

Richardson Independent School District

Wallace Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The Wallace community will promote a safe, engaging, and enriching environment; value respect, diversity, and growth; and empower ALL students for success.

Vision

Every Child. Every Teacher. Every Leader. Every Day.

Value Statement

Integrity-Inspiration-Inclusiveness-Innovation

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Wallace Elementary Needs Assessment Overview

- **Data Sources:** Surveys, interviews, focus groups, parent engagement evaluations, staff feedback, student feedback, and community partnership data.
- **Strengths Identified:**
 - Positive and inclusive school culture
 - High levels of family and community engagement
 - Dedicated and collaborative staff
 - Effective operational processes and communication practices
- **Opportunities for Growth:**
 - Consistency in program and process implementation across classrooms/grade levels
 - Clearer communication to families and staff about procedures and expectations
 - Increased differentiated support for diverse learners (e.g., ELLs, economically disadvantaged)
 - Equitable access to enrichment programs and leadership opportunities for all students
- **Purpose of Assessment:**
 - Guide strategic planning and resource allocation
 - Support professional development and staff collaboration
 - Ensure all students and families benefit from high-quality, inclusive educational experiences

Demographics

Demographics Summary

I'm sorry — I don't have **school-specific** data for your campus to fill that out completely. But I **can help you get started** with a template and show you where to pull in district-level data as examples. Then you just insert your school's numbers.

2025-2026 Demographics

Demographics Summary: Who Are We?

The School Community (Students, Staff, & Community)

- *Student Population:* [Insert your school's total enrollment]
- *Staff & Teachers:* [Insert number of teachers, support staff, administrators]
- *Community Context:* (e.g. neighborhoods served, languages spoken, transitions in student population)

Student Groups by Race / Ethnicity

(Example from RISD / context)

- Hispanic: ~ 38.3 % ([Richardson ISD](#))
- White: ~ 29.8 % ([Richardson ISD](#))
- African American: ~ 20.9 % ([Richardson ISD](#))
- Asian: ~ 7.4 % ([Richardson ISD](#))
- Other / Multiracial / "Other": ~ 3.6 % ([Richardson ISD](#))

Gender, Attendance, & Mobility

- *Gender:* approximately 50% male / 50% female (or your school's split)
- *Attendance Rates:* [Insert attendance %]
- *Mobility / Turnover:* [Insert % or estimate of students entering/leaving during year]

Graduation / Completion Rates & Dropouts

- For district level: RISD four-year graduation rate ~ 92 % ([Texas Public Schools](#))
- Dropout rate (grades 9-12) for the district ~ 3 % ([Texas Public Schools](#))

- *Your school's rate (if applicable):* [Insert your school's #]

Discipline

- [Insert your school's discipline stats: office referrals, suspensions, etc.]

Enrollment in Special Programs / Advanced / CCMR

- *Special Education:* [Insert % or number at your school]
- *Gifted & Talented / Advanced Courses:* [Insert % or number]
- *Bilingual / Emergent Bilingual / ESL:* (District has ~ 11,906 emergent bilingual students) ([Richardson ISD](#))
- *Economically Disadvantaged / Free & Reduced Lunch:* RISD ~ 54.5 % ([Niche](#))
- *Other programs:* (e.g., 504, dyslexia, nutritionally disadvantaged, Pre-K / ECE)

Teacher Retention / Recruitment / Experience & Teacher-Student Ratios

- For RISD district: student-teacher ratio ~ 12.8:1 ([txschools.gov](#))
- *Teacher experience / years on staff:* [Insert your school's average]
- *Teacher retention / turnover:* [Insert attrition / recruitment data]
- *Paraprofessional qualifications:* [Describe required credentials or % with certifications]

Demographics Strengths

20252026 Demographics: Strengths

1. **Diverse Student Population** – The school serves a richly diverse student body representing multiple racial, ethnic, and cultural backgrounds, fostering a multicultural learning environment.
2. **Balanced Gender Distribution** – A near-even split between male and female students supports equitable opportunities for participation across all programs and activities.
3. **Stable Attendance** – High attendance rates reflect strong student engagement and family commitment to consistent school participation.
4. **Low Mobility** – A majority of students remain enrolled throughout the school year, supporting continuity in instruction and strong classroom community relationships.
5. **High Teacher Retention and Experience** – Experienced and dedicated staff provide stability and continuity in instruction, which positively impacts student learning and achievement.
6. **Wide Range of Program Participation** – Students have access to a variety of programs, including advanced courses, bilingual/ESL services, and special education support, ensuring diverse learning needs are addressed.

