



East Baton Rouge Parish School System Schoolwide Plan Merrydale Elementary

PreK-2

6700 Rio Drive Baton Rouge, LA 70808

Casey Wells

(225)355-0346

csmith2@ebrschools.org

Website

2025 - 2026

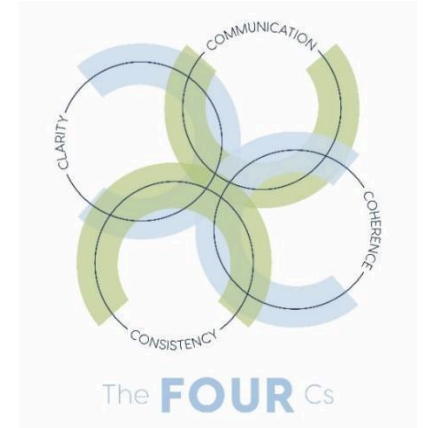


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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date

Louisiana's Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

District's Mission

Inspiring humanity through transformational learning in the classroom and in the community.

District's Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating and producing a modern workforce prepared to create a robust and thriving economy.

School's Mission

At Merrydale Elementary, we nurture a joyful, safe, and inclusive learning environment where every child is valued, supported, and inspired to grow. Through foundational academics and strong partnerships with families, we lay the groundwork for lifelong learning, curiosity, and character. Our mission is to help every child discover their potential and develop the confidence, empathy, and skills to thrive.

School's Vision

At Merrydale Elementary, we envision a joyful, nurturing, and inclusive learning community where every young child develops a strong foundation in academics, character, and creativity. Through curiosity-driven exploration, meaningful relationships, and high-quality instruction, we empower each student to grow into confident learners and compassionate citizens, ready to thrive in school and in life.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint the team's membership based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

Merrydale Elementary Long Range Plan

(link a copy of the ILT Long-Range Plan)

August 15, 2025 9:00	September 5, 2025 9:00	October 3, 2025 9:00	November 7, 2025 9:00	December 5, 2025 9:00
August 22, 2025 9:00	September 12, 2025 9:00	October 10, 2025 9:00	November 14, 2025 9:00	December 12, 2025 9:00
August 29, 2025 9:00	September 19, 2025 9:00	October 24, 2025 9:00	November 21, 2025 9:00	December 19, 2025 9:00
	September 26, 2025			

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January 9, 2025 9:00	February 6, 2025 9:00	March 6, 2025 9:00	April 17, 2025 9:00	May 1, 2025 9:00
January 16, 2025 9:00	February 13, 2025 9:00	March 13, 2025 9:00	April 24, 2025 9:00	May 8, 2025 9:00
January 23, 2025	February 20, 2025 9:00	March 20, 2025 9:00		May 15, 2025 9:00
January 30, 2025	February 27, 2025	March 27, 2025 9:00		

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- DIBELS - Benchmark Assessments - Math Screener - EL Assessments	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys - Educlimber Data
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2025-2026 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students; students from diverse racial and ethnic groups; students with disabilities; English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
242	239	0	1	1	37	242	33	4	21
Percentage	99.2	0	0.4	0.4	15	100%	14	0.016	0.086

School Performance Score				
2018-2019 SPS D	2021-2022 SPS D	2022-2023 SPS F	2023-2024 SPS D	2024-2025 SPS Letter Grade
Assessment Index Score				
2018-2019 SPS 42.4	2021-2022 SPS F	2022-2023 SPS F	2023-2024 SPS F	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS 100.6	2021-2022 SPS 88.2	2022-2023 SPS 79.2	2023-2024 SPS 84.9	2024-2025 SPS Letter Grade

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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition)	90%		10%		0%	
	Objective 16 Demonstrates knowledge of the alphabet	80%		10%		10%	
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations	90%		10%		0%	

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	49%	54%	16%	8%	22%	22%	13%	16%
	Grade 1	57%	43%	16%	18%	22%	21%	5%	18%
	Grade 2	48%	52%	32%	17%	20%	19%	0%	12%
	Grade 3	68%	37%	25%	18%	7%	25%	0%	20%
	Grade 4								

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Grade 2	0%	0%	0%	100%	0%	0%
4	0%	0%	0%	100%	100%	0%
5	0%	0%	0%	0%	0%	100%

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5.3	6.7%	9.6%	23%	0.008%	0.007%

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	3rd Grade DIBELS Scores	DIBELS Assessment
2.	30 % decrease in classroom disruptions	Minor Tracking Forms
3.	Positive school culture and climate	Survey

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor: Highly effective teachers in 5th grade	
Instrument(s): DIBELS	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	Findings 1. 45% of 3rd graders scored Benchmark or Above Benchmark on DIBELS 2. Small Group Instruction took place daily in the classroom 3. Daily interventions were provided to students

Contributing Factor: Implementation of the MTSS Model	
Instrument(s): PBIS Schoolwide Plan	
Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. Monthly PBIS meetings to discuss student behavior concerns and create a plan to address them 2. Rigorous implementation of the school's MTSS plan has caused daily classroom disruptions to decrease by 30%. 3. According to the Second Steps Assessment

Contributing Factor: Change In School Leadership	
Instrument(s): Faculty and Staff Survey	
Data Type: 1. Attitudinal 2. Behavioral 3. Behavioral	Findings 1. Survey results indicated that 96% of school faculty believe that Merrydale has a positive school culture and climate 2. Started a parent-teacher organization, which increased parental involvement 3. Started clubs such as Girl Scouts and 4H caused a positive impact on students

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Attendance	JCAMPUS, TASC Reports
2.	59% of students in grades 2 scored well below on DIBELS	DIBELS Assessment
3.	74 % of 3rd graders scored unsatisfactory on the writing performance portion of the LEAP 2025 assessment	LEAP 2025

