

2025-26 School Improvement Plan

Mission: Where Greatness Grows

Vision: Through a nurturing and challenging environment, Wallace Elementary School promotes 21st century learning skills, with high expectations for all students, to help them become life-long learners.

Goals:

Wallace Elementary will contribute to increasing the DCS Graduation Rate to 87%. Wallace Elementary will Exceed Growth and our Achievement Score will increase to 32.01% for the 2025-2026 school year. Multi-year goal: Wallace Elementary will have an Overall Grade Level Proficiency of at least 50%.

Through redefined professionalism, powerful teaching and learning, and personalization, Wallace Elementary School will exceed growth by providing an empathetic and caring learning environment that is conducive to learning and providing access to personalized instructional support and resources to continuously improve outcomes for each student by the end of the 2025-2026 school year.



! = Past Due Objectives			KEY = Key Indicator			
Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October, 2025, Wallace Elementary continues to strengthen its data-driven instructional processes through the consistent use of assessment data and collaborative planning. Instructional teams meet regularly to review student performance using multiple data sources, including EVAAS, mClass, Benchmark Assessments, Classroom Performance, and Attendance Data. The PrimeTime and SMART Intervention Block serves as a structured time for targeted academic and behavioral supports. In Primetime, students are placed in intervention, resource, or enrichment settings based on identified needs using criteria such as academic performance, EC/ESL status, and attendance. Teachers utilize data reflection sheets following the release of EVAAS and benchmark data, which are then reviewed during post-observation conferences. Grade-level PLCs	Limited Development		

	review group trends using the Grade-Level Data Protocol to guide instructional adjustments. The school's MTSS and SIT Teams monitor progress by reviewing student performance data and adjusting intervention assignments as needed. Additionally, collaboration with the district's Early Literacy Specialist supports data-based instructional planning, reading intervention design, and progress monitoring aligned with the LETRS framework. As of October 2024, all K-5 teachers, including ESL and EC staff, have completed LETRS Training as part of Cohort 2. Additionally, we have begun Cohort 1 LETRS training for newly hired certified staff members. Our Open Court implementation in phonics continues, and we have now adopted Open Court as our comprehensive reading program for K-5. Training on this new adoption has been provided to ensure a smooth transition. In grades 6-8, StudySync has been implemented as the new reading adoption, with accompanying training for all teachers. We also completed our benchmark data conversation meetings, where teachers were provided substitutes to allow time for thorough data analysis and the development of instructional plans to address student needs based on the data. Additionally, we began a partnership with Mr. James O'Neal, an independent math consultant, who provided three days of training to our 5th-8th grade math teachers, focusing on enhancing instructional practices.			
<i>How it will look when fully met:</i>	The principal will serve as a facilitator, guide and supporter of quality instructional practices while understanding that improved test scores are important but know that quality instruction is essential for improving student achievement. The principal will demonstrate working knowledge of effective instructional strategies and understand the needs of their students and teachers. The principal will facilitate effective data conversation with teachers through Data Review Meetings and with students through Town Hall Meetings. The purpose of both meetings is to discuss current student achievement data, set benchmark goals, assess		Victoria Huffman	05/01/2026

	progress, provide support, and make instructional decisions,			
Actions		0 of 8 (0%)		
	Principal conducts daily walkthroughs (2-3 daily) with common look-fors; shares weekly trends and kudos. Principal participates in PLC/data meetings monthly to model analysis of EVAAS, proficiency, and probability reports.		Angelo Cavallaro	05/01/2026
	Discuss walk-through data with staff and identify strengths, areas for improvement, and next steps. Once per semester		Angelo Cavallaro	05/01/2026
	In order to address phonological awareness and phonics skills, K-5 teachers will implement Open Court, daily. Additionally, all 1st-5th grade teachers will implement the Heggerty program, daily, either through whole group or small group instruction		Angelo Cavallaro	05/01/2026
	Increase of math interventions to include CAMS and STAMS and Math 180 across K-8 math teachers.		Angelo Cavallaro	05/01/2026
	All certified staff will participate in learning walks by the end of the school year		Angelo Cavallaro	05/01/2026
	The principal and curriculum team will facilitate grade level data conversations using BOY, MOY, and EOY benchmark data. The use of instructional planning days can provide time for teachers to complete these tasks.		Curriculum Team Member	05/01/2026
	Continue math PD for our 5th-8th grade math teachers		Angelo Cavallaro	05/01/2026
	Protect time for effective practices PrimeTime/3rd Resource/SMART rosters aligned to criteria (ESL, EC, <70/75, attendance) Grade-level intervention plans include frequency, progress-monitoring tools, and decision rules.		Curriculum Team	05/01/2026