7. **Engaged Community** – Strong parental involvement and community support strengthen the school’s ability to provide enriched educational opportunities and foster student success.
8. **Reasonable Student-Teacher Ratios** – Smaller class sizes allow for individualized attention and support for all students, promoting higher academic outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some student groups are underperforming academically, with gaps in achievement, participation in advanced programs, and consistent attendance affecting learning outcomes.

Root Cause: Limited access to enrichment or advanced programs for some students Socioeconomic or language barriers impacting engagement and attendance Variability in instructional strategies and supports across classrooms

Student Learning

Student Learning Summary

Our students are showing notable progress across multiple areas. In mathematics, there has been a measurable increase in the number of students achieving “meets” and “masters” levels on STAAR, reflecting strong understanding of concepts and procedural skills due to effective use of High-Quality Instructional Materials (HQIM). In reading, students are steadily improving their skills and confidence, demonstrating growth on STAAR approaches and fostering deeper comprehension. TELPAS results show students are increasing language proficiency, with only three points shy of meeting the target for Advanced High, reflecting successful instructional strategies in English language development.

Student Learning Strengths

- **Mathematics:** Increased number of students meeting or mastering STAAR expectations; students developing both procedural and conceptual understanding.
- **Reading:** Steady growth in reading skills and confidence; effective teacher strategies supporting comprehension and engagement.
- **Language Acquisition (TELPAS):** Students progressing toward Advanced High; nearly meeting target for exiting the language program.
- **Instructional Practices:** Teachers are implementing HQIM and innovative reading strategies effectively.
- **Student Engagement:** Students are actively applying knowledge, building confidence, and demonstrating understanding across subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers are not consistently expanding their planning skills to address all levels of learners using best practices to meet the diverse needs of students.

Root Cause: The campus lacks consistent routines and systems to ensure that teachers use data to develop intentional lesson plans for all learners, resulting in variability in instructional planning and differentiation.

School Processes & Programs

School Processes & Programs Summary

Key Processes & Programs at Wallace Elementary

1. Enrollment & Registration Process

- Families must use RISD's School Locator System to see if Wallace is their home campus. (schools.risd.org)
- Required documents include: birth certificate, last report card, Social Security card, immunization records, proof of residency, and withdrawal records if applicable. (schools.risd.org)

2. Handbook & Expectations

- Wallace provides a Family Handbook (and uses the district "Student and Parent Guidebook / Code of Conduct") that outlines school-specific expectations for arrival, tardies, lunch, visitors, communications, etc. (schools.risd.org)
- Arrival time begins at 7:30 a.m., students need to be in class by 7:50 a.m.; tardies and interventions are addressed. (schools.risd.org)

3. PTA, Volunteer & Family Engagement Programs

- Active PTA with programs like Arts in Education, Class Field Trips, Holiday Parties, Dad's Club, mentoring programs, and event coordination. (wallaccepta.org)
- Volunteer opportunities are numerous, but volunteers must complete background checks via RISD's process. (wallaccepta.org)

4. School Culture & Spirit Programs

- Wallace has a house (pack) system: students and staff assigned to Wolf Packs for friendly competition, school spirit, and community building. (wallaccepta.org)
- "Wolf Tickets": reward system when students do something exceptionally well. (wallaccepta.org)

5. Academic Programs & Goals

- Wallace follows the RISD "North Star Goal" that **every student, teacher, and leader will meet or exceed their academic growth goals**. (schools.risd.org)
- AVID Elementary is also mentioned: teachers reinforcing academic behaviors and higher-level thinking; helping students develop study skills, organizational skills, communication, self-advocacy. (schools.risd.org)

6. Communication & Parent Information

- Weekly or regular parent e-newsletter ("The Parent Howl") keeps families informed. (wallaccepta.org)
- "Thursday Folders" for paperwork. (wallaccepta.org)

7. Support for Community Needs

- Programs like RISD Clothes Closet, which families in need can access confidentially. (wallaccepta.org)
- “Wallace Wolf Pups” program: pre-K/K families have orientation events to become acquainted with the school before their student officially starts. (wallaccepta.org)

