# Wolfe City Independent School District

# Wolfe City Elementary

# 2026-2027 Campus Improvement Plan

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# Mission Statement

The Board of Trustees of the Wolfe City School District has established that the primary mission of the Wolfe City Schools is to wholly develop each individual student - mentally, physically, spiritually and socially - to full capacity, so that all students may be able to develop thinking skills, to acquire and apply knowledge and to create within themselves, a sense of self-worth and self-discipline. This statement of mission is fostered by the belief that these skills and attributes are essential for students to become productive, responsible, participating members of our democratic society.

# Vision

Wolfe City ISD -Making Tracks for the Future!

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# Comprehensive Needs Assessment

# Demographics

## Summary

Wolfe City Elementary is in Hunt County in north central Texas.

Enrollment for the school listed years was 2020-2021 = 288, 2021-22=326, 2022-2023=346, 2023-24=348, 2024-2025= 341. The current enrollment for the 26-27 school year is 290. The demographic percentages for the 2026 PEIMS summer submission were:

American Indian/Alaskan – 0.0%
Asian – .33%
Black/African American – 1.57%
Hispanic/Latino – 28.57%
White – 64.61%
Hawaiian/Pacific Island – .33%
Two or more races –4.59%

Males- 179

Females- 147

We have 32 more males than females.  According to our most recent TAPR Report, 9.9 % of our students are considered mobile, meaning that they are not continuously enrolled in our district throughout the year. Special education students represent 18% of our population.  The economically disadvantaged percentage is 68.2%, and 36.4% of our students are identified as at-risk.  We do not have any migrant students; the percentage of our students in the English as a Second Language program is 13.1% and they received pull-out and/or content based instruction in the ESL classroom. ESL students who exited the program at the end of the 25-26 school year have continued to be closely monitored. Our gifted and talented percentage is 8.9%, and these students were served through a pullout program. According to the most recent Texas Academic Performance Report, an overall portrait of our teaching staff would be a white female with a bachelor's degree with one to five years of experience. Our average number of students per teacher is 17.2.

## Strengths

**STRENGTHS**: Smaller class sizes allow for more frequent monitoring of student progress in subpopulations. Our current EB students continue to show academic growth by increasing from 46% to 57% in RLA.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Students receiving Special Education services demonstrate less annual academic growth in reading and mathematics compared to the general student population. This achievement gap contributes to lower STAAR performance and inadequate progress toward meeting grade-level standards. | Students receiving Special Education services are experiencing slower academic growth because instructional interventions and progress-monitoring practices are not consistently intensive or individualized enough to close foundational skill gaps while supporting mastery of grade-level reading and math standards. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Student learning data indicate inconsistent achievement across grade levels and content areas, with significant concerns in Grade 3 Reading, Grade 3 Math, Grade 4 Reading, and especially Grade 4 Math. In 2025-26, only 31% of Grade 4 students achieved Approaches or higher in Math, with 16% achieving Meets and 6% Masters. | Inconsistent depth and rigor of Tier 1 instruction, including opportunities for higher-order thinking, academic discourse, problem solving, and application of skills, combined with gaps in prerequisite knowledge and the need for more systematic use of formative and common assessment data to drive reteaching and intervention in relation to specific readiness and supporting standards. |
| 2 ★ | Campus instructional and intervention processes are not yet consistently implemented across all grade levels and classrooms. There is a need for greater consistency in collaborative planning, data analysis, intervention implementation, curriculum alignment, progress monitoring, and follow-through on instructional decisions. | Campus systems for PLCs, data-driven instruction, intervention, curriculum implementation, and progress monitoring are continuing to develop and need clearly defined expectations, protected content-based collaboration time, and ongoing administrative monitoring and coaching. |
| 3 ★ | Students receiving Special Education services demonstrate less annual academic growth in reading and mathematics compared to the general student population. This achievement gap contributes to lower STAAR performance and inadequate progress toward meeting grade-level standards. | Students receiving Special Education services are experiencing slower academic growth because instructional interventions and progress-monitoring practices are not consistently intensive or individualized enough to close foundational skill gaps while supporting mastery of grade-level reading and math standards. |
| 4 ★ | The campus needs to strengthen communication, collaboration, and shared ownership among staff, students, and families so that all stakeholders have a clear understanding of academic expectations, student progress, campus priorities, and the supports available to students. | Communication and feedback systems are not yet consistently structured across all stakeholders, resulting in differences in expectations for academic goals, student interventions, and how individual roles contribute to student achievement. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**
- [x] **Other**

STAR Renaissance

iReady Reading and Math

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

| Wolfe City Elem. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2026-2027** | **GT** | **CTE** | **Special Ed** | **Comp Ed** | **ESL** | **Early Child** | **Dyslexia** | **CCMR** | **Title I** | **Title II** | **Title IV** |
| | **PIC 21** | **PIC 22** | **PIC 23** | **PIC 24,28,30** | **PIC 25** | **PIC 36** | **PIC 37** | **PIC 38** | | | |
| Teachers | 6.00 | 0.00 | 1.94 | 4.73 | 0.89 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Teacher Aides | 0.00 | 0.00 | 2.89 | 1.34 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Counselor | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **TOTAL FTE** | **6.00** | **0.00** | **4.83** | **6.07** | **0.89** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** |
| 6100 | $7,004.00 | $0.00 | $287,238.00 | $277,302.00 | $7,320.00 | $339,220.00 | $57,404.00 | $0.00 | $148,383.00 | $31,770.00 | $10,000.00 |
| 6200 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $3,000.00 | $2,000.00 |
| 6300 | $1,300.00 | $0.00 | $1,200.00 | $1,000.00 | $4,000.00 | $0.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $8,000.00 |
| 6400 | $300.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total** | **$8,604.00** | **$0.00** | **$288,438.00** | **$278,302.00** | **$11,320.00** | **$339,220.00** | **$60,404.00** | **$0.00** | **$148,383.00** | **$34,770.00** | **$20,000.00** |