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace Elementary's School Improvement Team (SIT) meets consistently to review instructional practices, prioritize spending, analyze data, and monitor progress toward school improvement goals. The SIT includes the principal, assistant principal, grade-level representatives, EC, and ESL Teachers ensuring that each grade span and area of support is represented. The team's work is directly aligned to the school's NCStar plan indicators, focusing on academic growth, behavior, and social-emotional development. Meeting agendas are structured around data review, monitoring of action steps, and adjustments to instructional or intervention strategies. The School Improvement Team (SIT) and Curriculum Team collaborate to ensure that decisions are data-informed and communicated clearly to staff. Minutes are documented in , and action steps are updated regularly to reflect ongoing implementation. As of October, 2024, the school improvement team has a schedule to meet twice per month to monitor the progress of our school improvement plan action steps and discuss other school improvement related items. The team was voted on by secret ballot and has established a schedule to meet on first and third Mondays going forward. Meetings have been used to progress monitor, discuss next steps, and work through immediate needs of the school. Indicators were assigned to team members to report on at each meeting session. SIT meeting dates are communicated by email and calendar invites. Meeting agendas are housed in NCStar.	Limited Development		
How it will look when fully met:			The School Improvement Team will meet bimonthly. NCStar will be utilized during each meeting to help revisit and focus on topics to be addressed in the School Improvement Plan. As evidence, the SIT meeting dates will be communicated via email and daily memos and SIT meeting agendas		Kathey Hendrickson	05/01/2026

			and documentation from meetings will be updated in NCStar. * Resources will be monitored SchoolNet and PLC model to accomplish school and district goals, which are, but are not limited to: 1. Increase Graduation Rate to 87% 2. Exceed Accountability Growth 3. Student Achievement score increased to 32.01%			
Actions				0 of 3 (0%)		
			School Improvement Team will monitors SIP goals, reviews implementation of SIP goals, and reviews student outcome data to make school decisions. Monitor at least one indicator on the 2nd SIT meeting, monthly		Tonya Patram	05/01/2026
			The School Improvement Team will utilize title 1 funds in order to provide supplemental resources to increase student achievement, such as: hiring additional teachers and staff, purchasing instructional resources and materials, fund professional development, and increase parent involvement.		Wendy Wells	05/01/2026
			Our school's curriculum team will facilitate grade level/department PLCs, collaborate with colleagues, share your expertise, and help design instructional strategies that align with our educational goals and standards and track assessment data to track progress and determine next steps.		Wendy Wells	05/01/2026
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace Elementary embeds team structures into daily practice to drive continuous improvement. Whole-school planning is anchored by the School Improvement Team (SIT), Curriculum Team, Behavior Bulldog Team, Family Engagement Committee, Problem Solving Team, and Parent/Student Advisory Committee. The SIT meets twice monthly to monitor implementation of SIP action steps and adjust	Limited Development		

	supports. The Curriculum Team meets monthly to review instructional practices and assessment data, and it facilitates weekly PLCs focused on student learning outcomes, instructional alignment, and next-step instruction; substitute coverage is provided for benchmark cycles so teams can analyze NC Check-Ins and act on findings. The Behavior Bulldog Team meets monthly to review behavior data, identify students needing additional support, and coordinate tiered interventions. Family engagement reinforces the work: Curriculum Parent Nights communicate expectations, routines, and at-home supports with resource tables (Counselors/Social Worker, EC, ESL, Parent Portal, Educational Talent Search, Resource Team) and follow-up memos; community-building events like the “Fun & Friends Afternoon” fundraiser, led by the Bulldog Support Squad, deepen partnerships. MTSS / Intervention Team: Meets weekly to review academic and behavioral data and determine Tier 2 and Tier 3 supports. Oversees PrimeTime/SMART intervention assignments and monitors student progress. These structures ensure timely, data-informed decisions and clear communication, and are Parent/Student Advisory Committee, which provide valuable family and student input, ensuring the team structure includes stakeholder perspectives. As of October 2024, our school has identified team members for our focus groups and conducted our first meetings. The behavior team has established a common purpose, clarified their roles, and begun analyzing data to address student needs. Our curriculum team has determined that data analysis and next steps using common assessments will be a key focus for the year to drive instructional improvement. Additionally, the school improvement team has met, established norms and a shared purpose, and has started developing our school improvement plan.			
<i>How it will look when fully met:</i>	Teams will be established to meet the diverse needs of our students. Teacher teams meet weekly in Professional Learning Communities (PLCs) to analyze and discuss data, align instruction and assessments, and plan instruction aligned to the Common Core and NC Essential Standards. Teachers are also expected to post standards and objectives through "I CAN" statements, so students understand the purpose of their		Tonya Peterson	05/01/2026