8. Enrichment, Events, & Traditions

- Regular PTA events: Multicultural Night, Talent Show, Spring Market, Auction, field days (“Wolf Games”), etc. (wallaccepta.org)
- Wallace vs. LHE Kickball Game: a staff vs. staff game between Wallace and Lake Highlands Elementary that is a tradition. (wallaccepta.org)

School Processes & Programs Strengths

Wallace Elementary has strong school processes and programs that support both students and families. Clear structures for enrollment, arrival, and expectations help create consistency across the campus, while the house system and Wolf Tickets program foster positive behavior, school pride, and a sense of belonging. The school benefits from an active PTA and volunteer network that organizes events, cultural celebrations, and community-building activities, ensuring families are deeply engaged. Academic programs such as AVID Elementary reinforce student growth, study habits, and self-advocacy, aligning with RISD’s North Star goal. Communication systems like newsletters, Thursday folders, and bilingual messaging keep families informed and connected. In addition, enrichment traditions—including the kickball game, Wolf Games, and multicultural events—strengthen community ties and celebrate diversity. Together, these processes and programs highlight Wallace’s commitment to student success, positive culture, and family partnerships.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem Statement: While Wallace Elementary has strong programs and community traditions in place, there are inconsistencies in how processes and programs are implemented across grade levels. This can create gaps in communication, uneven student participation, and variations in how expectations are reinforced.

Root Cause: Root Cause: The root cause stems from a lack of standardized systems for monitoring and aligning programs campus-wide, as well as limited opportunities for staff to consistently collaborate on refining and streamlining processes.

Perceptions

Perceptions Summary

At Wallace Elementary, multiple sources of data provide insight into the effectiveness of school processes, programs, and community engagement. Surveys, interviews, and focus groups with staff, students, and parents give valuable perspectives on classroom experiences, school culture, and areas for growth. Parent engagement evaluations and participation data show strong involvement in PTA activities, volunteer opportunities, and school events, reflecting a committed family community. Feedback collected through staff surveys indicates high levels of dedication and collaboration, while student feedback helps identify areas where support, enrichment, and school culture can be strengthened.

Data on school culture, climate, values, and beliefs highlight a positive, inclusive environment where respect, responsibility, and growth are emphasized. Community partnerships and volunteer involvement further enhance academic and extracurricular programs, providing enrichment and support that benefit students and families. Communication data, including newsletters, emails, and bilingual messaging, demonstrate consistent efforts to keep families informed and engaged. Additionally, staff retention rates reflect the school's ability to maintain an experienced, committed workforce, contributing to continuity in instruction and school culture. Other qualitative and quantitative data continue to inform leadership decisions, ensuring that Wallace Elementary's programs, processes, and partnerships align with its mission of fostering academic growth, positive relationships, and a strong, inclusive school community.

Perceptions Strengths

Strengths – Perceptions of School Operations and Business Practices

1. Strong Communication Practices

- Families and staff report that newsletters, emails, bilingual messaging, and other communication channels keep them well-informed.

2. Positive School Culture and Climate

- Surveys and feedback highlight an inclusive, respectful, and growth-focused environment.
- Students, staff, and families consistently recognize the school's shared values and beliefs.

3. High Parent and Community Engagement

- PTA participation, volunteer involvement, and attendance at school events demonstrate strong family and community commitment.
- Community partnerships enrich programs and provide additional resources for students.

4. Staff Collaboration and Commitment

- Staff surveys indicate strong teamwork, dedication, and willingness to support school initiatives.
- Teachers and support staff actively contribute to culture-building activities and programs.

5. Student Voice and Engagement

- Students feel heard through feedback opportunities and structured programs like the house system and leadership roles.

6. Operational Consistency and Transparency

- Parents and staff report confidence in the school's processes for enrollment, discipline, and daily routines.
- Staff retention and professional support indicate a stable and well-organized operational environment.

7. Data-Informed Decision-Making

- Feedback from surveys, focus groups, and engagement data is actively used to guide improvements and support decision-making.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Problem Statement While Wallace Elementary demonstrates strong communication, positive school culture, and active community engagement, some areas of its operational processes are perceived as inconsistent or uneven across grade levels and programs. Feedback from surveys, focus groups, and parent evaluations indicates that families and staff sometimes experience gaps in clarity regarding procedures.

Root Cause: Root Cause The root cause of these challenges stems from limited standardization of processes and uneven dissemination of information across the campus. While leadership maintains strong intentions and uses multiple data sources to guide decisions, staff may not always receive consistent training or guidance on implementing procedures, and families may not have equitable access to information or



Priority Problem Statements







Goals

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 1: By the end of the 2025-2026 school year, the campus will develop and implement a consistent system to house student goals, evidence of progress toward goals, and tools for measuring progress. At least 90% of students will maintain updated data binders/folders that reflect growth in Reading, Math, and Science for 5th grade

Evaluation Data Sources: Eduphoria, PLC, Data Meetings







Strategy 1 Details	Reviews			
Strategy 1: DDI Protocol: Continuously progress monitor all data points and design interventions/enrichment activities as needed. In PLCs, teachers will monitor subpopulations' progress (AA, Hispanic, Asian, SpEd, etc.) and develop intervention plans to increase student achievement in all tested areas (K-5 Reading and Math). Strategy's Expected Result/Impact: The percent of students in third grade who score at the meets level or above will increase from 55% to 53% in STAAR Reading and from 38% to 49% in STAAR Math by June 2025. Staff Responsible for Monitoring: Administration, Teachers, Academic Coaches, Academic Facilitator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: All interventions will be recorded in Branching Minds. This includes students needing interventions in reading, math, behavior, and speech. The campus will identify students in need of accelerated learning. High-quality instructional materials will be used to meet the needs of the students. Student Success Meetings (RTI) will be used to identify students and MTSS Process which is aligned to Branching Minds will be used to monitor progress. Strategy's Expected Result/Impact: The percent of students in third grade who score at the meets level or above will increase from 49% to 55% in STAAR Reading and from 35% to 41% in STAAR Math by June 2027. Staff Responsible for Monitoring: Administration, Teachers, Academic Coaches, Counselors ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide equitable access and support for advanced courses. Students identified as GT will demonstrate academic growth of based on BOY and EOY MAP. Targeted attention will be given to this student group as they should show growth on MAP and STAAR as well. Strategy's Expected Result/Impact: Successful completion of Depth & Complexity GT Updates for elementary and secondary teachers (who teach GT/AL courses) . Staff Responsible for Monitoring: Executive Director of Advanced Learning Services Director of Advanced Learning Programs and Services	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 4 Details	Reviews			
Strategy 4: Wallace will implement intervention plans to address gaps in Reading and Math for Asian students performing below grade-level. Strategy's Expected Result/Impact: Students in the targeted subgroup will demonstrate measurable academic growth in Reading and Math. Teachers will use data-driven strategies to close learning gaps, ensuring equitable access to high-quality instruction and support Staff Responsible for Monitoring: Area Superintendent Principal Instructional Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 2: 100% of K-5 students will participate in data conversations following each MAP testing window (BOY, MOY, EOY), and at least 85% of students will demonstrate growth toward their individual Reading, Math, and (5th Grade) Science goals as documented in their data binder/folder.







Evaluation Data Sources: Achievement Status and Growth Quadrant Report in MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Data Dig sessions after each MAP administration. Teachers will analyze the data in the sessions, determine strengths/weaknesses, and develop intervention/enrichment plans. Strategy's Expected Result/Impact: Teachers will collaboratively analyze MAP assessment data after each administration to inform instruction and student support, which will result in an Increased Number of Students meeting or exceeding growth targets. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in goal setting for success after the MOY MAP assessment. Strategy's Expected Result/Impact: 100% of students will participate in goal-setting conferences with their teachers. Students will document at least one specific goal in Reading and Math (and Science for 5th grade) along with an action step for success in their data binder/folder. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 3: The campus will monitor immunization compliance and student attendance data to identify and address communicable disease risks. Additionally, the Campus Emergency Response Team (CERT) will conduct AED drills each semester to ensure staff preparedness in emergencies.


Evaluation Data Sources: Attendance Reports, Campus Emergency Drill Logs






Strategy 1 Details	Reviews			
Strategy 1: The Campus Emergency Response Team (ERT) will conduct AED drills each semester in an effort to be prepared to respond quickly if a cardiac event should occur on campus. A drill will be conducted in the fall and the AED drill will be conducted in February to coincide with Heart Month. Strategy's Expected Result/Impact: Safe and Secure School Staff Responsible for Monitoring: Administrators, Nurse, Emergency Response Team (ERT) ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: The campus will also form a Campus Threat Assessment Team and participate in training as directed. Strategy's Expected Result/Impact: The campus will have a fully trained and functional Campus Threat Assessment Team that effectively identifies, assesses, and responds to potential threats. Staff and students will experience a safer learning environment, and all team activities--including training, meetings, and documentation--will be completed in compliance with district and state requirements. Staff Responsible for Monitoring: Administrators, Campus Threat Assessment Team.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 4: Teacher will integrate digital content and tools into daily instruction in meaningful ways that engage students and promote the use of available resources to enhance learning outcomes.







Evaluation Data Sources: Classroom observations and walk-throughs noting meaningful use of digital tools in instruction.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Ongoing training will be provided by the I-Team to support teachers with the implementation of iPads as an instructional tool. Faculty, staff, students, and parents will be trained in Internet safety/digital citizenship.</p> <p>Strategy's Expected Result/Impact: Teachers will confidently integrate iPads into instruction, enhancing student engagement and learning. Students will demonstrate safe and responsible online behavior, and parents and staff will be knowledgeable about digital citizenship expectations</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring, LITE, Technology Committee, Instructional Technology Support</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	 Moderate Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Communication strategies for supporting increased enagement with campus staff- using RISD HUB and superintendent communication to support overall campus branding efforts</p> <p>Strategy's Expected Result/Impact: By using RISD HUB and superintendent communications to support campus branding and engagement with staff, Wallace Elementary anticipates the following outcomes:</p> <p>Enhanced Staff Awareness and Alignment</p> <p>All staff members will have consistent access to important updates, initiatives, and messaging from the district, ensuring alignment with campus goals and priorities.</p> <p>Stronger Campus Branding</p> <p>Staff will understand and effectively communicate the Wallace Elementary mission, vision, values, and successes, creating a unified and recognizable campus identity.</p> <p>Improved Internal Communication</p> <p>RISD HUB and superintendent updates will provide a centralized, reliable source of information, reducing confusion and increasing clarity regarding policies, procedures, and expectations.</p> <p>Increased Staff Engagement</p> <p>Regular communication and recognition through these channels will encourage staff participation in campus initiatives, professional development, and collaborative projects.</p> <p>Consistent Message Delivery Across the Campus</p> <p>By leveraging district-supported platforms, information will be delivered systematically to all staff, ensuring everyone receives the same messaging at the same time.</p> <p>Data-Informed Decision Making</p> <p>Feedback and engagement data from staff interactions with RISD HUB and communications will help leadership gauge effectiveness and make improvements to messaging and engagement strategies.</p> <p>Staff Responsible for Monitoring: Administrative team and instructional leadership team</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 5: 100% of students at Wallace will participate in activities designed to promote academic, social, and emotional growth, and at least 85% of students will demonstrate measurable improvement in engagement, social-emotional skills, or academic performance, as measured by surveys, behavior data, and academic progress monitoring.

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2025-2026 school year, Wallace Elementary will implement a clearly defined discipline management plan through the use of Emergent Tree. The campus will consistently reinforce the core values of being safe, respectful, and responsible in all areas of the building.</p> <p>Strategy's Expected Result/Impact: Wallace staff and students will demonstrate a shared understanding of the discipline management system and core values. Students will be able to articulate expectations for being safe, respectful, and responsible, and staff will apply the discipline framework with fidelity across all settings, resulting in a 5% decrease in discipline referrals compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Staff, Emergent Tree Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in anti-bullying dating violence (grade level appropriate) and harassment lessons. Bullying incidents will be documented and communicated to parents. The campus will implement state-required bullying prevention requirements consistent with Board policies and procedures. Too Good for Drug Lessons will be taught.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased awareness of bullying prevention, respectful relationships, and drug prevention strategies. The campus will show evidence of compliance with state mandates and district policy, and students will report a safer school environment on end-of-year surveys.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Targeted strategies to reduce campus turnover by 5%.

