meeting during professional development with specific guidelines for observations or mentee/mentor and support.
- Continuously improve teaching strategies based on student performance data. Use testing data to focus on readiness and supporting standards. Identify low performing areas and spiral standard daily.
- Calculate magic number (this is the number a student needs to grow to the next level). Track all data in Eduphoria and use TEKS Resource tests as opposed to curriculum tests with the exception of Math. Math tests will be tracked in Eduphoria instead of Edcite.
- ALL students have to show growth both independently and as a class. Implement less time testing and on computers.

● SPED:

- Focus on IEP goals that are centered around deficits and readiness standards, and test-taking strategies/accommodations. Separating students in the Functional Academics

	classroom into Life Skills and Functional Academics. Allowing students that need to take STAAR Alt 2 to do so instead of taking STAAR. ○ Close the Gaps- think bite-size information in small group settings. Split our FA into Life Skills and FA to help students classified as life skills ○ Focus on utilizing paras/interventionists (reading/math) to push in for content mastery/intervention for grades 4 and 5 ○ Close the Gaps and target low TEKS for grades 4 and 5 ○ Students cannot miss gen ed instruction in math to service reading and vice versa ○ ● Student Engagement: ○ Incorporate interactive and engaging reading/math activities in lessons. ○ Foster a love for learning and small accomplishments- Praise, Praise, Praise and celebrate achievements no matter how big or small. Focus is on meets and masters. ○ Encourage student growth and critical thinking (productive struggle) ○ Meet with each student individually and set a growth goal-help them track their progress on unit tests, diagnostics, benchmarks, daily work. Grading Scale will be 50% TCPMC/Unit tests and 50% daily grades, weekly tests, and quizzes. ○ Don't reteach whole lessons- reteach and focus on the parts of what is not understood, ○ Provide targeted interventions for student- you have to be familiar with student data ○ Science- increase rigor and incorporate bell ringers/exit tickets with practice STAAR questions- discuss questions and the why behind the answers; use TEKS bank questions as a resource ○ Utilize your time with students- No down time. Bell-to-bell means small and whole group instruction. If students are in the room- it is not a time for planning or doing other things. We have to use every minute wisely. Tighten up classroom management and time spent in hallways. Prioritize instruction time and reduce missed classroom instruction.
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C. Stakeholder Engagement

Describe how and when campus stakeholders were engaged in the development of this plan.	Campus stakeholders were actively involved in identifying areas of concern and determining potential root causes. Stakeholders will meet at least once during the school year to disaggregate data, develop action steps, and review progress toward the goals outlined in our action plan. Board members will review and receive a presentation (August 31, 2026) on our 2026–2027 State Accountability Rating, Campus Improvement Plan (CIP), and Local Improvement Plan. They will have opportunities to ask questions and receive clarification as needed. Parents and students are also valuable partners in this process. We are setting goals with students, keeping parents informed of student progress, and establishing ongoing communication to address concerns and provide support. In addition, a Title I meeting was incorporated into our 2026–2027 Meet the Teacher event, along with a brochure outlining the resources, strategies, and supports being provided to help students succeed. We have also scheduled parent information meetings on August 25th to inform parents of expectations for each grade level and how they can help.
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Focused Priorities and Annual Outcomes

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 ▾	2.1 ▾	3.1 ▾
Rationale Alignment to Root Cause / Needs assessment	The campus identified a need for a high-quality, IMRA-approved RLA curriculum and more consistent curriculum-based interventions. Previously, RLA instruction and interventions were not fully supported by aligned, approved instructional resources, creating challenges with instructional consistency, intervention	The principal currently carries multiple non-instructional responsibilities, including Testing Coordinator, MTSS Lead, and UIL Coordinator duties, which limit the time available for instructional leadership. Redistributing these responsibilities will allow the principal to increase participation in PLCs, classroom walkthroughs,	PLCs need to be more targeted and data-driven to ensure instructional decisions are directly connected to identified student needs. Consistent analysis of assessment, intervention, and classroom data will allow teachers to identify learning gaps, adjust instruction, and provide targeted support for students who are

	effectiveness, and alignment to grade-level TEKS. Implementing HMH, Lowman, and Writable will provide teachers with common resources and a more systematic approach to core instruction and intervention.	teacher coaching, data analysis, and instructional support, resulting in a stronger focus on teaching and student achievement	not meeting grade-level standards.
Capacity Builder: Who will you partner with?	Partner with the Middle School Principal and SPED Director, along with RLA and Special Education teachers, to support curriculum implementation, intervention planning, data analysis, and progress monitoring. These individuals will help build teacher capacity in the effective use of HMH, Lowman, and Writable and ensure instructional and intervention practices are aligned with student needs.	Partner with the superintendent, Middle School principal, instructional staff, and identified teacher leaders who have the skills and capacity to assume additional responsibilities. Leadership roles and potential stipends will be considered for staff members who take on duties such as testing, MTSS, and UIL coordination.	Partner with the superintendent, MS principal, SPED Director, instructional staff, and teacher leaders to strengthen the PLC process. These partners will support data analysis, instructional planning, intervention development, and monitoring of student progress.
Communication Plan: How will you communicate this to all stakeholders?	Communication and support will be maintained through bi-weekly PLC meetings, newsletters, Google Calendar invitations, email communication, staff meetings, and ongoing professional development . Expectations for curriculum implementation and intervention will be reviewed regularly, and additional training will be provided as needed, including the scheduled September training for the Writable component of HMH . Student progress and instructional needs will also be communicated with parents through established campus communication methods.	Communicate changes in administrative responsibilities, leadership roles, and expectations through staff meetings, PLCs, email updates, newsletters, Google Calendar invitations, and leadership team meetings . The purpose of these changes will be clearly communicated as a strategy to increase the principal's presence in classrooms and provide more consistent instructional support to teachers and students.	Communicate PLC expectations, goals, and progress through bi-weekly PLC meetings, staff meetings, email, Google Calendar invitations, leadership meetings, and campus/district updates . Student progress and instructional needs will also be communicated with parents through progress reports, conferences, and other established communication methods.
Desired Annual	Over the next 25 weeks, the campus	Over the next 25 weeks, the campus	Over the next 25 weeks, 100% of

Outcome: SMART Format	will strengthen implementation of an IMRA-approved RLA curriculum and aligned intervention supports. In partnership with the Middle School Principal and SPED Director, 100% of RLA and Special Education teachers will receive training and consistently utilize HMH, Lowman, and Writable resources during appropriate core instruction and intervention. Implementation will be monitored through bi-weekly PLCs, classroom observations, lesson planning, and student performance data, with instructional adjustments made based on identified student needs and progress toward grade-level standards.	will increase the principal's capacity for instructional leadership by identifying, training, and assigning qualified staff members to assume designated non-instructional responsibilities, including Testing Coordinator, MTSS Lead, and UIL Coordinator duties. By the end of the 25-week period, these responsibilities will be successfully redistributed, allowing the principal to consistently participate in targeted PLCs, conduct regular classroom walkthroughs and observations, provide teacher feedback and support, and monitor student achievement and instructional practices.	instructional teams will participate in targeted, bi-weekly PLCs focused on analyzing student data, identifying priority learning gaps, planning targeted instruction and interventions, and monitoring student progress. PLC documentation and student performance data will be reviewed regularly to measure implementation and determine instructional adjustments, with the goal of increasing the percentage of students demonstrating growth toward grade-level standards by the end of the 25-week period.
Barriers to Address: Skills, Resources, Mindsets	Potential barriers include limited PLC time to thoroughly analyze student data and adjust instruction; balancing grade-level instruction with remediation for students performing significantly below grade level; and the learning curve associated with HMH, Lowman, and Writable, which may result in inconsistent implementation during the initial weeks. Additional barriers may include varying levels of teacher familiarity with the resources and ensuring interventions are appropriately matched to individual student needs.	Potential barriers include limited availability of staff members who can assume additional responsibilities, identifying individuals with the appropriate skills and expertise, providing sufficient training and support, funding potential stipends, staff capacity and workload, and recognizing when additional assistance or outside expertise is needed. Building a shared understanding that distributed leadership benefits the entire campus will also be important.	Potential barriers include limited time for meaningful PLC collaboration, varying levels of teacher knowledge in data analysis, inconsistent use of assessment data, difficulty identifying appropriate interventions, competing campus responsibilities, and the need to shift PLCs from general planning toward focused conversations about student learning and instructional response.
District Actions to Support Campus	The district will provide additional support with PLC facilitation, classroom observations, curriculum implementation, and data analysis, particularly due to the campus having one administrator supporting	The district will support the campus by assisting with the identification and training of staff members who can assume leadership responsibilities, considering stipends or other compensation for additional duties,	The district will provide protected time for targeted PLCs (limit number of meetings/initiatives that require time from campus), access to student data and instructional resources, professional development in data