	learning. This is monitored through administrative walk-throughs, in which we observe student engagement, visible thinking, and evidence of learning. In addition, our support staff co-teaches with classroom teachers in order to effectively differentiate instruction for our ESL, AIG, SWD and Tier II/Tier III students.			
Actions		1 of 7 (14%)		
	Our school's STEAMA Committee will implement plans for school STEAMA Days, Generation Next, and the district's 2 Agriculture Awareness Days.	Complete 10/24/2024	Angelo Cavallaro	10/01/2024
	Whole-School Improvement Planning Established calendar for SIT, Leadership Team, Curriculum Team, Behavior Bulldog Team (monthly), and Family Engagement Team—each with a stated purpose, owners, and action logs.		Angelo Cavallaro	05/01/2026
	A school behavior data team: A School Behavior Data Team focuses on improving student behavior and promoting a positive school environment by: Collecting and Analyzing Behavior Data – Identifies patterns in behavior incidents and tracks trends. Setting and Monitoring Goals – Establishes behavior-related goals and monitors progress. Developing Behavior Interventions – Designs and implements targeted strategies for individual students or groups. Supporting Staff – Provides resources and guidance to teachers for managing classroom behavior. Promoting Positive Behavior – Leads initiatives like reward systems and school-wide behavior expectations. Collaborating with Teams – Works with other school teams, like MTSS, to coordinate support. Evaluating and Adjusting Programs – Continuously assesses the effectiveness of interventions.		McMahon and Uribe	05/01/2026
	School Improvement Team Meets monthly to review school-wide progress on academic, behavioral, and SEL goals. Each grade level and department has representation, ensuring shared decision-making and communication.		Wendy Wells	05/01/2026

	Curriculum Team: Includes representatives from each grade level and subject area. Focuses on data review, instructional alignment, pacing adjustments, and instructional planning for upcoming benchmarks.		Cavallaro	05/01/2026
	Problem Solving Team Meets weekly to review academic, attendance and behavioral data and determine Tier 2 and Tier 3 supports. Oversees PrimeTime/SMART intervention assignments and monitors student progress.		Problem Solving Team	05/01/2026
	Parent Advisory & Student Advisory Committees: Provide valuable family and student input, ensuring the team structure includes stakeholder perspectives.		Cavallaro	05/01/2026

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, the principal monitors curriculum and instruction through established team and data cycles. The School Improvement Team meets twice monthly to review implementation of effective practices in the SIP. The Curriculum Team meets monthly and facilitates weekly PLCs focused on student learning outcomes, instructional alignment, and assessment results; we provide substitute coverage for benchmark/NC Check-In data conversations so teams can analyze results and plan next-step instruction. has created a teacher observation schedule and completed the first round of observations. The administrative team has planned for learning walks and an observation schedule for teachers, including walk-throughs and formal observations. The school's Curriculum Team has updated their lesson planning and data conversation protocol for their grade level. Also,	Limited Development		

	a plan has been created to communicate school-wide data to the staff. An assessment calendar and protocol for data analysis has been created and shared with teachers. As of October 2024, the school administration team has created a teacher observation schedule and completed the first round of observations. The administrative team has planned for learning walks and a walk-through informal observation schedule. The school's Curriculum Team has updated their lesson planning and data conversation protocol for their grade level. Also, a plan has been created to communicate school-wide data to the staff. An assessment calendar and protocol for data analysis has been created and shared with teachers.			
How it will look when fully met:	The school administrative team establishes expectations for instructional delivery and develops team leaders to effectively facilitate professional learning communities. The team leaders facilitate planning meetings with the focus on curriculum alignment, planning for effective teaching practices, analysis of student assessment data. School administrators and the leadership team plans for on-going professional development and support aligned to the school goals. The Administrative team will continuously monitor instruction weekly by way of classroom observations and walkthroughs, review of lesson plans, and providing opportunity for reflection.		Tara Davis	05/01/2026
Actions		1 of 4 (25%)		
	A professional development plan is developed and aligned to school goals. Teachers have input on professional development topics, pacing, and delivery methods. Teachers also provide feedback on each professional development session.	Complete 10/31/2024	Tonya Patram	10/31/2024
	A schedule for weekly walk-throughs, using Cognia, will be created and followed by the school's administration.		School Admin	05/01/2026
	Administration will adhere to the observation and walk-through schedule and provide timely feedback using a common protocol.		Angelo Cavallaro	05/01/2026
	Implement Student Feedback Walkthrough Process to:		Angelo Cavallaro	05/01/2026

			Promote student ownership of their progress, Reinforce positive academic and behavioral habits, and Celebrate the great learning happening in your classrooms.			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments. The district utilizes input from a variety of stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff.	Full Implementation		

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace Elementary has core data-driven systems in place to guide improvement. An observation schedule and walk-through schedule are established, ensuring regular review of classroom practice. SMART groups are organized using 2024 end-of-year mClass data, and Primetime assignments have been made per our established criteria to target instructional support. Discipline trends inform action: a support plan for students with high referrals is active, and behavior data have been analyzed and discussed with staff and students to identify areas for improvement and clarify expectations. As of October 2024, school administration met with teachers to provide them grade level and school state assessment and behavior data from the 2023-2024 school year. Grade	Limited Development		

	levels/departments created SMART goals based on the data. School admin met with all students to review behavior, attendance, and academic expectations, and provided students with the goals for the 2024-2025 school year. The school curriculum team our PLC framework document, which provided more focus on common assessment data analysis.			
How it will look when fully met:	Administration regularly conducts walk-through observations, reviews the data with school staff, and makes instructional decision and professional development decisions based on the data. School and district leadership work side by side with other administrators, teachers, principals and parents to ensure all children achieve. Everyone strives toward common goals. Data provides quantifiable proof, taking the emotion and rancor out of what can be tough calls for superintendents and school boards. Data also provide the substance for meaningful, ongoing dialogue within the educational community.		Latarsha Kelly	05/01/2026
Actions		3 of 13 (23%)		
	School administration will provide each grade level their 2023-2024 state assessment data as well as the school data. A SMART goal template will be provided to have grade level and department teams create goals in reading, math, and 5th/8th grade science.	Complete 09/30/2024	Cavallaro	09/30/2024
	School admin will provide grade level and department teams behavior data from the 2024-2025 school year. Teams will create SMART goals, along with classroom and school-wide management plans. based on the data	Complete 09/30/2024	Maria Uribe	09/30/2024
	School admin will provide grade level and department teams behavior data from the 2024-2025 school year. Teams will create SMART goals, along with classroom and school-wide management plans based on the data	Complete 10/01/2025	Lauren McMahon	10/01/2025
	Grade level teams will analyze common assessment data to develop instructional plan responding to the data.		Angelo Cavallaro	05/01/2026
	School administration will provide benchmark data to teachers within two weeks of each		Angelo Cavallaro	05/01/2026

			benchmark window. The school will provide instructional planning days for teachers to analyze data and make instructional decisions.			
			School Admin will meet with each grade level to discuss behavior and academic expectations. We will provide them with their 2024-2025 behavior data and set goals for the upcoming school year. We will meet quarterly to review our current data compared to our school goals.		Angelo Cavallaro	05/01/2026
			School admin will hold Town Hall Meetings with students to review benchmark data and future goals		Angelo Cavallaro	05/01/2026
			Benchmark/NC Check-In data cycles with sub coverage: Grade levels get protected time to analyze results and write next-step instruction plans		Angelo Cavallaro	05/01/2026
			Standardized data protocols: Grade-level and individual teacher reflection templates (EVAAS, prior proficiency, and probability of proficiency) to turn data into concrete instructional moves.		Curriculum Team/SIT Team Members	05/01/2026
			Intervention/enrichment scheduling driven by data: Primetime (6th-8th Grade) and SMART Period (K-5)- rosters and instruction aligned to identified intervention and enrichment needs.		Maria Uribe	05/01/2026
			Work with the NC Teacher Evaluation Tool to conduct observations; this data will inform coaching focus and PD topics.		Maria Uribe	05/01/2026
			Using Educators Handbook, the school will identify students with a high referral rate in order to provide additional support and accountability measures to promote a reduce rate.		L. McMahon	10/01/2026
			Each grade level will create SMART goals aligned our school academic and behavior goals.		Angelo Cavallaro	10/31/2026
		D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date

Initial Assessment:		As of October 2025, we have established a digital learning professional development plan for the school year, beginning with AI training. The structure consists of time during our monthly faculty meetings followed by training during one department PLC per month.	Limited Development		
		As of October 2024, the school continues implementing strategies from previous years. Additionally, we will add training on Artificial Intelligence.			
How it will look when fully met:		All teachers will effectively use their learning management system and digital tools in a blended learning environment.		Tonya Patram	05/01/2026
Actions			0 of 5 (0%)		
		All teachers will be provided training and support with the following digital tools: Edmentum, and ALEKS (6th-8th only).		Tonya Patram	11/15/2025
		The school will maintain a 1:1 student/device ratio		Tonya Patram	05/01/2026
		Google classroom will be the online educational platform for K-5 students and Canvas for 6th-8th grade		Tonya Patram	05/01/2026
		At least 4 hours of blended learning training, along with optional support sessions, will be provided to all teachers		Tonya Patram	05/01/2026
		Teachers will be required to complete training on Artificial Intelligence.		Tonya Patram	10/01/2026

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs		
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
Initial Assessment:					
			As of October 2025, Wallace Elementary implements MTSS through a written structure that aligns tiered supports to student need and verifies follow-through. At Tier 1, a schoolwide observation and walk-through schedule	Limited Development	

	monitors core instruction and behavior expectations; grade-level teams review universal screener and classroom assessment results in PLCs. At Tier 2, teachers run SMART groups built from 2024 EOY mClass and current classroom data, and students are scheduled into PrimeTime based on established criteria for targeted small-group support. All Tier 2/3 interventions include documented goals, measures, progress-monitoring plans, and decision rules, with progress data collected on a regular cadence and logged in our tracking documents. A functioning Problem-Solving Team (PST) meets weekly using a set protocol (define → analyze → plan → implement → monitor) to make data-driven decisions for students who need intensified support. Students with high referrals have written behavior support plans derived from discipline data, and behavior data are analyzed and discussed with staff and students to clarify expectations and identify areas for improvement. Monthly, teachers submit brief MTSS reports and meet with the PST to review progress-monitoring results, verify fidelity (using intervention logs and checklists), and determine next steps (continue, intensify, or fade). This cycle—scheduled monitoring, documented interventions, weekly PST problem-solving, and monthly reporting—ensures consistent implementation of evidence-based instruction across tiers and timely adjustments based on student response. As of October 2024, the school continues implementing actions from the 2023-2024 school year. Additionally, the school analyzed mClass, universal screener data, and a below 70 list in grades 7th-8th, to determine tier 2/tier 3 students and grouped them for interventions during SMART, Primetime , and Lunch and Learn. Intervention letters have been provided to individual students and caregivers. The school has hired interventionists to provide academic and behavior interventions. The school continues to implement the MTSS model- the PST meeting on each Thursday and meeting with grade levels once per month.			
How it will look when fully met:	100% of teachers will understand the implementation of MTSS. As evidence, minutes will be documented from monthly MTSS meetings that include the interventions used on Intervention Plans (IP). Also, data from the		Gwen Williams	05/01/2026

	interventions will be used to justify the plan of action for each student.			
Actions		6 of 9 (67%)		
	Meet with teachers during PLC time to review the MTSS Structure and Processes for the school.	Complete 09/30/2025	PST	09/30/2025
	Schedule for Monthly MTSS and Problem Solving Team Meetings	Complete 09/01/2025	Angelo Cavallaro	09/30/2025
	Update MTSS Reporting Form used to track student data and document progress and decision making	Complete 09/17/2025	PST	09/30/2025
	Establish a progress monitoring schedule, progress monitoring tool, and expectations	Complete 09/30/2025	PST	09/30/2025
	Implement a Document-tracking system	Complete 09/24/2025	PST	09/30/2025
	MART groups & PrimeTime assignments-Maintain groups built from 2024 EOY mClass + current classroom data; apply established PrimeTime criteria	Complete 09/30/2025	PST	09/30/2025
	Behavior supports for high-referral students What: Implement written plans; weekly check-ins; log interventions and outcomes; review in PST		PST	05/01/2026
	Analyze subgroup data following each benchmark assessment and universal screener in order to provide tiered interventions to ensure equity and to improve the overall performance of each subgroup to at least a "met growth" status and to remove the TSI designation for identified subgroups (EDS,HISP,BLCK,ELS,SWD)		Curriculum Team	05/01/2026
	Utilize a variety of data to identify students who need tier 2/3 support and to document progress monitoring information.		MTSS and PST	05/01/2026

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace ensures all teachers positively teach and reinforce rules and procedures through a coherent, schoolwide system. Expectations and daily routines are explicitly taught, modeled, and practiced in class and reinforced with families (e.g., Parent Night messaging). Every classroom delivers at least 10 minutes of daily SEL instruction using Character Strong, and our CARE class provides dedicated time for community-building, reteaching schoolwide expectations, brief restorative check-ins, and role-play of routines. We also hold quarterly meetings with students to review behavior data and set goals. Consistency is supported by an established observation and walk-through schedule with timely feedback. Behavior data are reviewed with staff and students; a support plan for high-referral students is active. Within MTSS, we follow a written structure with regular progress monitoring, monthly reporting, and a weekly Problem-Solving Team using a set protocol to make data-driven decisions, verify fidelity of interventions, and determine next steps. Environmental routines (e.g., door-posted cleanliness checklists) help maintain predictable, orderly spaces that support positive behavior. As of October 2024, we continue to facilitate the implementation efforts from the 2023-2024 school year. We have met with our students to review behavior data and set goals, with plans to meet at the end of each quarter to assess progress. Our School Behavior Data Team has also begun meeting, where they reviewed current behavior trends, provided recommendations, and will present their findings at our next faculty meeting. Additionally, we have reviewed behavior data with teachers, and collaborative efforts to problem-solve and set behavior goals are already underway.	Limited Development		
How it will look when fully met:			*Teachers and students follow school-wide expectations for behavior		Katelyn Lanier	05/01/2026

			*Minimal interruptions of instruction. *Tier 2/3 students identified. *Behavior interventions established for Tier 2/3 students. *Office discipline referrals will drop by 50%.			
Actions			4 of 6 (67%)			
			Administration will schedule quarterly meetings with teachers (staff and students) to review discipline data and address issues/problem areas.	Complete 05/01/2025	Uribe and McMahon	05/01/2025
			Administration will schedule quarterly meetings with students to review discipline data, set expectations and goals for the next meeting (September, October, January, March).	Complete 05/01/2025	Angelo Cavallaro	05/01/2025
			Implementation of School-Wide Discipline/Support Plan	Complete 05/01/2025	School Admin	05/01/2025
			Revised S.K.L.L.S. Center protocol/K-2 Triage plan, as outlined in the school-wide discipline plan, will be implemented with fidelity.	Complete 05/01/2025	W. Batts and D. Bailey	05/01/2025
			During monthly Bulldog Behavior meetings, committee members will analyze discipline data for individual students, common offenses, and common areas to determine priority areas and strategies for improvement. The team will monitor data to determine if strategies are effective.		Uribe and McMahon	05/01/2026
			Support plans for high-referral students with daily check-ins and weekly lessons		PST	05/01/2026
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		Implementation Status	Assigned To	Target Date
Initial Assessment:		As of October 2025, Wallace’s Instructional Teams (PLCs) meet weekly, facilitated by the Curriculum Team (monthly), to plan and adjust instruction aligned to the NC Standard Course of Study. Teams use a common framework for PLC meetings and our grade-level/individual data reflection protocols, such as to:		Limited Development		

	Unpack standards and set clear learning targets for upcoming units and lessons. Use data to prioritize and adjust: 2024/2025 mClass (SMART groups), EVAAS, NC Check-Ins/benchmarks (with substitute coverage for deeper analysis), student historical data, and probability of proficiency to decide on intervention and enrichment programs. Monitor implementation through the established observation and walk-through schedule (look-fors: standards/targets referenced, checks for understanding, purposeful small groups, feedback, and routines) with timely, constructive feedback to teachers. Reinforce expectations with families (e.g., Parent Night outlines classroom expectations, routines, and how to support unit goals at home). As of October 2024, the school's Curriculum Team continues implantation actions from the 2023-2024 school year. Additional, the team is updating implementing plans for PLC data analysis and lesson planning as well as communication of data to the staff.			
How it will look when fully met:	100% of teachers will implement best practices and strategies using the unpacking standards/pacing guides when planning instruction. Certified K-8 Reading teachers will implement the NC state reading plan. Our school will utilize balanced literacy, SchoolNet, Open Court, Waterford, iStation, and/or other researched based interventions. As evidence, we will use data from each program to analyze student learning.		Kelli Norris	05/01/2026
Actions		0 of 6 (0%)		
	The curriculum team has established a PLC framework in which they will carry out throughout the academic year. Evidences will include: a google folder with meeting agendas, meeting notes and data conversation documentation.		Curriculum Team	05/01/2026
	The Curriculum Team will establish SMART Goals based on 2024-2025 state assessment data. The Curriculum Team will facilitate grade level data meetings and school vertical data meetings (BOY, MOY, and EOY) in order to monitor progress, make adjustments, and		Angelo Cavallaro	05/01/2026

			ensure all students (subgroups) are making adequate progress.			
			The Curriculum Team will update responsibilities/roles in the following areas: facilitate lesson plan conversations, facilitate data analysis conversations/protocols, communicate and facilitate data conversations with staff.		Curriculum Team	05/01/2026
			The use of title one funds to hire substitutes to provide professional development during the school day and onsite.		Cavallaro	05/01/2026
			NC Check-Ins will be utilized 2/3 times throughout the school year. Data will be analyzed by the administration and teachers. Decisions for instruction adjustments will be made as agreed upon by each grade level and implemented with fidelity across each classroom.		Curriculum Team	05/01/2026
			Monitor implementation through the established observation and walk-through schedule with timely feedback to teachers.		Cavallaro	05/01/2026
		D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace has taken concrete steps to embed technology-enhanced learning within our broader instructional approach. In collaboration with district support, we launched a professional development plan on Digital Learning (AI & Blended Learning) with a mapped monthly timeline through faculty meetings and department PLCs. We have completed our first AI training sessions during the September Faculty Meeting and follow-up PLCs, and will continue monthly sessions per the timeline. Our existing weekly PLC structure is now the hub for applying these topics to standards-aligned unit planning. We also facilitate NCVPS coursework on campus (media center), ensuring students access high-quality online learning within our school day. To strengthen the home–school technology connection that supports blended	Limited Development		