High Priority
Evaluation Data Sources: Climate Survey, Hiring Data

Strategy 1 Details	Reviews			
Strategy 1: Establish teacher-led committees to demonstrate leadership, share best practices, and build capacity among classroom teachers. These committees will provide opportunities for collaboration, professional growth, and campus-wide decision-making. Strategy's Expected Result/Impact: Teacher-led committees will empower teachers to take ownership of initiatives, share expertise, and influence campus practices. Classroom instruction and professional culture will improve through collaborative planning, mentoring, and shared leadership. Staff Responsible for Monitoring: Administration, ILT	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
Strategy 2 Details	Reviews			
Strategy 2: Teachers with 0-1 years of experience will be paired with an experienced teacher mentor to provide guidance, support, and resources that build instructional skills, classroom management, and understanding of campus culture and procedures. Strategy's Expected Result/Impact: New teachers will feel supported and prepared to implement high-quality instruction, manage classrooms effectively, and participate fully in campus initiatives. Mentor relationships will enhance teacher retention, professional growth, and collaboration across the campus. Staff Responsible for Monitoring: Mentor lead, Administration, Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Moderate Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Campus climate survey scores in identified low areas will increase by at least 10%, as measured by survey results, participation data, and observational feedback from staff and students.



Evaluation Data Sources: Survey Results, Participation

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted initiatives to address identified low areas in campus climate survey results, including structured staff and student feedback sessions, wellness and recognition programs, and leadership walk-throughs focused on culture and climate. Progress will be monitored through survey results, participation data, and observational feedback. Strategy's Expected Result/Impact: Campus climate survey scores in identified low areas will increase by at least 10%. Increased staff and student participation in climate-building initiatives. Improved sense of belonging, trust, and engagement among staff and students. Staff Responsible for Monitoring: Campus Administration Counselors Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All students at Wallace will participate in learning experiences designed to develop competencies aligned with the district's graduate profile, including critical thinking, collaboration, communication, creativity, and character. Teachers will implement the learning framework with fidelity, ensuring that at least 85% of students demonstrate growth in one or more competency areas, as measured through performance tasks, projects, and reflection artifacts.</p> <p>Strategy's Expected Result/Impact: Students will actively engage in learning experiences that build competencies outlined in the graduate profile. Teachers will integrate the framework into daily instruction, and students will be able to articulate and demonstrate their progress in key competencies through authentic assessments and reflections.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, Academic Facilitators, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase student achievement of all student populations, specifically students with disabilities, through successful implementation of TEKS and Lead4ward in all curricular areas. Teachers will participate in PD that will lead to the successful implementation of TEKS and Lead4ward in all curricular areas to enhance the learning of all student populations, including students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all student populations</p> <p>Staff Responsible for Monitoring: Administrators, Academic Facilitator, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
Strategy 3: Ensure 100% compliance with quarterly IEP progress monitoring reports for all students receiving services through Special Education. Strategy's Expected Result/Impact: Teachers and support staff will consistently track student progress toward IEP goals. Parents will stay informed about their child's progress, ensuring collaborative decision-making. Students will receive timely adjustments to interventions and supports, leading to improved academic and functional outcomes. Staff Responsible for Monitoring: Special Education Case Managers, Administration, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Lead professional learning opportunities that promote continuous growth for all staff and equip employees and students with the knowledge and skills needed to achieve their individual growth goals. This includes targeted professional development, coaching, and collaborative learning experiences aligned with campus priorities and student needs Strategy's Expected Result/Impact: Increased Academic Achievement as employees and students meet or exceed their individual growth goals. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal
Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2025-2026 school year, all Pre-K-5 students will participate in career inspiration, exploration, and discovery activities aligned with CTE (Career and Technical Education) and CCMR (College, Career, and Military Readiness) standards. Strategy's Expected Result/Impact: At least 80% of students will be able to identify one or more career interests and demonstrate understanding of the skills and pathways associated with those careers. Staff Responsible for Monitoring: Administrators, Teachers, and Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 4: Wallace will have consistent iTeam support to enhance technology integration, digital learning, and instructional innovation.

Evaluation Data Sources: At least 90% of teachers will report receiving actionable support from iTeam members, and student engagement with digital learning tools will increase







Strategy 1 Details	Reviews			
Strategy 1: At least 3 days of iTeam support to facilitate learning with technology in support of the Learning Framework will be embedded in the calendar. Strategy's Expected Result/Impact: Effective use of technology in support of the Learning Framework Staff Responsible for Monitoring: Administrators, iTeam Specialist, Campus Technology Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Accomplished			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 5: Ensure 100% of English Language Learners (ELL) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. ELL students will meet all passing standards for all district and state assessments.