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Economically Disadvantaged	
Instrument(s): JCAMPUS/TASC Reports	
Data Type: 1. Behavioral 2. Archival 3. Archival	Findings 1. The average daily attendance rate is 80% according to JCAMPUS 2. 100% of our students are from economically disadvantaged backgrounds, which negatively impacts attendance 3. Students who have chronic absenteeism are below grade level in the areas of reading and math according to report cards

Contributing Factor: New Teachers in grades K-2 are unfamiliar with the curriculum	
Instrument(s): DIBELS Assessment	
Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. According to the DIBELS assessment, 59% of students in 2nd grade scored well below 2. Teachers did not know how to implement small group instruction or specifically target bands students were weak in 3. The average daily attendance rate for students in K-2 is 80%

Contributing Factor: Lack of Consistent Teachers	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	Findings 1. 74% of 3rd graders scored unsatisfactory in writing performance on the LEAP 2025 assessment 2. Lack of instruction because 3rd graders went without a consistent math or ELA teacher for the school year 3. No formal writing curriculum being taught

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	25%	30%	Math	43%	50%	Graduation Rate		
English	13%	20%	English	32%	45%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	15%	20%	Science	41%	50%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	.03%	5%	Social Studies		50%			
English Language Acquisition (ELL)	NA							

Overall Goal: By the end of the 2025-2026 school year, MERRYDALE ELEMENTARY SPS will increase from 52.5 D to 55 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: Frog Street Pre-k EL, IReady, Core 5 (Lexia) Guidebooks, Writing Revolution		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
School Literacy Plan (Elementary and K-8 Schools)			
AMBITION			
- Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
ELA Focus Area	Based on LEAP 2025 our ELA focus for grades K-2 will be on explicit writing instruction using the Writing Revolution which rests on explicit, carefully sequenced instruction, building from sentences to compositions. The Hochman Method is not a separate writing curriculum but rather an approach designed to be adapted to and embedded in the content being taught in any subject area and at any grade level.		
DIBELS Focus Area	Based on DIBELS EOY 2025, Phonological Awareness and Decoding will be the focus areas.		
DIBELS SMART Goal:	By the end of the 2026 school year, 70% of students will be at or above benchmark on the DIBELS 8 Assessment.		
ELA SMART Goal:	By the end of the 2026 school year, 70% of students in 2nd grade will be able to Write a cohesive paragraph (5+ sentences) with a clear topic sentence, supporting evidence or examples, and a concluding sentence and Apply revision strategies to improve clarity and organization as evidenced by their writing samples.		
AFFIRMATION			
- Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? Literacy Coach, ILT members, teachers, and students - How will you leverage those individuals and strategies for continuous improvement this school year?			

Areas of Progress:

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

School's Priority: Teach students to write clear, coherent, and structured responses to text using a variety of writing styles in grades K-2.
Teach students strategies to improve their decoding and phonological awareness. (rhyming, blending, segmenting, and manipulating)

Student Learning Problem: Students' have not mastered grammar, sentence structure, and organizing ideas in their writing.
Students have difficulty using word attack strategies to read fluently.

Root Cause & Supporting Data: Writing plans have not been implemented because teachers have not been trained on teaching writing. The LEAP data indicates that 74% of students have not mastered writing performance
Several new teachers are not familiar with HQIM, reading strategies, and small-group instruction.
DIBELS data indicates that 58% of students have scored well below on 2025 MOY DIBELS.

Student Impact: Students' written expression scores will increase by 3%-5%.
Students will increase their score on the NWF and phonological awareness strand of DIBELS by 3%-5%.

Educator Professional Learning Needs: Professional Development on the The Writing Revolution, PD on phonemic and phonological awareness.
Continued Science of Reading training for all K-3 teachers.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Data Analysis of the LEAP 2025 Written Expression Strand and DIBELS 2025 EOY	Admin Team Teachers	August	Track students who are 10 or	Data Analysis Document	Title I and GF

			less points from the next achievement level		
Intervention Groups for DIBELS	Admin Team Interventionists	Aug-May	Every 9 days	PM Scores	
Heggerty DIBELS Burst	ILT Team Teachers	On-going Aug-May	Every 2 weeks	Student work samples, rubrics, Walkthrough Data	General Fund
PD on The Writing Revolution	Wells	August	2-week cycles	Student work samples	Title I
PD from a speech therapist to assist teachers with proper sound pronunciation	District Speech Therapist	August			
Roll out the schoolwide writing plan through ILT and PLC	ILT Team	Aug.-May	2-week cycles	Student writing samples	Title I
PD on small group instruction (centered around the teacher's table and how workstations can support the learning)			Weekly walkthrough data	CFAs, DIBELS assessment, EL benchmark assessments	
Utilize the Writing Revolution program	Admin Team and Teachers	Aug.- May	2-week cycles Walkthroughs	Student Work Samples	Title I

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Math Focus Area	Fluency protocols and the RDW strategy for word problems.		
Math SMART Goal:	By the end of the 2026 school year, 50% of students will be proficient on EOY numeracy screener.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: Based on LEAP 2025 students were weak in solving problems with any operation. To improve students' fact fluency to increase their ability to model and apply the right operation to a word problem.			

Student Learning Problem: Students have not mastered basic facts to solve problems correctly.					
Root Cause & Supporting Data: Fluency and RDW strategies are not being implemented daily in the classroom. Also, Merrydale does not have a Math Coach.					
Student Impact: Students will increase their fluency scores by 5%.					
Educator Professional Learning Needs: Professional Development on the Math (fluency) Curriculum					
<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Data Analysis of the LEAP 2025 of Major Content Subcategory (Solve problems with any Operation)	ILT Team Teachers	Aug.	2 Week Cycles	Data Analysis Document	General Fund
Establish fluency protocols for teachers to implement in the classroom	ILT Team	Aug.-May	2 Week Cycles	Student Work Samples Walkthroughs	General Fund
Establish RDW strategy protocols for teachers to implement in the classroom	ILT Team	Aug-May	2 Week Cycles	Student Work Samples Walkthroughs	General Fund
Implement math intervention programs that include technology support i.e. Zearn/ XtraMath	ILT Team and Teachers	Aug-May	2 Week Cycles	Data Analysis	General Fund

CORE ACADEMICS - Science	Tier 1 Resources: Amplify		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Science Focus Area	Building Scientific Thinkers Through Exploration, Observation, and Evidence-Based Reasoning		
Science SMART Goal:	By May 2026, 75% of K–2 students will demonstrate proficiency in grade-level science concepts—focusing on observation, inquiry, and evidence-based reasoning—by scoring proficient or higher on unit assessments and performance tasks aligned to the Amplify Science curriculum.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			

Our priority for teaching Amplify Science in grades PreK–2 is to foster curiosity, critical thinking, and foundational science skills through hands-on exploration, collaborative learning, and evidence-based reasoning. We are focused on building scientific identity, laying the foundation for inquiry-based learning, and ensuring equity and access.

Student Learning Problem: Students in grades K–2 struggle to make sense of scientific phenomena because they lack foundational skills in observation, vocabulary, and explaining their thinking using evidence.

Root Cause & Supporting Data: Teachers are not using the hands on amplify kits to promote scientific inquiry based on walkthrough data and assessment data

Student Impact: Develop a strong foundation in scientific thinking, including observation, questioning, predicting, and explaining phenomena.

Educator Professional Learning Needs: PD on incorporating the Amplify kits in daily lessons

ACTION STEPS
Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
During PLCs, introduce the science kits and develop a plan to incorporate them into lessons	Admin	Aug 2025	2 Week Cycles	PLC agenda and Sign-in forms	General Fund
During PLCs, assessments, common language, and teacher expectations	Admin	Aug 2025	2 Week Cycles	PLC agenda and Sign-in forms	General Fund
Writing instruction will be embedded in Science to ensure students can complete constructed response items	Admin	On-going Aug-May	2 week Cycles	Student work samples, rubrics, Walkthrough Data	General Fund

CORE ACADEMICS - Social Studies	Tier 1 Resources: Bayou Bridges, Gallopade		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Social Studies Focus Area	Building Foundational Citizenship Through Community, History, and Geography		
Social Studies SMART Goal:	By May 2026, 75% of K–2 students will demonstrate mastery of grade-level social studies standards—focused on citizenship, geography, and history—by scoring proficient or higher on end-of-unit Gallopade assessments or standards-based rubrics, as measured by teacher-created checkpoints and quarterly performance tasks.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: Our goal for teaching Gallopade Social Studies in grades K–2 is to build a strong foundation of civic understanding, historical awareness, and cultural appreciation through engaging, standards-based instruction that supports literacy, critical thinking, and social responsibility.			

Student Learning Problem: Students in grades K–2 struggle to understand and apply key social studies concepts—such as community roles, citizenship, historical thinking, and geography—due to limited background knowledge, vocabulary, and opportunities for real-world connections.

Root Cause & Supporting Data: Teachers did not have curricular resources that supported inquiry based learning.

Student Impact: Students will understand key concepts of community, citizenship, geography, and history in developmentally appropriate ways. Build early map and globe skills, timelines, and an understanding of chronology and change over time. Develop respect for diversity and cultural traditions, including their own and those of others. Strengthen literacy through content-rich nonfiction reading, speaking, and writing activities embedded in social studies instruction. Connect classroom learning to the real world, helping students see their role in their classroom, community, and beyond.

Educator Professional Learning Needs: PD on new Social Studies Curriculum

ACTION STEPS
Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
During PLCs, continue to support teachers with the use of the Gallopade curriculum	Admin	Aug 2025	2 Week Cycles	PLC agenda and Sign-in forms	General Fund
During PLCs, go over rubrics, common language, and teacher expectations	Admin	Aug 2025	2 Week Cycles	PLC agenda and Sign-in forms	General Fund
Writing instruction will be embedded in SS to ensure students can complete constructed response items	Admin	On-going Aug-May	2 Week Cycles	Student work samples, rubrics, Walkthrough Data	General Fund

Non-CORE Academics Attendance	Resources: Jcampus			
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development	

<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Build a positive school culture.	Admin Team and Teachers	Aug.-May	2 Week Cycles	School Culture Survey/ Questionnaire	General Funds
Strengthen parent and family engagement.	Parent Liaison, Admin Team, and Teachers	Aug.-May	2 Week Cycles	Parent events sign in sheets	General Funds
Implement attendance incentives	School Clerk, Admin Team, and Teachers	Aug.-May	2 Week Cycles	Incentive Tracker and Attendance records	General Funds

*This section is mandated for AUS, CIR, UIR, and UIN schools, and optional for all other schools.
Executive Directors will provide additional guidance.*

- *Subgroups*
- *Freshman Academy*
- *ACT*
- *Pathways*

- *Graduation Rate*
- *Attendance Rate*

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Writing Revolution	ILT, Teachers	Aug. -May	2 week cycles	Writing Scores Work Samples	Title I
Amplify Science	ILT, Teachers	Aug. - May	Weekly	Assessments Work Samples Walk Through Data	Title I
Gallopade Social Studies	ILT, Teachers	Aug. May	Weekly	Assessments Walk Through Data	Title
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior	School Counselor	Aug. -May	Weekly	EOY Assessment Student Behavior	General Fund

MULTI-TIERED SYSTEM OF SUPPORT			
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
SEL Foundation for MTSS Success Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below: For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted SEL Instruction: Schools will select either SEL integrated into Academics or Explicit SEL instruction. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses. (Note, schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area). Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.			
Indicator Focus Area 1: Relationship Skills		Indicator Focus Area 2: Reasonable Decision Making	
S	Increase positive peer interactions and conflict resolution skills among students	S	Equip students with the skills to make reasonable, well-thought-out decisions in both academic and social situations.
M	At least 80% of students will report feeling more confident in resolving conflicts effectively by the end of the semester.	M	At least 80% of students will demonstrate improved decision-making abilities, as measured by pre- and post-surveys and teacher assessments.
A	Implement peer mediation training and team-building activities for students.	A	Implement decision-making workshops, decision-making models, and role-playing activities to help students practice real-life decision-making scenarios.

R	Complete the peer mediation program and team-building activities by the end of the semester	R	The ability to make reasonable decisions is crucial for students' personal development, academic success, and social interactions.
T	Complete the peer mediation program and team-building activities by the end of the semester.	T	Complete workshops and exercises by the end of the semester, with follow-up assessments at the end of the school year.
I	Ensure all students, including those with disabilities, have access to training and support.	I	Ensure the decision-making workshops are accessible to all students, including those with disabilities and diverse learning needs.
E	Provide tailored support for students who are at risk of social isolation or exclusion	E	Offer additional support to students who need extra help in understanding decision-making processes, particularly those from disadvantaged or marginalized backgrounds.
Goal Statement: This goal aim to enhance relationship skills among students, teachers, and the wider school community by promoting empathy, communication, collaboration, and conflict resolution in an inclusive and equitable manner.		Goal Statement: This goal focuses on developing students' ability to analyze situations, consider alternatives, and make informed decisions, while also ensuring inclusivity and equity within the school environment.	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
Curriculum Alignment: Use a rigorous, standards-aligned curriculum that sets clear academic goals and expectations. The curriculum should be comprehensive, providing depth in core subjects (reading, math, science, social studies) while integrating 21st-century skills (critical thinking, creativity, and communication). Differentiated Instruction: Teachers should use varied teaching strategies to meet the diverse needs of students, including those who	Define Expectations: Establish and communicate clear, consistent behavioral expectations for students across all settings (classroom, playground, hallway, cafeteria, etc.). These expectations should be positive, simple, and easy for students to remember. Teach Expectations: Explicitly teach students these expectations at the

are above grade level, below grade level, or have special needs. Differentiation can be achieved through small group work, individualized instruction, or varied content delivery methods. ● Evidence-Based Teaching Practices: Implement research-based instructional strategies that are known to improve learning outcomes. This includes practices like explicit teaching, inquiry-based learning, and project-based learning.	beginning of the year and reinforce them throughout the year. Use role-playing, modeling, and discussions to help students understand what these behaviors look like in different contexts. ● Post Expectations: Display behavior expectations visibly throughout the school (e.g., in classrooms, hallways, and common areas) to serve as reminders for students. ● PBIS Framework: Implement the PBIS system school-wide to promote positive behaviors and prevent challenging behaviors. PBIS is a proactive approach that encourages positive behaviors through consistent reinforcement and support. ● Second Steps: Implement an evidence-based SEL curriculum to help students develop key social-emotional competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are foundational for positive behavior and emotional regulation.
Tier II	
Targeted Interventions: ● Small Group Instruction: Students receive support in small groups, typically based on similar needs or skill gaps. ● Focused on Specific Skills: The interventions are often centered around specific academic areas such as reading comprehension, math fluency, or writing skills. Data-Driven: ● Student progress is monitored regularly through assessments, observations, or data collected from interventions. This allows for adjustments in the support provided. ● Frequent Check-ins: Teachers and staff use formative assessments to	Behavioral Contracts: For students showing specific behaviors, create individualized behavior contracts that outline clear expectations, goals, and rewards for improvement. These contracts provide structure and help the student take ownership of their behavior. Mentoring and Check-Ins: Assign a mentor (such as a counselor, teacher, or paraprofessional) to check in with the student regularly. These check-ins provide a consistent, safe space for the student to express concerns, set goals, and receive feedback on progress. Behavioral Skill Development: Provide targeted teaching on specific behaviors, such as impulse control, conflict resolution, or emotional regulation. This may be done in small groups where students can practice these skills in role-playing scenarios.

track progress and make adjustments as needed.	
Tier III	
Individualized Support Plans: Develop specific intervention plans based on the student’s unique needs. This may involve adapting curriculum, providing additional practice, or using specific teaching strategies. Small Group or One-on-One Instruction: Tier 3 interventions are typically delivered in smaller groups or on an individual basis to allow for more personalized attention. This ensures that students receive focused, targeted instruction. Intensive Instruction: Use research-based practices and tools that are proven to be effective for students with significant academic difficulties. This may include intensive reading interventions, phonics instruction, or math support.	Collaborative Approach: Develop the behavior intervention plan collaboratively with input from teachers, specialists (e.g., school psychologist, behavior specialist), parents, and the student (when appropriate). This ensures that all aspects of the child’s environment and needs are considered. Function of Behavior: Conduct a Functional Behavioral Assessment (FBA) to understand the underlying reasons (functions) for the behavior (e.g., escape, attention, access to items). Understanding why a student engages in certain behaviors is crucial for developing effective interventions. Clear Goals and Objectives: Set clear, measurable goals for behavior change. For example, “Student will use a calm-down strategy when feeling frustrated instead of engaging in disruptive behavior” or “Student will engage in positive peer interactions during recess for 15 minutes each day.” Specific Strategies: Include strategies such as positive reinforcement (e.g., praise, rewards), clear and consistent consequences for inappropriate behaviors, and teaching alternative behaviors.

Monitoring Interventions: How will your school make sure that interventions are taking place?

Intervention Implementation Checklist

- **Step-by-Step Plan:** Each intervention will have an implementation checklist detailing specific strategies, frequency, and duration of the intervention. This checklist will serve as a guide for teachers and interventionists to ensure that the right steps are being followed.
- **Regular Monitoring of Checklists:** Teachers and support staff will complete daily or weekly checklists to verify that interventions are being delivered as planned, ensuring that nothing is missed.

Frequent Data Collection and Review

- **Regular Data Points:** We'll use regular formative assessments, behavior tracking forms, and observations to collect ongoing data about how well the interventions are working.
- **Behavior and Academic Monitoring:** We'll monitor both academic and social-emotional behaviors consistently, and track whether the interventions are yielding improvements. This can be done weekly or bi-weekly depending on the intervention level.

Collaboration and Team Meetings

- **Monthly Intervention Review Meetings:** Our school will hold monthly meetings with the intervention team (teachers, specialists, counselors, and administrators) to review the effectiveness of interventions. During these meetings, we'll look at data, share insights, and decide whether adjustments are needed.
- **Adjustments as Needed:** If a student is not making progress, the team will discuss alternative strategies, additional resources, or even escalating the level of intervention (e.g., moving from Tier 2 to Tier 3).

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

The school counselor conducts 45 minute SEL lessons weekly with grades K-5.

How will time be scheduled for PLCs/Grade or Content Teams?

PLC and Content Team meetings are held weekly on Tuesdays and Thursdays. Tuesday is set aside for data and Thursdays are set aside for teacher planning. 3-5 grade teachers are grouped according to the content area they teach.

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? Students will be pulled from class and have targeted interventions for 30 minutes daily. Data from standardized testing, DIBELS, and Zearn will identify the students for targeted intervention.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Merrydale Elementary School-Wide Expectations

Location	Expectations			
	Practice Respect	Act Responsible	Work Together	Safety First
Classroom	• Listen Carefully	• Be prepared for class	• Take turns	• Stay in assigned area

Merrydale Elementary – Schoolwide Plan 2025-2026

	Follow directions	Do your best work	Share	Keep hands, feet, and objects to yourself
Hallway	Be Silent	- Respect displayed work - Walk on third tile	Stay in line	- Hands behind your back - Walking feet
Cafeteria	- Be Silent - Use good manners	- Stay in line - Get everything you need - Hold the tray with both hands	Keep cafeteria clean	- Keep hands, feet, and objects to yourself - Wash/Sanitize and dry hands
Restroom	Be Silent	- Wash your hands - Use only what you need	- Take turns - Respect the space of others	Keep the area clean
Bus	Stay Seated	- Respect property - Follow bus rules	- Keep the bus clean - Cooperate with the driver	- Keep hands, feet, and objects to yourself - Stay seated
Office	Go to the window and wait quietly	Follow directions	Follow adult directions	Listen the first time
Recess	- Use kind words - Listen carefully - Follow directions	- Follow directions - Pause on first whistle - Walk to the line on second whistle	- Take turns playing - Put the equipment back - Include others - Play by the rules of the game	- Always walk on concrete areas - Keep hands, feet, and objects to yourself - Use equipment properly

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

Set Clear and Positive Expectations

- Define Expectations:** Before the semester begins, create a set of clear and positive behavior expectations that apply school-wide, as well as specific classroom rules. These might include things like “Respect others,” “Raise your hand to speak,” “Stay on task,” or “Follow directions the first time.”

- **Use Positive Language:** Frame the expectations in positive terms. Instead of saying “Don’t talk out of turn,” say “Raise your hand to ask or answer questions.” This promotes a more constructive, solution-focused environment.

2. Create Visuals and Materials

- **Classroom Posters:** Display the behavior expectations in prominent areas of the classroom. Use visual aids such as posters, charts, or infographics that clearly outline the expected behaviors and consequences.
- **Student-Friendly Language:** Ensure the expectations are phrased in language that is easily understandable for elementary students, especially younger ones. Use visuals, pictures, and simple language to reinforce the expectations.
- **Behavior Contracts:** Create individual or class behavior contracts where students can agree to follow the expectations. These could be signed by students and parents and serve as a commitment to positive behavior.

3. Modeling and Role-Playing

- **Model Behavior:** On the first day, the teacher and staff should model the desired behaviors for students. This could include demonstrating how to raise a hand, how to interact respectfully with peers, or how to follow a routine (e.g., transitioning between activities).
- **Role-Playing:** Use role-playing exercises to allow students to practice the behaviors in real-life situations. For example, students could practice how to ask for help, how to resolve a conflict with a peer, or how to follow classroom routines. Role-playing helps students gain confidence in implementing the expectations.
- **Student Demonstrations:** Allow students to demonstrate expected behaviors in front of their peers, which can help reinforce the expectations in a positive and engaging way.

4. Incorporate Social-Emotional Learning (SEL)

- **Teach SEL Skills:** Embed social-emotional learning within the behavior expectations lessons. Teach students about managing emotions, self-regulation, empathy, and conflict resolution as part of understanding the expectations.
- **Use SEL Frameworks:** Consider using programs or frameworks such as CASEL (Collaborative for Academic, Social, and Emotional Learning) to guide your teaching of SEL skills. Incorporate discussions on how emotions affect behavior and how to make positive choices.

5. Teach Routines and Procedures

- **Classroom Routines:** Teach and practice classroom routines, including how to enter the room, how to transition between activities, how to ask for help, and how to pack up at the end of the day. Routines create predictability, which supports students’ behavior and reduces confusion or disruptions.

- **Practice Makes Perfect:** Practice these routines with students over several days until they become second nature. Consistently reinforce these routines by having students practice them throughout the first few weeks of the semester.

6. Engage Students in Discussions

- **Classroom Discussions:** After introducing the expectations, have a class discussion about why these expectations are important. Encourage students to share their thoughts on what makes a positive and respectful classroom environment. This increases student buy-in and ownership of the behavior expectations.
- **Brainstorming Sessions:** Allow students to brainstorm and share what positive behavior looks like in different settings—such as in the classroom, hallways, playground, and lunchroom. This makes the expectations more relevant to their daily experiences.

7. Reinforce Expectations with Positive Behavior Support

- **Reward Systems:** Set up a system for recognizing students who consistently demonstrate positive behavior. This can include verbal praise, tangible rewards, or a class-wide incentive system (e.g., earning points for a class party).
- **PBIS (Positive Behavioral Interventions and Supports):** Implement a school-wide PBIS system where students earn rewards for meeting expectations. Acknowledging positive behavior in real time helps to reinforce the desired actions.
- **Praise and Recognition:** Actively praise students when they demonstrate the expected behaviors. Highlighting their positive actions helps to create a culture of mutual respect and reinforces good behavior.

8. Introduce a Behavior Chart or Visual Tracking System

- **Behavior Charts:** Use a behavior chart or visual tracking system to help students keep track of their behavior. This could be individual (e.g., a daily sticker chart for younger students) or class-wide (e.g., a class-wide goal for positive behavior).
- **Clear Tracking:** This visual aid provides students with a clear, ongoing reminder of expectations, helping them stay focused and motivated to meet them throughout the semester.

9. Teach Consequences and Accountability

- **Clear, Fair Consequences:** Ensure that students understand the consequences of not following behavior expectations, and that these consequences are fair, consistent, and aligned with the behavior.
- **Restorative Practices:** When consequences are necessary, incorporate restorative practices. For example, rather than just punishing a student for disrupting the class, give them an opportunity to reflect on their actions, apologize, and make amends. This helps students learn accountability and the impact of their

behavior on others.

10. Ongoing Reinforcement and Reflection

Reinforcement

- clear and consistent expectations
- positive reinforcement
- modeling and roleplaying
- behavioral feedback

Reflection

- student self reflection
- classroom meetings
- behavior contracts
- reflection through journal or writing prompts
- teacher reflection

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Literacy and Social Studies Night	Literacy Team	November	2 week cycle	Sign In Sheets Increased Student Achievement	Gen Funds
Math and Science Night	Math Team	Fall, Spring	2 week cycle	Sign In Sheets Increased Student	Gen Funds

				Achievement	
DIBELS Parent Workshop	Mason, Wells	September	2 week cycle Interventions	Sign In Sheets Increased Student Achievement	Gen Funds
Music and Art Showcase	Hileman, Smith	Fall, Spring	Twice a Year	Sign In Sheets Increased Student Achievement	Gen Funds
Breakfast with Buddies	Committee	Spring	Once a Year	Sign In Sheets	PTO
Grandparent Lunch	Committee	Spring	Once a Year	Sign In Sheets	PTO
Read Across America	Committee/VIPS	Spring	Once a Year	Sign In Sheets	PTO
Open House	Whole School	Fall, Spring	Once a Year	Sign In Sheets	PTO
Bookfair	Samuel	Fall, Spring	Twice a Year	Amount of Sales	NA

How are you going to communicate with parents about the MTSS plan?

Regular Communication: Consistently communicate with families about the MTSS framework and how they can support their children at home. This can include newsletters, parent-teacher conferences, and workshops.

Parent Workshops and Training: Offer workshops or webinars to help parents understand the MTSS process and how they can collaborate with the school to help students progress through each tier of support.

How are you working with students this year?

Tier 1: Universal support for all students. This includes high-quality, differentiated instruction and proactive strategies in the general classroom.

Tier 2: Targeted interventions for students who are struggling but not significantly behind their peers. This may involve small group interventions or additional instruction outside of the general classroom.

Tier 3: Intensive interventions for students who have significant difficulties and need individualized support. These are often more personalized and might involve one-on-one instruction.

How are you going to increase parental involvement in MTSS?

Involve Families in Decision Making: Empower families to be part of the decision-making process. This can be done through advisory committees, focus groups, or regular check-ins with families to gather their insights and suggestions about the MTSS plan and its effectiveness.

Regular Communication Channels: Use various communication channels like phone calls, emails, newsletters, and school apps to regularly update families about school events, changes in the MTSS process, or their child’s specific progress.

Appoint Family Liaisons: Assign family liaisons or parent coordinators who can help bridge communication between the school and families, particularly in diverse or underserved communities. These liaisons can help guide families through the MTSS process and offer additional support.

MTSS Plan Overview	Tier 1: Universal Supports (All Students) At this level, the focus is on providing high-quality instruction and support for all students. The goal is to meet the diverse needs of the entire student population, ensuring that everyone has access to the tools for success. • Quality Instruction: Provide evidence-based teaching strategies that meet the academic and behavioral needs of all students. This includes differentiated instruction, where students are given multiple ways to learn and demonstrate their understanding. • Social-Emotional Learning (SEL): Integrate SEL into the classroom to help students develop skills such as emotional regulation, communication, and problem-solving. This is key in preventing behavioral issues and supporting overall student well-being. • Positive Behavioral Interventions and Supports (PBIS): Create and reinforce clear expectations for behavior within the school. This includes teaching positive behaviors, reinforcing them consistently, and creating a safe, respectful environment. Tier 2: Targeted Supports (Some Students) Students who are not making sufficient progress with Tier 1 supports may need additional, targeted interventions. These students are at risk and require more specialized attention.
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- **Small Group Interventions:** Provide small-group instruction focused on specific areas of need, such as reading, math, or social skills. These groups allow for more personalized attention and increased engagement.
- **Progress Monitoring:** Regularly track the progress of students in Tier 2 interventions. This helps identify whether the interventions are effective and if adjustments are needed.
- **Collaborative Problem Solving:** Work with the student's teachers, counselors, and support staff to design and implement interventions that are tailored to the student's specific challenges. Collaboration ensures that the approach is holistic and comprehensive.
- **Behavioral Supports:** For students struggling with behavior, provide targeted behavioral interventions. These might include check-ins with a mentor, additional behavioral strategies, or modified classroom routines to better meet their needs.

Tier 3: Intensive Supports (A Few Students)

Students who do not respond to Tier 1 and Tier 2 interventions may require intensive, individualized support. These students need highly specialized interventions and more frequent monitoring to address their academic or behavioral difficulties.