	approximately 29 teachers. District leaders, the Middle School Principal, SPED Director, and other instructional support personnel will assist with monitoring implementation, providing feedback, identifying appropriate interventions, and connecting teachers with additional training or resources when needed.	providing access to mentors or experts in identified areas of need, and monitoring the redistribution of responsibilities. The superintendent and district leadership will also work with the principal to remove barriers and protect dedicated time for PLCs, classroom observations, instructional coaching, and data-driven decision-making.	analysis and intervention planning, and support from district and campus leadership. District leaders will periodically participate in PLCs, review progress toward campus goals, assist with identifying resources, and help remove barriers that interfere with effective PLC implementation.
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Milestones and Metrics

Action Plan: Prioritized Focus Area #1

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Build Teacher Capacity in HMH, Lowman, and Writable	Provide professional development and ongoing support to ensure 100% of RLA and Special Education teachers understand and can effectively implement HMH, Lowman, and Writable for core instruction and intervention.	July 2026-January 2027	HMH curriculum, Lowman resources, Writable, district/campus PD, September Writable training, lesson-planning resources, coaching support	Elementary Principal, Middle School Principal, SPED Director, RLA teachers, SPED teachers	PD attendance; teacher lesson plans; classroom observations/walkthroughs; evidence of HMH, Lowman, and Writable use; teacher feedback and implementation checks	HMH/Writable usage data, lesson plans, walkthrough data, PLC documentation, teacher training records	Bi-weekly PLCs; September 2026, November 2026, January 2027
Establish Consistent, Curriculum-Based Intervention Practices	Use PLCs to identify students needing additional	July 2026 – February 2027	HMH/Lowman intervention resources, Writable, student data, intervention	Elementary Principal, RLA teachers, SPED teachers, Middle School Principal,	Documented intervention plans; student groupings based on identified needs; intervention schedules;	STAAR data, benchmark/unit assessment data, weekly classroom assessments,	Bi-weekly PLCs; October 2026, December 2026, February

	RLA support, match students to appropriate curriculum-based interventions, establish intervention groups, and monitor progress regularly.		plans, progress-monitoring tools, PLC time	SPED Director	progress-monitoring records; instructional adjustments based on student data	progress-monitoring data, intervention records	2027
Monitor Implementation and Student Growth Through a Continuous Improvement Cycle	Establish a consistent cycle of plan → implement → monitor → analyze → adjust through bi-weekly PLCs, classroom observations, lesson-plan reviews, and student performance data to ensure RLA instruction and interventions remain aligned to grade-level TEKS.	September 2026 – February 2027	TEKS, HMH scope and sequence, PLC protocols, lesson plans, walkthrough tools, student performance data, district instructional support	Elementary Principal, Middle School Principal, SPED Director, RLA/SPED teachers, instructional support staff/mentors	Evidence of standards-aligned lesson planning; walkthrough/observation data; PLC minutes showing data analysis and instructional adjustments; student growth toward grade-level expectations	Unit assessments, benchmark data, STAAR data, HMH/Writable weekly assessments, intervention progress data, walkthroughs data	Bi-weekly PLCs; monthly implementation review; November 2026 and February 2027 formal reviews

Action Plan: Prioritized Focus Area #2

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Identify and Assign Distributed Leadership Roles	Identify qualified teacher leaders and staff members to assume designated non-instructional responsibilities	August 2026 – September 2026	Leadership role descriptions, staff capacity information, district guidance, stipend/compensation options, leadership team input	Principal, Superintendent, Middle School Principal, identified teacher leaders	Documented assignment of responsibilities; written role expectations; leadership assignments communicated to staff; staff members identified for each responsibility	Campus organizational chart, leadership assignments, staff meeting documentation, district approval/compensation records	September 2026

