



**East Baton Rouge Parish School System
Schoolwide Plan
Merrydale Elementary**

Prekindergarten through 2nd

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Website

2026 - 2027

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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe 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): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

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 achieve mastery on eighth-grade assessments and enter ninth 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

Educating all students for success.

District's Vision

The East Baton Rouge Parish School System envisions an education system that produces successful, confident, and lifelong learners who can navigate challenges and contribute meaningfully to society.

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.

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 - CFAs	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<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 2026-2027 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
	271	0	1	2	34		7	3	14
Percentage	98%		0.4%	1%	12%		.02%	0.1%	.05%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	58.3 D
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	7%		93%		0%	
	Objective 16 Demonstrates knowledge of the alphabet	7%		93%		0%	
	Objective 17 Demonstrates knowledge of print and its uses.	7%		93%		0%	
	Objective 18 Comprehends and responds to books and other texts	7%		93%		0%	
	Objective 19 Demonstrates writing skills	7%		93%		0%	
	Objective 20 Uses number concepts and operations	7%		100%		0%	

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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	49%	32%	8%	9%	22%	40%	16%	19%
	Grade 1	57%	30%	18%	16%	21%	28%	18%	26%
	Grade 2	48%	27%	17%	14%	19%	39%	12%	20%
	Grade 3	68%	NA	18%	NA	25%	NA	20%	NA
	Grade 4								

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
6.7%	.04%	23%	15%	0.008%	.007%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Nonsense Word Fluency-Correct letter sounds	DIBELS Assessment
2.	Increase in teacher attendance	Frontline Absentee Reports
3.	Decrease in student discipline infractions	Behavior Tracking Forms

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: Teacher Professional Development	
Instrument(s): DIBELS Assessment	
Data Type: 1. Behavioral 2. Behavioral 3. Archival	Findings 1. Heggerty Curriculum is being taught daily 2. Teachers having small group instruction daily 3. Teachers have received several trainings on small group instruction, including model lessons, support from the district and state level.

Contributing Factor: Positive School Climate and Culture	
Instrument(s): Staff Survey	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings 1. Stronger staff relationships and collaboration 2. Improved leadership support and communication 3. Access to instructional materials and support staff

Contributing Factor: The decrease in student behavior infractions is attributed to the consistent implementation of explicit SEL instruction, positive behavior supports, strong teacher-student relationships, proactive interventions, and increased family engagement.	
Instrument(s): JCAMPUS Reports	
Data Type: 1. Behavioral 2. Behavioral 3. Archival	Findings 1. School-wide expectations are clearly defined, taught, and reinforced 2. Implementation of Positive Behavioral Interventions and Supports (PBIS) 3. Early identification of students with behavior needs

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Math conceptual thinking-difficulty with problem-solving	Benchmark Assessment
2.	Inconsistent use of data to guide instruction	Walkthrough Tool
3.	2nd Grade teachers' inconsistent phonics instruction	Walkthrough Tool

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: Transition to a new math curriculum	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive 3. Behavioral	Findings 1. Teachers were still developing familiarity with instructional strategies, 2. Students had limited exposure to conceptual approaches 3. Lack of alignment between curriculum materials, pacing, and effective implementation.

Contributing Factor: Lack of structured systems and teacher training, resulting in limited understanding of how to analyze data.	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive 3. Cognitive	Findings 1. Teachers making instructional decisions without clear evidence of student mastery 2. Limited progress monitoring, leading to gaps in addressing learning needs 3. Inconsistent use of assessment data to guide instruction across classrooms

Contributing Factor: Teachers with experience primarily in upper elementary grades demonstrated gaps in their ability to effectively deliver phonics instruction due to limited prior exposure to foundational literacy practices.	
Instrument(s): DIBELS Assessment	

Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	Findings 1. Well Below achievement level increased from 28% to 53% on the DIBELS assessment. 2. Inconsistent instructional practices across classrooms. 3. Limited use of evidence-based literacy strategies
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Merrydale Elementary SPS will increase from 58.3 to 62 as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math			Math EBR Numeracy Screener	93%	97%	Graduation Rate		
English DIBELS	41%	70%	English DIBELS	41%	70%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students			Science			Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	42%	50%	Social Studies					

English Language Acquisition (ELL)								
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CORE ACADEMICS - ELA	Tier 1 Resources: Heggerty, EL
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ELA Focus Area	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	Phonological Awareness and Decoding will be the focus areas.
DIBELS SMART Goal:	By the end of the 2026-2027 school year, 70% of PreK–2 students will meet grade-level early literacy benchmarks as measured by DIBELS: ● PreK–Kindergarten: correctly identifying at least 20 uppercase and lowercase letters and producing corresponding letter sounds ● Grades 1–2: demonstrating foundational reading skills, including accurate decoding and answering at least 3 out of 5 comprehension questions following a read-aloud or grade-level text
ELA SMART Goal:	By the end of the 2025–2026 school year, 70% of students in grades K–2 will demonstrate proficiency in grade-level writing skills as measured by a standards-aligned rubric, including the ability to construct clear sentences and develop organized written responses.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	

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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement a daily, protected literacy block (90–120 minutes) in all classrooms	Teachers Leadership Team	Aug. - May	Daily	Walkthroughs	GF
Provide explicit, systematic phonics instruction (letter names, sounds, blending, segmenting) Heggerty	Teachers	Aug. - May	Daily	Walkthroughs	GF
Use structured read-alouds daily with planned comprehension questions (before, during, after reading)	Teachers	Aug.- May	Daily	Walkthroughs	GF
Incorporate small-group instruction daily	Teachers	Aug.-May	Daily	Walkthroughs	GF
Provide workstation materials	Leadership Team	Aug	Daily	Walkthroughs	Title I
Conduct model lessons for teacher	Mentor Teacher	Aug. - May	As needed		GF
Provide PD and complete data reviews through weekly PLCs	Leadership Team Literacy Department	Aug. - May	Every Tuesday and Thursday	Agendas	GF
Offer extension tasks for advanced learners.	Teachers	Aug. - May	Daily	Walkthroughs Student work samples	GF

Daily explicit writing instruction: dedicate time each day for sentence-level and paragraph-level writing.	Teachers	Aug. - May	Daily	Walkthroughs	GF
Use sentence stems and structured prompts: scaffold students' thinking and writing.	Teachers	Aug. - May	Weekly	Student work samples Lesson Plans	GF
Sequence instruction from sentences to compositions: start with simple sentence construction, then combine into paragraphs, and finally brief compositions.	Teachers	Aug. - May	Student work samples	Student Work Samples	GF
Embed writing across subjects: integrate writing exercises in reading, science, and social studies.	Teachers	Aug.-May	Daily	Walkthroughs Lesson Plans Student Work Samples	GF
Roll out the schoolwide writing plan through ILT and PLC	ILT Team	Aug.-May	2-week cycles Weekly walkthrough data	Student writing samples Benchmark Assessments	Title I

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka 2
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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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teach explicit problem-solving steps (read, think, solve, explain)	Teacher	Aug. - May	Daily	Data Analysis Document	GF
Provide daily word problems aligned to grade-level standards	Teacher	Aug. - May	Daily	Student Work Samples Walkthroughs	GF
Implement a daily math block (60–90 minutes) with a strong emphasis on conceptual understanding	Leadership Team Teacher	Aug.- May	Daily	Student Work Samples Walkthroughs	GF
Require students to show and explain their thinking using drawings, equations, or writing	Teacher	Aug.-May	Daily	Data Analysis	GF
Provide PD and complete data reviews through weekly PLCs	Leadership Team Teachers District Math Department	Aug. - May	Every Tuesday and Thursday	Data Analysis Student Work Samples	GF
Offer extension tasks for advanced learners.	Teacher	Aug. - May	Daily	Data Analysis Student Work Samples	GF