	learning, our Parent Night included an Infinite Campus Parent Portal help table so families can engage with digital updates. As of Oct. 2024, a plan for digital learning professional development was created, our school's remote learning plan was shared.			
How it will look when fully met:	All teachers will utilize digital learning instructional tools and their learning management system to enhance instruction in a blended learning environment.		Tonya Patram	05/01/2026
Actions		0 of 4 (0%)		
	All teachers will receive 4 hours of blended learning training.		Patram	05/01/2026
	All teachers will receive appropriate training and utilize available digital learning tools, such as Edmentum and AMIRA, daily, as suggested by the programs' usage recommendations.		T. Patram	05/01/2026
	All teachers are required to complete Artificial Intelligence training.		Patram	10/31/2026
	All teachers will receive appropriate training and maintain a learning management system.		Tonya Patram	11/15/2026

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October, 2025, The school has begun plans to provide orientation sessions for rising 6th graders. Students tour the middle school building, meet key staff, and participate in Q&A sessions to ease anxiety about the transition. 8th Grade Transition to High School: The school counselor coordinates with Wallace-Rose Hill High School to ensure a smooth transition. Students participate in high school orientation activities, receive guidance on elective choices, and meet with the high school counselor for course planning. Kindergarten Transition: Incoming kindergarten students and families participate in orientation events designed to familiarize them with school	Limited Development 09/23/2017		

	routines, meet staff, and complete necessary assessments. Support for Special Populations: Pre-K families who have an IEP participate in transition meetings to ensure continuity of services and alignment of IEP plans from one grade to the next. The school counselor and intervention team monitor students identified as at-risk for transition difficulties, providing individual check-ins during the few weeks of school. As of October 2024, the school has continued implementation efforts from the 2023-2024 school year. Furthermore, we conducted our Back to School Parent Night for all grade levels in September. Transition meetings took place as scheduled.			
How it will look when fully met:	The transition meetings will include a tour of the classroom and school building. The upcoming teachers will discuss procedures, expectations, enrichment course offerings..etc. The Parent Curriculum Nights will give parents information regarding curriculum matters, expectations, procedures, and communication processes. Parents will participate in a team building activity with their teacher and peers. Transition meeting agendas, slideshows, and sign-in sheets will be used to show this objective has been fully met. Pamphlets containing pertinent information for the upcoming year will be handed out at parent meetings to ensure understanding of the "milestone" years.		Johnny Carr	05/01/2026
Actions		1 of 5 (20%)		
	PreK teachers will review "Teacher Strategies" data will kindergarten teachers	Complete 08/22/2025	M. Vann and PreK Teachers	10/30/2025
	Pre-K students visit kindergarten classrooms		M. Vann	05/01/2026
	5th grade students meet with 6th grade teachers to discuss expectations.		M. Heacock	05/01/2026
	Wallace Elementary and WRH will plan for 8th grade students visiting the high school to take a tour and learn more about the school campus and course offerings.		M. Heacock	05/01/2026

	Using screening data at kindergarten registration and other pertinent forms of data, the school will establish a support plan to help students transition to kindergarten.		Latarsha Kelly	05/01/2026

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of October 2025, Wallace Elementary has established a comprehensive framework to support students’ social-emotional well-being through consistent implementation of CARE Class, Character Strong SEL curriculum, and small-group counseling supports. Teachers embed daily SEL lessons focused on self-awareness, relationship-building, and emotional regulation within the 10-minute “Character Strong Moment” each day. Classroom teachers and support staff utilize data from the Panorama Student Survey and school-based referrals to identify students in need of additional support. These data points are reviewed by the Bulldog Behavior Team, which meets monthly to analyze discipline trends, identify patterns of concern, and recommend targeted interventions. Designated calming spaces have been established in classrooms, and the school maintains a PAWS Room, a structured environment where students can de-escalate, reflect, and receive behavior coaching. School counselors and interventionists provide individual and small-group support aligned to students’ needs, while administrators and teachers collaborate to ensure appropriate follow-up and family communication. The school has also partnered with Tarheel Human Services to provide additional therapeutic counseling services for identified students, ensuring a layered approach to behavioral and emotional support. As of October, 2024, school counselors have training teachers and staff in Character Strong. School Counselors have developed a plan for usage throughout the school. Emotional regulation training has begun with K-2nd grade	Limited Development		