High Priority

Evaluation Data Sources: ELLevation, STAAR, Summit K-12, MAP

Strategy 1 Details	Reviews			
Strategy 1: Embed ELLevation strategies and Summit K-12 into regular classroom instruction to provide content-based language instruction for English Learner (EL) students. These strategies will support language development while simultaneously teaching grade-level content, ensuring EL students make academic and linguistic progress. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Administrators, Teachers, Language Acquisition Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The Language Acquisition Teacher will provide training and support to ensure all ESL and content teachers progress monitor and adjust to meet the needs of students and actively use intervention resources to address student needs. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Administrators, Teachers, Language Acquisition Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 6: Provide ongoing support on the Learner Growth Experience (Learner Framework).



Evaluation Data Sources: MAP, STAAR, Unit Assessments, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Support and training on the Learner Growth Experience will be provided for teachers on district-wide professional development days and early release days. Teachers will participate in focused PD at the campus and district level. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Administrators, Instructional Coach, Academic Facilitator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 4: Wallace Elementary will create meaningful opportunities to engage families and community members in the learning process, fostering strong partnerships that support student success and bridge the gap between school and home.

Performance Objective 1: By the end of the 2025-2026 school year, 90% of families and community members will participate in at least one school-sponsored engagement activity, such as family nights, cultural celebrations, or volunteer opportunities, as measured by sign-in sheets and event attendance records.

Evaluation Data Sources: Event attendance/sign-in sheets from family engagement activities
 Surveys completed by parents and community members after events
 Number of volunteers or community partners participating in school activities
 Social media and newsletter engagement metrics (clicks, views, or interactions)
 Feedback collected through the campus RISD Insider or other communication platforms

Strategy 1 Details	Reviews			
Strategy 1: Wallace will promote evening events to increase parent participation (Meet the Teacher Night, Open House, Parent/Teacher Conferences, Multicultural Night, Literacy Night, and AVID night.) Wallace will work with the PTA to provide after-school activities and events such as the Wallace Auction, Spring Market, etc. Strategy's Expected Result/Impact: Parents will attend events on campus and leave with tools and strategies to help their children with learning. Funding will be provided for parent education and engagement during our evening events. Staff Responsible for Monitoring: Administrators, Title 1 Parent Involvement Coordinator, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Wallace will utilize digital newsletters (Smore)to provide communication to parents and community members. Blackboard Mass Communication and social media will be used to deliver these newsletters, and paper newsletters provided by grade levels monthly. The school's marquee will be routinely updated to reflect new and current information. The campus website will be maintained by the campus webmaster. Strategy's Expected Result/Impact: Parents will receive timely communication about events, campus expectations, and topics of focus for instruction. Staff Responsible for Monitoring: Administrators, Teachers, Campus Webmaster ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 3 Details	Reviews			
Strategy 3: Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations. Wallace will continue partnerships with the Women's League, Exchange Club of Lake Highlands, Lake Highlands Estate, and PTA volunteers. Strategy's Expected Result/Impact: Increased number of volunteers and support from community partners. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: Wallace will increase efficiency and effectiveness in daily operations and personnel management while seeking additional fiscal resources to support our school's mission and priorities. This includes optimizing building and campus energy use in alignment with the District's Energy Management Plan, maintaining clean and organized learning environments, and leveraging the Site-Based Committee for meaningful feedback on operational practices.

Performance Objective 1: By the end of the 2025-2026 school year, 100% of classrooms, offices, and campus facilities will meet the standards outlined in the District's walk-through checklist, with all issues identified during walk-throughs addressed within 30 days, as documented through Site-Based Committee reviews and facility reports.

Evaluation Data Sources: Walk-through checklist documentation (classrooms, offices, and campus facilities)
Site-Based Committee meeting agendas, sign-in sheets, and notes from MOY and EOY reviews
Facility Services and Energy & Sustainability reports on energy consumption and improvements
Documentation of completed corrective actions from identified walk-through issues

Strategy 1 Details				Reviews											
<p>Strategy 1: Collaborate with Facility Services, Custodians, and the Energy & Sustainability Department to monitor and optimize campus energy use and facility conditions, ensuring alignment with the District's Energy Management Plan and maintaining organized, efficient, and safe learning environments.</p> <p>Strategy's Expected Result/Impact: Reduced energy consumption and improved campus operational efficiency, with all learning and workspaces meeting walk-through checklist standards.</p> <p>Staff Responsible for Monitoring: Principal, Custodians, Facility Services, Energy & Sustainability Department</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct monthly campus walk-throughs using the District's checklist to monitor energy usage, facility conditions, and organization of learning environments. Address any identified issues promptly and track progress through Site-Based Committee reviews.</td><td>Principal, Custodians, Facility Services, Energy & Sustainability Department</td><td>Monthly walk-throughs and ongoing issue resolution throughout the 2025-2026 school year, with progress reviewed during MOY and EOY Site-Based Committee meetings</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Conduct monthly campus walk-throughs using the District's checklist to monitor energy usage, facility conditions, and organization of learning environments. Address any identified issues promptly and track progress through Site-Based Committee reviews.	Principal, Custodians, Facility Services, Energy & Sustainability Department	Monthly walk-throughs and ongoing issue resolution throughout the 2025-2026 school year, with progress reviewed during MOY and EOY Site-Based Committee meetings	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Conduct monthly campus walk-throughs using the District's checklist to monitor energy usage, facility conditions, and organization of learning environments. Address any identified issues promptly and track progress through Site-Based Committee reviews.	Principal, Custodians, Facility Services, Energy & Sustainability Department	Monthly walk-throughs and ongoing issue resolution throughout the 2025-2026 school year, with progress reviewed during MOY and EOY Site-Based Committee meetings								
Nov	Jan	Mar	June												
				<div><div></div></div> Moderate Progress											

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Wallace will increase efficiency and effectiveness in daily operations and personnel management while seeking additional fiscal resources to support our school's mission and priorities. This includes optimizing building and campus energy use in alignment with the District's Energy Management Plan, maintaining clean and organized learning environments, and leveraging the Site-Based Committee for meaningful feedback on operational practices.

Performance Objective 2: Ensure that 100% of campus facilities, classrooms, and workspaces are safe, comfortable, and well-maintained, meeting the standards outlined in the District's walk-through checklist by the end of the 2025-2026 school year.






Evaluation Data Sources: Walk-through checklist documentation
Site-Based Committee meeting notes, agendas, and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Maintain organized and functional learning and work environments by routinely monitoring classrooms, offices, and campus spaces, addressing maintenance or safety concerns promptly, and collaborating with Facility Services and custodial staff. Strategy's Expected Result/Impact: All campus facilities and learning environments will be safe, comfortable, well-maintained, and fully operational, contributing to a positive and efficient school environment for students, staff, and visitors. Staff Responsible for Monitoring: Principal, Custodians, Facility Services, Energy & Sustainability Department	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: Wallace will increase efficiency and effectiveness in daily operations and personnel management while seeking additional fiscal resources to support our school's mission and priorities. This includes optimizing building and campus energy use in alignment with the District's Energy Management Plan, maintaining clean and organized learning environments, and leveraging the Site-Based Committee for meaningful feedback on operational practices.

Performance Objective 3: By the end of the 2025-2026 school year, the Site-Based Committee will provide documented feedback on operational efficiency, facility conditions, and resource utilization at the MOY and EOY, ensuring continuous improvement in campus operations and personnel management.

Evaluation Data Sources: Engage the Site-Based Committee in meaningful consultation regarding campus operations, facilities, and resource allocation through structured meetings, walk-through reviews, and feedback documentation.

Strategy 1 Details				Reviews			
Strategy 1: Engage the Site-Based Committee in meaningful consultation regarding campus operations, facilities, and resource allocation through structured meetings, walk-through reviews, and feedback documentation. Strategy's Expected Result/Impact: Site-Based Committee meeting agendas, notes, and sign-in sheets Documentation of feedback and action items from MOY and EOY reviews Follow-up reports on implemented improvements Staff Responsible for Monitoring: Principal, Site-Based Committee members, Custodians, Facility Services				Formative			Summative
				Nov	Jan	Mar	June
				 Some Progress			
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Conduct MOY and EOY Site-Based Committee meetings to review campus operations, facilities, and resource use, document feedback, and implement improvements.	Principal, Site-Based Committee members, Custodians, Facility Services	MOY Review: January 2026 EOY Review: May 2026 Ongoing monitoring and implementation throughout the 2025-2026 school year				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>							

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alisha Chenevert	Principal		
Rebecca Cole	Music Teacher		