	s, including Testing Coordinator, MTSS Lead, and UIL Coordinator, based on skills, capacity, and campus needs. Establish clear roles, responsibilities, and expectations.						
Train and Transition Non-Instructional Responsibilities	Provide training, mentoring, and ongoing support to staff assuming Testing, MTSS, and UIL responsibilities. Develop a transition plan that gradually moves responsibilities from the principal to designated leaders while maintaining compliance and continuity.	September 2026 – October 2026	District training, TEA guidance, testing resources, MTSS protocols, UIL resources, mentors/experts, transition checklists	Principal, Superintendent, Middle School Principal, designated coordinators, district support staff	Training completion; transition checklist; evidence that designated staff are independently completing assigned responsibilities; principal's non-instructional workload is reduced	Training records, testing/MTSS/UIL documentation, coordinator checklists, leadership meeting minutes	Bi-weekly during transition; October 2026 formal review
Protect and Increase Principal Instructional Leadership Time	Establish a protected schedule for the principal to consistently participate in PLCs, classroom walkthroughs, teacher coaching, data analysis, and instructional planning. Monitor how redistributed	August 2026 – February 2027	Master calendar, PLC schedules, walkthrough schedule, coaching tools, student achievement data, district instructional support	Principal, Superintendent, Middle School Principal, teacher leaders, district instructional staff	Increased principal participation in PLCs; completed classroom walkthroughs; documented teacher feedback/coaching; data-analysis meetings; evidence of instructional adjustments based on student needs	PLC agendas/minutes, walkthrough logs, coaching/feedback documentation, lesson plans, student achievement data, principal calendar/time allocation	Monthly: October 2026 – February 2027; Formal review February 2027

	responsibilities impact the principal's time and instructional presence on campus.						
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Action Plan: Prioritized Focus Area #3

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Establish a Consistent, Data-Driven PLC Structure	Implement a common PLC protocol for all WCES instructional teams that requires teachers to analyze student data, identify priority learning gaps, determine students needing additional support, and plan specific instructional responses during bi-weekly PLC meetings.	July 2026-February 2026	PLC agendas, TEKS, assessment data, student data trackers, intervention resources, protected PLC time	Principal, MS Principal, SPED Director, Teacher Leaders, Instructional Staff	Completed bi-weekly PLC agendas; evidence of data analysis; identified priority standards and student groups; documented instructional responses and interventions	PLC documentation, assessment data, lesson plans, student data trackers, intervention records	Bi-weekly PLCs; August 2026 formal implementation review
Build Teacher Capacity in Data Analysis and Intervention Planning	Provide professional development and coaching to ensure teachers can effectively analyze assessment and classroom data, identify learning gaps, select appropriate interventions, and use data	September 2026 – December 2026	Professional development, data trackers, assessment resources, TEKS, intervention resources, district instructional support, coaching	Principal, MS Principal, SPED Director, District Instructional Staff, Teacher Leaders	Teacher participation in training; PLC discussions demonstrate increased use of data; intervention plans are aligned to identified needs; lesson plans reflect adjustments based on data	STAAR data, benchmark/unit assessments, classroom assessments, intervention progress-monitoring data, PLC documentation	Bi-weekly PLCs; October 2026 and November 2026 reviews

	to adjust instruction for individual students and groups.						
Monitor PLC Implementation and Impact on Student Growth	Establish a continuous walkthrough cycle to determine whether PLC decisions are resulting in improved instruction, effective interventions, and increased student growth toward grade-level standards. Use PLC, walkthrough, and student p data to adjust instructional practices and interventions.	October 2026 – March 2027	PLC monitoring, walkthroughs, student progress trackers, unit assessments, intervention data, district/campus support	Principal, MS Principal, SPED Director, Teacher Leaders, Instructional Staff	Evidence that PLC action items are implemented; classroom walkthroughs show instructional adjustments; intervention groups are adjusted based on progress; student growth is documented; PLCs reflect a plan-monitor-adjust cycle	Unit/benchmark assessments, STAAR data, Failure Report Forms, classroom assessments, intervention progress data, walkthrough data, PLC minutes	Bi-weekly PLCs; monthly data reviews; December 2026 and February 2027 formal reviews

* record progress monitoring reflections and plan adjustments (if any) in the next section

Progress Monitoring *To Be Completed in January to give time to collect information and data (as advised through Region 10)**

Reflections/Adjustments: Prioritized Focus Area #1

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?

Reflections/Adjustments: Prioritized Focus Area #2

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
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Reflections/Adjustments: Prioritized Focus Area #3

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?