- **Individualized Instruction:** Provide one-on-one instruction or very small group support, targeting the specific needs of the student. This might include specialized tutoring or support in areas where the student is significantly struggling.
- **Behavioral Plans:** Develop individualized behavior intervention plans (BIPs) for students who need more intensive behavioral support. These plans are tailored to the student's specific behavioral challenges and include clear goals and strategies.
- **Collaboration with Specialists:** Work closely with specialists, such as special education teachers, school psychologists, and speech-language pathologists, to create an intensive, individualized plan of support.
- **Frequent Check-ins and Monitoring:** Increase the frequency of progress monitoring, using data to make real-time adjustments to the interventions. Regular check-ins with the student help ensure they are on track and receiving the right level of support.

	● Family Involvement: Engage the student’s family in the intervention process. This ensures consistency between home and school, providing additional reinforcement of interventions and supports. Building Relationships and Student Engagement Across All Tiers ● Fostering Trust and Communication: Building a trusting relationship with students is key at every level. Take the time to listen to their concerns and understand their needs. When students feel heard and supported, they are more likely to engage in the process. ● Student Involvement: Involve students in goal setting and progress monitoring. Empower them to take ownership of their learning and behavior. When students have a say in their support plan, they are more motivated to improve. ● Celebrating Successes: Recognize and celebrate student achievements, both big and small. Positive reinforcement boosts self-esteem and motivation, especially for students who may have faced challenges in the past.
Academic Programs & Interventions	IReady, Amira, Lexia Core 5, Studyville, Burst Intervention Groups, After School Tutoring,
SEL & Behavior Interventions	Second Steps weekly lessons, PBIS, restorative practices, behavior contracts, check in-check out, social skills training, positive reinforcement, reset room, and

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- **Mentorship Programs:** Collaborate with local businesses or organizations to create mentorship programs where community members can mentor students, particularly those in need of additional support.
- **Volunteer Opportunities:** Encourage community members to volunteer in schools to assist with tutoring, reading programs, or social-emotional learning activities. Volunteers can help ease the workload on teachers and provide extra support for students.

5. Establish Local Business Partnerships

- ***Corporate Sponsorships and Donations:*** *Work with local businesses to secure donations of supplies, resources, or funding for MTSS-related activities or initiatives.*

Regular Communication: Keep families informed through newsletters, meetings, and events about the MTSS plan and how they can get involved in supporting their children.

Parent Education and Training: Offer workshops and resources to help parents understand how to support their children within the MTSS framework, including behavioral, academic, and emotional support.

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.		
School Objective(s):	To employ teachers who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Mentorship and Coaching: Pairing less experienced or uncertified teachers with highly skilled mentors or instructional coaches helps foster growth and development in teaching practices.	Spearman and Mason	Aug. - May	Monthly	Sign-in Sheets and Mentor Log	General Funds
Personalized Professional Development Plans: Developing personalized growth plans that align with certification requirements and teacher needs allows for targeted skill-building and motivation.	Classroom Teachers	Aug. - May	Monthly	Professional Growth Plans (PGP)	General Funds
Peer Observations and Feedback: Encourage teachers to regularly observe each other's classes and provide constructive feedback.	Admin, Classroom Teachers	Aug. - May	Monthly	Teacher Feedback Forms	General Funds
Collaborative Learning Communities: Establish professional learning communities (PLCs) where teachers can collaborate, discuss challenges, share best practices, and analyze student data together.	Admin and ILT	Aug. - May	Twice a Week	PLC agenda and Sign -in Sheets	General Funds

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School

Elementary School to Middle School

Middle School to High School

High School to Post-Secondary

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
PreK/Kindergarten Round Up	Admin Team	July		Registration Packets	General Fund
Meet and Greet	Whole School	August		Sign In	General Fund
PreK Parent Meeting	PreK Teachers	August		Sign In	General Fund

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? **Yes** Academic Intervention Label: CIR

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. [Merrydale Subgroup Data Sheet](#)

CIR

Overall Vision and Goals

- In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving towards that vision.

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.
The data analysis and needs assessment process involved collecting quantitative and qualitative data, such as student performance metrics, surveys, and feedback from teachers and parents. This data was analyzed to identify key areas for improvement and student needs. Based on these insights, the school developed its vision and set goals that align with addressing identified gaps and enhancing overall student success.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.
• <i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Key stakeholders, including administrators, teachers, paraprofessionals, parents, and community members, collaborate to identify student needs, with each group offering unique perspectives based on their roles. Their input is essential in developing a vision and setting goals that align with both student needs and community expectations.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
The plan is coordinated and aligned with the schoolwide budget and parental involvement budget by ensuring that resources are allocated to support key initiatives and activities that directly enhance student outcomes and engage families in the process. This alignment ensures that funding is used effectively to meet both academic and community engagement goals.

Effective Workforce

- In this section, the school will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action. (NIET Process)

The school's theory of action focuses on continuous professional development, coaching, modeling, and collaboration to strengthen instructional practices. The instructional leadership team guides these efforts, while teacher collaboration ensures alignment and shared best practices to enhance teaching effectiveness and student outcomes.

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?

To achieve the vision, we will focus on developing leadership skills, offering professional development for teachers, and creating mentorship opportunities. These changes are based on the needs assessment, which showed the importance of strengthening leadership and providing more support for teachers to better help students succeed.

What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.

The school's plan to ensure strong leadership over the next three years includes providing ongoing professional development for the principal and supporting key leadership roles through regular training and mentorship. Additionally, we will focus on identifying and developing future leaders by offering leadership training, growth opportunities, and a clear pathway for advancement within the school.

What steps is your school taking to retain effective educators?

To retain effective educators, our school is offering ongoing professional development opportunities, fostering a supportive work environment, and implementing mentorship programs. We are also focusing on adult social-emotional learning, providing growth opportunities, and ensuring a healthy work-life balance to help teachers feel valued and supported in their roles.

How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?

The school analyzed academic performance, demographics, stakeholder input, school climate, and resource data to identify strengths and gaps. This informed a vision and goals focused on academic growth, equity, student well-being, and community engagement.