| Wolfe City MS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2026-2027 | GT | CTE | Special Ed | Comp Ed | ESL | Early Child | Dyslexia | CCMR | Title I | Title II | Title IV |
| | PIC 21 | PIC 22 | 23 | PIC 24,28,30 | PIC 25 | PIC 36 | PIC 37 | PIC 38 | | | |
| Teachers | 0.10 | 1.14 | 1.74 | 4.13 | 0.10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Teacher Aides | 0.00 | 0.00 | 3.65 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Counselor | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **TOTAL FTE** | **0.10** | **1.14** | **5.39** | **4.13** | **0.10** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** |
| 6100 | $9,898.00 | $89,091.00 | $231,698.00 | $56,835.00 | $9,898.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 6200 | $0.00 | $0.00 | $0.00 | $6,150.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 6300 | $2,300.00 | $2,500.00 | $1,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $8,000.00 |
| 6400 | $200.00 | $200.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total** | **$12,398.00** | **$91,791.00** | **$232,698.00** | **$62,985.00** | **$9,898.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$8,000.00** |

| Wolfe City HS | GT | CTE | Special Ed | Comp Ed | ESL | Early Child | Dyslexia | CCMR | Title I | Title II | Title IV |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2026-2027** | **PIC 21** | **PIC 22** | **PIC 23** | **PIC 24,28** | **PIC 25** | **Pic 36** | **PIC 37** | **PIC 38** | | | |
| Teachers | 0.01 | 4.18 | 1.81 | 0.33 | 0.12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Teacher Aides | 0.00 | 0.00 | 3.10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Counselor | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **TOTAL FTE** | **0.01** | **4.18** | **4.91** | **0.33** | **0.12** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** |
| **6100** | $1,635.00 | $453,131.00 | $219,936.00 | $29,827.00 | $6,497.00 | $0.00 | $0.00 | $58,126.00 | $0.00 | $0.00 | $0.00 |
| **6200** | $0.00 | $7,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **6300** | $1,000.00 | $208,500.00 | $1,500.00 | $0.00 | $0.00 | $0.00 | $0.00 | $2,000.00 | $0.00 | $0.00 | $0.00 |
| **6400** | $0.00 | $16,500.00 | $200.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total** | $2,635.00 | $685,131.00 | $221,636.00 | $29,827.00 | $6,497.00 | $0.00 | $0.00 | $60,126.00 | $0.00 | $0.00 | $0.00 |

| Wolfe City ISD | GT | CTE | Special Ed | Comp Ed | ESL | Early Child | Dyslexia | CCMR | Title I | Title II | Title IV |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2026-2027** | **PIC 21** | **PIC 22** | **PIC 23** | **PIC 24,28** | **PIC 25** | **Pic 36** | **PIC 37** | **PIC 38** | | | |
| Teachers | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Teacher Aides | 0.10 | 1.14 | 5.39 | 4.13 | 0.10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Counselor | 0.00 | 89091.00 | 231698.00 | 56835.00 | 9898.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **TOTAL FTE** | **0.10** | **89092.14** | **231703.39** | **56839.13** | **9898.10** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** | **0.00** |
| **6100** | $0.00 | $0.00 | $334,610.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **6200** | $0.00 | $0.00 | $108,322.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **6300** | $0.00 | $0.00 | $20,021.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **6400** | $0.00 | $0.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total** | $0.00 | $0.00 | $467,953.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Campus Totals** | $23,637.00 | $776,922.00 | $742,772.00 | $371,114.00 | $27,715.00 | $329,220.00 | $60,404.00 | $60,126.00 | $0.00 | $0.00 | $0.00 |
| **Total** | **$23,637.00** | **$776,922.00** | **$1,210,725.00** | **$371,114.00** | **$27,715.00** | **$329,220.00** | **$60,404.00** | **$60,126.00** | **$148,383.00** | **$34,770.00** | **$10,000.00** |

**2026-2027 Wolfe City State Local Program MOE**

| **PIC** | **21** | **22** | **23** | **24/28/30** | **25** | **36** | **37** | **38** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **GT** | **CTE** | **SE** | **Comp Ed** | **ESL** | **Early Child** | **Dyslexia** | **CCMR** | **Tilte I** | **Tilte II** | **Title IV** |
| Appropriation | $23,637.00 | $776,922.00 | $1,210,725.00 | $371,114.00 | $27,715.00 | $329,229.00 | $60,404.00 | $60,126.00 | $0.00 | $0.00 | $0.00 |
| TEA Allotment | $12,943.00 | $1,168,061.00 | $1,479,469.00 | $620,645.00 | $45,370.00 | $49,114.00 | $48,477.00 | $8,000.00 | $101,275.00 | $17,823.00 | $10,000.00 |
| TEA Required % | $12,943.00 | $642,433.55 | $813,707.95 | $341,354.75 | $24,953.50 | $49,114.00 | $48,477.00 | $4,000.00 | Balanced | Balanced | Balanced |
| Compliant/Non-Comp | Compliant | Compliant | Compliant | Compliant | Compliant | Compliant | Compliant | Compliant | | | |
| Shortage | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | | | |