

## 2025-26 School Improvement Plan

**Mission:** Together, the Staffulty will empower ALL students to Discover their future, Aspire to greatness, and Work diligently to Grow at high levels through authentic, dynamic, and memorable learning experiences.

**Vision:** Enriching Lives and Building Futures

**Goals:**

By the end of the 2025–2026 school year, each teacher at Wallace-Rose Hill High School will engage in meaningful two-way communication with the family of every student on their roster. This includes a minimum of one documented positive communication and two academic-related contacts per student per quarter, tracked through a centralized communication log or student information system. The school aims to increase overall parent engagement by 30% through consistent outreach, inclusive communication channels, and accessible school events that empower families as partners in student success.

"Attendance Matters: Be Here. Be On Time. Stay All Day = DAWG Daily!" At Wallace-Rose Hill High School, we believe every day counts. Consistent attendance is critical for academic success, personal growth, and building a strong school community. This year, our goal is to increase daily student attendance to 95% by fostering a culture that values showing up, being punctual, and staying fully engaged throughout the school day.

By the end of the 2025–2026 school year, Wallace-Rose Hill High School will refine instructional practices through PLCs, data meetings, common planning, and STEAMA learning principles to increase school achievement scores by 10 percentage points, reaching 51.8% and exceeding school accountability growth targets. This includes gains in EOC Proficiency, Four-Year Cohort Graduation Rate, EL Progress, Math Course Rigor, and ACT/WorkKeys performance.



| ! = Past Due Objectives    |       | KEY = Key Indicator   |                       |             |             |  |
|----------------------------|-------|---|-----------------------|-------------|-------------|--|
| <b>Core Function:</b>      |       | <b>Domain 1: Turnaround Leadership</b>  |                       |             |             |  |
| <b>Effective Practice:</b> |       | <b>Practice 1A: Prioritize improvement and communicate its urgency</b>  |                       |             |             |  |
| 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 |  |
| <i>Initial Assessment:</i> |       | As of September 2025, the SIT monitors the implementation of effective instructional practices. The SIT has two effective teams. The SIT is a representative group from our overall school that is voted on by the department annually. This group is the voting body that discusses best practices instructional, peruses relevant data and then makes final decisions on all school matters. The PLC Coalition team focuses on the implementation of PLC procedures in the core content areas. Its members will provide feedback to Admin regarding the process and data on student success. This team will also discuss PLC best practices and provide PD throughout the year. | Limited Development   |             |             |  |

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| <b>How it will look when fully met:</b> | PLC meetings (Data review) are held weekly to encourage more effective student data/curricular progress tracking. Data points will be discussed: SchoolNet Assessments, EOC data, final exam data, benchmark data, ACCESS test for EL, attendance, and students on the below 80 list. This will be measured by PLC meeting minutes and administrative assessment of lesson plans. PLCs and SIT data are being used most effectively when this collaboration is reflected in student growth and achievement improvements across the school.<br><br><a href="#">LINK TO EVIDENCE</a> | <b>Objective Met<br/>11/21/24</b> | <b>Gary Brown</b> | <b>11/01/2024</b> |
|---|--|-----------------------------------|-------------------|-------------------|

| <b>Actions</b> |   |                        |             |            |
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| 11/3/20        | Teachers will participate in PLC meetings.  | Complete<br>09/12/2024 | Gary Brown  | 05/01/2024 |
| 11/3/20        | Implement a School Improvement Team (develop plan, monitor action steps) and a PLC Coalition (monitor PLCs and data conversations). Each will meet once per month and record minutes. | Complete<br>11/21/2024 | Erica Levai | 11/01/2024 |

| 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 |
|----------------------------|-------|--|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> |       | As of August 2025 Wallace Rose Hill High School has a consistent schedule with common planning across a majority of departments. PLC structure has been provided including norm suggestions and professional learning communities meet to discuss like content. Each department has a department head. | Full Implementation   |             |             |

**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 |
|----------------------------|-------|--|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> |       | As of September 2024 and ongoing, administrators support teachers in developing their PDP goals. Throughout the year, administrators formally and informally monitor instruction to ensure that best practices are being implemented. Administrators monitor PLC meetings, where curriculum teams use common assessments, to ensure that standards are being delivered consistently.<br><br>As of September 2025 and ongoing administrators support teachers in developing their PDP goals. Throughout the year, administrators formally and informally monitor instruction to | Limited Development   |             |             |

|   |  |   |                              |                    |                    |
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|   | ensure that best practices are being implemented. Administrators monitor PLC meetings, where curriculum teams use common assessments, to ensure that standards are being delivered consistently.   |   |                              |                    |                    |
| <b>How it will look when fully met:</b> | The administration will observe classroom instruction formally and informally. Lesson plans will be turned in weekly to the administrative team in the Google Folder, and feedback will be provided as administrators observe instruction. Administrators will meet NCDPI guidelines for teacher observations. Super Observations will be performed. NCEES conferences and notes will be used as evidence.<br><br><a href="#">LINK TO EVIDENCE</a>   |   | Thomas Nichols               | 05/01/2026         |                    |
| <b>Actions</b>                          |  | <b>0 of 2 (0%)</b>  |                              |                    |                    |
|   | The administration will review instructional plans to provide feedback to teachers and inform the Leadership Team.   |   | Thomas Nichols               | 05/01/2026         |                    |
|   | Administration will conduct weekly walkthrough observations to provide teachers feedback and inform the Leadership Team.   |   | Thomas Nichols               | 05/01/2026         |                    |
| <b>KEY</b>                              | <b>D1.02</b>   | <b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              | This indicator is at full implementation.<br><br>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. |   | Limited Development          |                    |                    |
|   | Priority Score: 3  | Opportunity Score: 3  | Index Score: 9               |                    |                    |
| <b>How it will look when fully met:</b> | All resources are aligned with the SIP and allocated to meet the needs of all students.  | <b>Objective Met</b>  | <b>Thomas Nichols</b>        | <b>05/01/2024</b>  |                    |
| <b>Actions</b>                          |  |   |                              |                    |                    |
|   | The district creates policies and procedures which are followed by the school.   | Complete  | Thomas Nichols               | 09/12/2024         |                    |

| Core Function:                          |       | Domain 2: Talent Development   |                           |                |             |
|---|-------|--|---------------------------|----------------|-------------|
| Effective Practice:                     |       | Practice 2A: Recruit, develop, retain, and sustain talent  |                           |                |             |
| KEY                                     | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)  | Implementation Status     | Assigned To    | Target Date |
| <i>Initial Assessment:</i>              |       | As of September 2025, WRH continues to utilize the district's protocols for recruiting, evaluating, rewarding, and replacing staff. Four staff member chose to leave WRH. Staff gatherings and moral boosting activities and employee spotlights based on peer recommendation were added. Special parking for beginning, classified, and support staff of the year, as well as a ring as a token of appreciation to the teacher of the year. As of September 2024, WRH is continuing to utilize the district's protocols for recruiting, evaluating, rewarding, and replacing staff. NCTWC survey is an important source of feedback regarding areas needing improvement. At the end of the 2023-2024SY, only two staff members chose to leave WRH. This year, admin and guidance will work with student organizations to provide celebrations for staff which result in positive morale and low teacher turnover. | Limited Development       |                |             |
| <i>How it will look when fully met:</i> |       | <p>New staff will be hired in an interview process involving the following steps: First, resumes are reviewed by the Administration and Department Heads. Next, top candidates are interviewed by the administration and teacher or Department Heads, and the candidate picked is submitted to Human Resources. Finally, the candidate is submitted to the School Board for approval.</p> <p>Evaluating staff is a critical component in an effective performance management system and will be connected to other areas of educator talent management and support.</p> <p><a href="#">LINK TO EVIDENCE</a></p>  | Objective Met<br>09/10/25 | Thomas Nichols | 05/01/2025  |
| <b>Actions</b>                          |       |  |                           |                |             |
|   |       | Administrators will create an evaluation schedule that reflects career teachers, beginning teachers, and new teachers. Teachers will be evaluated as prescribed by NCDPI and the NCEES system. This evaluation schedule will contain orientation training, self-assessment, professional development plans and the evaluations (2-4).  | Complete<br>09/12/2024    | Gary Brown     | 05/01/2024  |
|   |       | All teachers, mentors, and administrators will complete an orientation and self-assessment with the NCEES system.  | Complete<br>10/02/2023    | Gary Brown     | 05/01/2024  |
|   |       | All Beginning Teachers will be assigned a qualified and experienced mentor. BTs are supported by the DCS BT Program.   | Complete<br>09/12/2024    | Gary Brown     | 05/01/2024  |

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|  | Once a formal/informal evaluation has been completed, the teacher will receive feedback within ten business days.  | Complete<br>10/02/2023 | Gary Brown  | 05/01/2024 |
|  | Throughout the school year, ALL teachers will be offered in-house professional development to improve performance. These PD sessions will include EL Training, NC Check-in 2.0, Using Chromebooks, Quizlet, Edpuzzle, School Improvement Planning, IABS, PLC protocols, and Canvas training. Some PD sessions will be required; others will be offered based on teacher choice.  | Complete<br>09/12/2024 | Gary Brown  | 05/01/2024 |
|  | New staff members will be hired using the following process: 1- Resumes will be reviewed by the administration and teachers and the top candidates will be picked. 2-Top candidates will be interviewed by the administration and certain teachers from the curriculum area involved. 3-The candidate picked will be recommended to Human Resources and background checks done. 4- The candidate will be submitted to the School Board for approval. | Complete<br>10/02/2023 | Gary Brown  | 05/01/2024 |
|  | The administrative team will review results of the NC Teacher Working Condition survey to address any areas of improvement.  | Complete<br>10/09/2024 | Gary Brown  | 10/01/2024 |
|  | Staff is celebrated through monthly staff spotlights displayed on a bulletin board and with other initiatives to support positive morale.  | Complete<br>09/09/2025 | Erica Levai | 05/01/2025 |

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| <b>Core Function:</b>                   |  | <b>Domain 2: Talent Development</b>  |                                   |                      |                    |
| <b>Effective Practice:</b>              |  | <b>Practice 2B: Target professional learning opportunities</b>   |                                   |                      |                    |
| <b>KEY</b>                              | <b>C2.01</b>   | <b>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)</b> | <b>Implementation Status</b>      | <b>Assigned To</b>   | <b>Target Date</b> |
| <b>Initial Assessment:</b>              | As of September 2025 our school is implementing this objective through weekly PLC meetings where teachers collaborate to review student performance data and results from common assessments. During these meetings, teams analyze trends, identify areas where students are struggling or excelling, and adjust instruction accordingly. This ongoing collaboration ensures that data are being used in real time to inform instructional decisions and supports continuous improvement in teaching and learning practices. |  | Limited Development<br>10/21/2016 |                      |                    |
| <b>How it will look when fully met:</b> | Wallace-Rose Hill will fully implement the PLC<br><a href="#">LINK TO EVIDENCE</a>   |  |                                   | <b>Lucmar Crespo</b> | <b>05/01/2026</b>  |

| <b>Actions</b> |   | <b>4 of 6 (67%)</b>    |                  |            |
|----------------|---|------------------------|------------------|------------|
|                | DAWG Time/Flex Block will meet each day for students to get help or acceleration in all subjects.   | Complete<br>09/12/2024 | Lucmar<br>Crespo | 05/01/2024 |
|                | Fully implement the PLC model.  | Complete<br>10/09/2024 | Lucmar<br>Crespo | 10/01/2024 |
|                | Conduct PLC reviews of common assessment and PBM data.  | Complete<br>09/09/2025 | Lucmar<br>Crespo | 05/01/2025 |
|                | Bi-monthly PLC meetings will identify students who need extra support or acceleration.  | Complete<br>09/09/2025 | Lucmar<br>Crespo | 05/01/2025 |
|                | Professional development will be designed to reflect the needs of student data coming out of our PLC conversations (for example, the creation of centers in teacher classrooms) |                        | Lucmar<br>Crespo | 05/01/2026 |
|                | Teachers will adjust classroom instruction and supports based on trends identified in assessment results and group students accordingly   |                        | Lucmar<br>Crespo | 05/02/2026 |

| <b>Core Function:</b>                   |  | <b>Domain 3: Instructional Transformation</b> |                       |                    |
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| <b>Effective Practice:</b>              | <b>Practice 3A: Diagnose and respond to student learning needs</b>   |   |                       |                    |
| <b>A3.01</b>                            | <b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)</b>   | <b>Implementation Status</b>                  | <b>Assigned To</b>    | <b>Target Date</b> |
| <b>Initial Assessment:</b>              | A variety of data sources are available to teachers and staff to identify potential areas of remediation and enrichment for students. Lunch and Learn will allows time in the instructional day for students to receive instructional support.   | Limited Development                           |                       |                    |
| <b>How it will look when fully met:</b> | Teacher teams will use student data, such as NC Check-in 2.0 and common assessments, to determine targeted interventions and remediation. Teachers meet in PLCs monthly to discuss data trends and appropriate interventions. Teachers and staff will receive PD specifically regarding intervention strategies and support for EL students. |   | <b>Thomas Nichols</b> | <b>05/01/2026</b>  |
| <b>Actions</b>                          |  | <b>2 of 3 (67%)</b>                           |                       |                    |
|   | Create a schedule to accommodate Lunch and Learn.  | Complete<br>08/28/2023                        | Thomas<br>Nichols     | 05/01/2024         |
|   | Provide PD to support EL students  | Complete<br>05/23/2025                        | Edith Sosa            | 05/01/2025         |

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|   |              | The teacher teams will use student benchmark data to identify students for interventions.  |                              | Lucmar Crespo      | 05/01/2026         |
| <b>KEY</b>                              | <b>A4.01</b> | <b>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)</b>  | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |              | As of September 2025, Dawg time built in to the day to provide an opportunity for intervention. Time is provided for common planning for teachers to collaborate on student specific needs   | Limited Development          |                    |                    |
| <i>How it will look when fully met:</i> |              | WRH has a tiered instructional system that provides opportunity and differentiated Tier 1 instruction to all students, Tier 2 interventions to 10-20% of students, and Tier 3 interventions to 5-10% of students. Teachers submit weekly lesson plans via Google Drive. Tier 2 remediation is provided during DAWG Time, which includes weekly after-school tutoring sessions. Teachers use NC Check-in and common assessment data to inform and adjust instruction. Teachers attend professional learning refreshers each year about data-driven decision-making and intervention strategies for ML students, a growing part of our student population.<br><br><a href="#">LINK TO EVIDENCE</a> |                              | Lucmar Crespo      | 05/01/2026         |
| <b>Actions</b>                          |              |  | <b>1 of 4 (25%)</b>          |                    |                    |
|   |              | Administrators will monitor lesson plans for core curriculum instruction.  | Complete 09/12/2024          | Lucmar Crespo      | 05/01/2024         |
|   |              | Teachers will provide remediation and acceleration DAWG Time/Flex Block based on common formative assessment data. Student attendance will be taken.   |                              | Thomas Nichols     | 05/01/2026         |
|   |              | NC Check-in data will be used in EOC courses to identify students and develop Tier II lessons to be used during DAWG Time.   |                              | Thomas Nichols     | 05/01/2026         |
|   |              | Provide professional learning on NC Check-in data analysis, strategic grouping, and intervention strategies for EL students.   |                              | Thomas Nichols     | 05/02/2026         |

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| <b>Core Function:</b>      | <b>Domain 3: Instructional Transformation</b>                   |   |                              |                    |                    |
| <b>Effective Practice:</b> | <b>Practice 3B: Provide rigorous evidence-based instruction</b> |   |                              |                    |                    |
| <b>KEY</b>                 | <b>A1.07</b>  | <b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |

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| <b>Initial Assessment:</b>              |              | As of September 2023, WRH has aligned all discipline codes with DCS policy and will hold all students accountable in a firm, fair, and consistent manner. The WRH staffulty will follow a consistent framework for classroom management aligned with the DCS code of conduct.  | No Development                    |                      |                    |
| <b>How it will look when fully met:</b> |              | Through the IABS framework, a reduction in punitive disciplinary actions result in students spending more time in class. Student engagement and motivation increase. Students feel more connected to each other and to the adults in the building.<br><br><a href="#">LINK TO EVIDENCE</a>   | <b>Objective Met</b><br>10/08/25  | <b>Gary Brown</b>    | <b>02/01/2025</b>  |
| <b>Actions</b>                          |              |  |                                   |                      |                    |
|   |              | Students are recognized for positive milestones such as perfect attendance, AB Honor Roll, and student leadership.   | Complete<br>09/12/2024            | Marijayne Jessup     | 05/01/2024         |
|   |              | Implement a student expectation matrix as reinforced in student assemblies and news letters  | Complete<br>08/29/2025            | Gary Brown           | 02/01/2025         |
| <b>KEY</b>                              | <b>A2.04</b> | <b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b>   | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |              | As of September 2025, pacing guides are aligned with NC Essential Standards. On the school level, there is a push to utilize the district level's pacing guides to align instruction further. Following updated pacing guides  | Limited Development<br>10/20/2016 |                      |                    |
| <b>How it will look when fully met:</b> |              | Teachers utilize curriculum-specific instructional units in all core curriculum and CTE areas. These NCSCS/Common Core standard-aligned units of study with differentiated lessons and formative assessments allow teachers to target standards addressed in EOCs, NCFEs, and CTE exams monthly during department PLCs. Teachers use reflective practices to adjust instruction based on changes to curriculum standards. This task would be measured by walkthrough and observation data.<br><br><a href="#">LINK TO EVIDENCE</a> |                                   | <b>Lucmar Crespo</b> | <b>05/01/2026</b>  |
| <b>Actions</b>                          |              |  | <b>0 of 3 (0%)</b>                |                      |                    |
|   |              | Teachers will disaggregate data in PLC meetings based upon NC Essential Standards (EOCs, CTEs, and teacher-made exams).  |                                   | Erica Levai          | 05/01/2026         |
|   |              | Teachers will create and share pacing guides for all courses taught.   |                                   | Erica Levai          | 05/01/2026         |

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|  | Administration will utilize a schedule of walk-throughs on a weekly basis to assess instructional practices and alignment to standards. |  | Erica Levai | 05/01/2026 |
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| <b>Core Function:</b> | <b>Domain 3: Instructional Transformation</b> |
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| <b>Effective Practice:</b> | <b>Practice 3C: Remove barriers and provide opportunities</b> |
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| 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 |
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| <b>Initial Assessment:</b> | Meetings take place in the spring for rising 8th graders to register for 9th grade courses. Students and families can visit CTE programs and learn more about the elective classes offered. | No Development<br>09/15/2017 |  |  |
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| <b>How it will look when fully met:</b> | By the end of the 2023-24 school year, the school will notice a decrease in number of students on the below 80 list and will recognize an increase in graduation rate, an increase in academic test scores, and a decrease in disciplinary actions.<br><br><a href="#">LINK TO EVIDENCE</a> | <b>Objective Met<br/>10/08/25</b> | <b>Marijayne Jessup</b> | <b>05/01/2025</b> |
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| <b>Actions</b> |
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|  | Orientation and Open House for rising freshmen. Open House for rising sophomores, juniors and seniors.  | Complete<br>12/14/2022 | Marijayne Jessup | 05/01/2024 |
|  | Meet with RHM and WES 8th grade student body for Questions and Answer session regarding high school rules, procedures and policies.           | Complete<br>09/12/2024 | Marijayne Jessup | 05/01/2024 |
|  | Guidance Counselors and AIG Coordinator meet with students (and their parents) interested in taking AP and James Sprunt classes yearly.       | Complete<br>05/30/2025 | Mary Jo Robinson | 05/01/2025 |
|  | Guidance meets with 8th grade students to discuss classes offered at the high school and assist students in registering for freshman classes. | Complete<br>09/12/2024 | Irma Bannerman   | 05/01/2025 |
|  | Counselors will provide programs specific to each grade level at least twice per year.  | Complete<br>05/01/2025 | Irma Bannerman   | 05/01/2025 |
|  | Transition team meetings between RHM, WES and WRH at least once an academic year. The meeting should include teachers of                      | Complete<br>05/01/2025 | Marijayne Jessup | 05/01/2025 |

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|  | core instruction, Exceptional Children and support staff as appropriate. |  |  |  |
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| <b>Core Function:</b>                   |  | <b>Domain 4: Culture Shift</b>  |                       |               |             |
|---|--|---|-----------------------|---------------|-------------|
| <b>Effective Practice:</b>              |  | <b>Practice 4A: Build a strong community intensely focused on student learning</b>  |                       |               |             |
| 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 |
| <i>Initial Assessment:</i>              | As of September 2025, Responsive services are in place through the Student Support Team. Students have access to telehealth services. Gaggle alerts and see something say something alert us to concerns that we may not be aware of and we respond to those in a timely fashion.  |   | Limited Development   |               |             |
| <i>How it will look when fully met:</i> | All teachers create a classroom environment that encourages empathy and understanding of others. Teachers and staff refer students to the Student Support Team when they have a concern that goes beyond the scope of the classroom. The Student Support Team meets at least bi-weekly to discuss individual student needs. Counselors and Social Worker use individual, group, and whole class instruction to intervene about topics that are relevant to the student body.<br><br><a href="#">LINK TO EVIDENCE</a> |   |                       | Lucmar Crespo | 05/01/2026  |
| <b>Actions</b>                          |  |   | <b>0 of 2 (0%)</b>    |               |             |
|   | Guidance counselors and the SST will meet bi-weekly to discuss at-risk students.   |   |                       | Gerron Bishop | 05/01/2026  |
|   | Utilize the check and connect protocol to track students who are considered at-risk.   |   |                       | Gerron Bishop | 05/01/2026  |

| <b>Core Function:</b>      |   | <b>Domain 4: Culture Shift</b>   |                       |             |             |
|----------------------------|---|--|-----------------------|-------------|-------------|
| <b>Effective Practice:</b> |   | <b>Practice 4C: Engage students and families in pursuing education goals</b>   |                       |             |             |
| 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 |
| <i>Initial Assessment:</i> | As of September 2025, Wallace-Rose Hill High School communicates with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports. The PARTNERS organization also shares information on its Facebook page. We host 2 Parent Engagement events each year and invite |  | Limited Development   |             |             |

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|   | representatives from the community such as the Health Department, local banks, and non-profit groups. Multiple bi-lingual staff members are in attendance to ensure effective communication with Spanish-speaking families.  |                     |                   |                   |
| <b>How it will look when fully met:</b> | The school will communicate with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports. The school will send out monthly family newsletters with important information. The school will host multiple family events including academic celebrations, community resource fairs, and cultural events.<br><br><a href="#">LINK TO EVIDENCE</a> |                     | <b>Gary Brown</b> | <b>05/01/2026</b> |
| <b>Actions</b>                          |  | <b>1 of 3 (33%)</b> |                   |                   |
|   | Host at least 2 STEAMA events for parents and families.  |                     | Juanito Hernandez | 05/01/2026        |
|   | Our ESL program will provide a parent night to present required academic information with our ESL parents.   | Complete 09/12/2024 | Edith Sosa        | 05/01/2026        |
|   | Maintain the school website and social media for effective communication with the families and community.  |                     | Loretta Whaley    | 05/01/2026        |