How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?

The school selects evidence-based strategies by aligning them with the needs assessment findings, prioritizing those with strong or moderate research backing from studies and best practices. Educators implement strategies proven to address identified gaps, ensuring they are data-driven, practical, and adaptable to student needs.

How is your school identifying and creating key positions to support school improvement and academic achievement?

The school creates key positions by analyzing performance data and aligning roles with improvement goals to provide targeted academic support and professional development.

Instruction

- In this section, by investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies how will you ensure all students are prepared for success in college and career?

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

The school's theory of action emphasizes ongoing professional development, data-driven decision-making, and collaborative coaching to strengthen instructional leadership. By equipping educators with effective strategies and monitoring student progress, the school ensures high-quality instruction and measurable student achievement.

What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

- Data-driven instruction – Using assessment data to tailor teaching methods and track student progress.
- Targeted interventions – Providing additional support for students who need remediation or enrichment.
- Professional development – Training educators to enhance instructional effectiveness and address student needs.
- Personalized student support – Adapting instruction to meet individual learning needs.
- Improving teacher capacity – Strengthening educators' skills through training and collaboration.
- Fostering a culture of continuous improvement – Encouraging ongoing assessment and refinement of teaching practices.

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

The school assesses staff expertise, resource availability, and instructional needs through data analysis and stakeholder input. The ILT evaluates workload, professional development needs, and support structures to ensure instructional approaches are implemented efficiently and effectively.

How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?

My school plans to expand its instructional approach by integrating personalized learning strategies that tailor instruction to accommodate the varying

abilities, interests, and learning styles of students, and incorporating technology to facilitate individualized learning experiences and support personalized learning paths to meet diverse student needs. Tailoring instruction to accommodate the varying abilities, interests, and learning styles of students. Professional development for teachers will be prioritized to ensure consistent implementation and ongoing data analysis will guide adjustments to maintain effectiveness and sustainability.

How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment?

My school selects evidence-based strategies by using needs assessment data to identify areas for improvement. We prioritize strategies with proven effectiveness, categorizing them as strong, moderate, or promising based on research and alignment with student needs.

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?

The school's theory of action around structural configuration focuses on aligning organizational structures with instructional goals. Ensuring that the ILT, TC, and resources are strategically organized, will support collaboration, professional development, and the consistent implementation of effective teaching practices, ultimately enhancing workforce effectiveness and student outcomes.

What supports and interventions do you plan to implement and how are they related to your school's identified needs?

We plan to implement targeted academic interventions, such as small-group tutoring and differentiated instruction, to address student learning gaps. Additionally, we will provide social-emotional support programs to help students manage their emotions and improve overall well-being while ensuring that IEP and 504 accommodations are documented and provided. These supports are directly tied to the needs identified in our assessment, which highlighted the need for both academic support and emotional development to enhance student success.

How is your school selecting strong, moderate, or promising evidence-based strategies?

Our school selects evidence-based strategies by examining research and reviewing data from student assessments, including test scores, attendance, and feedback from teachers and parents. We classify strategies as strong, moderate, or promising based on their proven success in addressing specific academic or behavioral needs, ensuring they are tailored to our school's goals and have a measurable impact on improving student achievement and overall well-being.

How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

Our school determines strategies based on themes from the needs assessment by analyzing identified areas of need, such as academic gaps, and aligning them with our short- and long-term goals. For short-term goals, we focus on targeted interventions, such as tutoring, while for long-term goals, we implement systemic changes like curriculum adjustments and professional development, ensuring all strategies align with our long-range plan to address root causes and sustain improvement over time.

Critical Categories

- In this section, explain the routines for how the school will determine whether the schoolwide plan is achieving its intended outcomes, including self-monitoring and continuous stakeholder engagement.

How is your school establishing or continuing internal routines?

Our school is establishing and continuing internal routines by implementing weekly ILT and TC meetings to review student progress, analyze data, and adjust instructional strategies. We have a system for tracking student performance, where teachers input and access data regularly. Additionally, monthly professional development sessions focus on refining instructional practices, and we have set protocols for communication between staff, administration, and families to ensure alignment and consistent support for students.

How is your school establishing or continuing routines with stakeholders?

Our school is establishing and continuing routines with stakeholders by holding regular meetings to discuss student progress and school initiatives. We send out monthly newsletters to keep families informed about important events, updates, and resources. Additionally, we ensure consistent communication through parent-teacher conferences, surveys for feedback, and involvement in school decision-making processes, fostering ongoing collaboration and support for student success.

How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?

Our school conducts an annual review of the schoolwide plan by analyzing student achievement data, and survey results from teachers, students, and parents, and assessing the effectiveness of current interventions and strategies. We share progress through our school newsletter, school app, at the annual open house meetings/literacy night, and via updates on the school website. After reviewing the data and feedback, we revise the plan by adjusting goals, refining instructional strategies, and allocating resources to better address emerging needs and ensure continuous improvement.

How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?

Our school makes the schoolwide plan available to teachers, paraprofessionals, parents, and the public by posting it on the school website and distributing printed copies at key school events, such as parent-teacher conferences and open houses. The plan is provided in a clear, accessible format, using plain language to ensure it is understandable. Additionally, we ensure that it is translated into Spanish (or other languages as needed) to meet the needs of non-English speaking parents, in compliance with Louisiana law. Regular updates are shared via newsletters and through direct communication.

from teachers to keep all stakeholders informed.

How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?

Our school is structured for sustainability by establishing a cross-functional leadership team ILT that coordinates and integrates activities across all programs. This team ensures alignment between the schoolwide plan and other federal, state, and local services, such as Title I, special education services, health and nutrition programs, and career and technical education programs. For example, we integrate academic interventions with after-school programs funded by federal grants, while also aligning our culture and climate initiatives with local community support services. Regular communication between program coordinators, staff, and external partners ensures that resources are efficiently used and that activities support the broader goals of student success and well-being.