	teachers, which include implementation of materials and strategies. Mental health training has been completed by all certified staff. Tier 2 and 3 interventions are in place with identified students.			
How it will look when fully met:	This objective will be fully met when timely interventions and support measures are provided to each identified student on a daily/weekly basis. Furthermore, each classroom will implement the Sanford Harmony program with fidelity.		Samantha Armstrong	05/01/2026
Actions		1 of 14 (7%)		
	Set up calming spaces in K-5 classrooms for de-escalation and use school PAWS Room with de-escalation resources and adult support.		Miranda Matthews	11/01/2025
	The school will clearly communicate and strategically utilize available services and interventions for tier 2 and tier 3 students.		Problem Solving Team	11/15/2025
	Reviewed Panorama student survey results and selected SEL focus areas; integrated them into CARE/Character Strong plans.		School Counselors	05/01/2026
	Scheduled daily SEL (≥10 minutes) in every classroom using Character Strong.		Angelo Cavallaro	05/01/2026
	Emotional regulation training will be provided along with materials to create a classroom calming space and visual aids to help kids manage their emotions.		EC Team	05/01/2026
	School Counselors will implement SEL Lessons to whole group, small group, and/or individual based on school data.		Baker and Heacock	05/01/2026
	Established a partnership with Tarheel to provide in-school therapy.		Ashley Cavanaugh	05/01/2026
	MTSS structure for behavior interventions with progress-monitoring and monthly reporting		Miranda Matthews	05/01/2026
	Implemented CARE class for community-building, reteach of expectations, restorative check-ins, and routine practice.		Miranda Matthews	05/01/2026

	K-5 classrooms-one lesson per week during student's resource time			
	Targeted small-group SEL lessons provided by school counselors/behavior interventionists to assigned students		Baker and Heacock	05/01/2026
	The Bulldog Behavior Team meets monthly to review discipline data trends and guide improvement efforts. They analyze behavior by location and infraction to identify patterns, then recommend targeted interventions, schoolwide adjustments, and follow-up actions to improve outcomes.		Uribe and Bulldog Behavior Team	05/01/2026
	Utilize a support plan for high-referral students based on discipline trends.		Miranda Matthews	05/01/2026
	Mental Health Training will be provided to all instructional staff (2 hours for renewal, 6 hours for initial training)	Complete 09/30/2024	A. Cavanaugh	09/30/2026
	Arrange Zones of Regulation and Conscious Discipline training to staff members who work in our In-School Suspension Room- a focus on restorative practices.		School Administration	11/15/2026

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of Oct. 2025, Wallace Elementary maintains ongoing communication with parents and guardians to ensure they understand academic expectations and how to support learning at home. Teachers provide regular updates through ClassDojo, newsletters, and progress reports, clearly outlining learning goals and strategies for home reinforcement. The school hosts multiple family engagement events such as Curriculum Night and Title I Family Nights, where parents receive guidance on helping students with reading, math, and behavior expectations. Parent Advisory Committee meetings and grade-level communication folders also promote	Limited Development		

	transparency and shared responsibility for student success. School-Wide Weekly calls go to families providing them important information for the upcoming week and upcoming important dates. Translation support and bilingual communication. As of October 2024, the school has completed their Annual Title 1 Back to School Parent Night. Communication platforms have been established. The parent/teacher guidelines have been shared with staff. All parents/guardians have instructions to download our school mobile-app.			
How it will look when fully met:	100% of K-8 teachers will update their websites monthly to communicate with parents. The updates will include curriculum information, strategies for parents use to reinforce learning, as well other pertinent information. As evidence of parent communication, we will provide documentation of websites, quarterly awards ceremonies, curriculum nights, parent conference logs, weekly Connect Ed phone calls from administration, and monthly parent advisory meetings.		Miranda Matthews	05/01/2026
Actions		0 of 10 (0%)		
	Teachers will use a digital platform, their learning management system, or email to inform parents of curriculum topics, classrooms and two also promote two-way communication		T. Patram	05/01/2026
	ESL will conduct two parent meetings for the 2025-2026 school year.		Lovette	05/01/2026
	Teachers will maintain a communication log according to school guidelines.		Angelo Cavallaro	05/01/2026
	Pk-8th Grade teachers will adhere to the school parent conference plan and document accordingly.		Angelo Cavallaro	05/01/2026
	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning (i.e Tarheel Therapy, New Dimensions, Building Peace, Teen Court)		Angelo Cavallaro	05/01/2026

	Two-way communication will maintained through digital formats, progress reports, parent contact, and parent conferences.		Angelo Cavallaro	05/01/2026
	Curriculum Parent Nights will take place three times per year		Godbey/Family Engagement Team	05/01/2026
	Send a weekly ConnectEd call/ Parent Memo (email, text message, and mobile app) to parents/guardians with important reminders, highlights, and upcoming dates.		Angelo Cavallaro	05/01/2026
	Students will complete a self-reflection document twice per marking period using their current grades- parent/guardians will be encouraged to review their child's self-reflection and set short-term goals.		Angelo Cavallaro	05/01/2026
	Parent Advisory Committee established and a parent rep. on our SIT		Angelo Cavallaro	05/01/2026