CORE ACADEMICS - Science	Tier 1 Resources: Amplify
<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	The science focus for PreK–2 will be on building foundational inquiry skills and scientific thinking through hands-on, exploration-based learning. Instruction will emphasize observing, questioning, predicting, investigating, and explaining using age-appropriate content in life, physical, and earth sciences.
Science SMART Goal:	By the end of the 2026–2027 school year, 70% of PreK–2 students will demonstrate proficiency in grade-level science inquiry skills and conceptual understanding, as measured by common performance tasks and teacher-developed rubrics. PreK–Kindergarten: Students will participate in guided investigations and demonstrate understanding by observing, drawing, and verbally describing what they notice, correctly completing at least 3 out of 4 components on a science inquiry rubric (observe, describe, predict, share). Grades 1–2: Students will conduct simple investigations and demonstrate understanding by recording observations, making predictions, and explaining results using drawings, labels, or short written responses, scoring at least 3 out of 4 on a science rubric.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	

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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement weekly hands-on science investigations. Use the inquiry cycle: Ask, Predict, Investigate, Observe, Explain,	Teachers	Aug. - May	Weekly	Student work samples, rubrics, Walkthrough Data	GF
Model thinking with teacher think-alouds.	Leadership Team	Aug.-May	As needed	Student work samples, rubrics, Walkthrough Data	GF
Use performance tasks and science journals.	Teachers	Aug. - May	Monthly	Student work samples, rubrics, Walkthrough Data	GF
Provide small-group scaffolding for struggling students.	Teachers	Aug. - May	Daily	Student work samples, rubrics, Walkthrough Data	GF
Offer extension tasks for advanced learners.	Teachers	Aug. - May	Daily	Student work samples, rubrics,	GF

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				Walkthrough Data	
Provide PD and complete data reviews through weekly PLCs	Admin Team Teachers	Aug. - May	Every Tuesday and Thursday	PLC Agendas Data Analysis	GF

CORE ACADEMICS - Social Studies		Tier 1 Resources: Gallopade															
<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	Differentiating between primary and secondary sources. For example: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies																
Social Studies SMART Goal:	By the end of the 2026–2027 school year, 70% of students in grades K–2 will accurately identify and use primary and secondary sources to support their claims , as measured by teacher-created tasks, rubrics, and classroom assessments.																
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>																	
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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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>												

Teach explicit lessons on the difference between primary and secondary sources using examples (letters, diaries, textbooks, articles).	Teachers	Aug.-May	Weekly	Student work samples, rubrics, Walkthrough Data	GF
Use hands-on sorting activities where students categorize sources into primary vs. secondary.	Teachers	Aug.-May	Weekly	Student work samples, rubrics, Walkthrough Data	GF
Integrate sources into content lessons (social studies, science, literacy) for authentic practice.	Teachers	Aug.-May	Weekly	Student work samples, rubrics, Walkthrough Data	GF
Model how to use a source to support a claim with think-alouds.	Leadership Team	As Needed	Weekly	Student work samples, rubrics, Walkthrough Data	GF
Provide small-group scaffolding for struggling students.	Teachers	Aug.-May	Daily	Student work samples, rubrics, Walkthrough Data	GF
Offer extension tasks for advanced learners.	Teachers	Aug.-May	Daily	Student work samples, rubrics, Walkthrough Data	GF

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Provide PD focused on primary and secondary sources.	District SS Department	September	NA	PD Agenda Walkthrough Data	GF
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Non-CORE Academics	Resources:
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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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Build a positive school culture.	Admin Team and Teachers	Aug.-May	Daily	School Culture Survey/ Questionnaire	General Funds
Strengthen parent and family engagement.	Parent Liaison, Admin Team, and Teachers	Aug.-May	Daily	Parent events sign-in sheets	General Funds
Implement attendance incentives	School Clerk, Admin Team, and Teachers	Aug.-May	Monthly	Incentive Tracker and Attendance records	General Funds

Student Subgroups and Student Attendance

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Positive School Climate and Relationships Morning greetings and classroom routines:	Admin Team Teachers Front Office Staff Paraprofessionals		Weekly	JCAMPUS	GF
Peer recognition programs: Celebrate good	Admin Team		Monthly		

attendance in class or school assemblies.	Teachers Front Office Staff Paraprofessionals				
Family Engagement and Communication Regular communication: Weekly phone calls, texts, or newsletters about attendance expectations. Family education: Provide information about the link between early attendance and academic success. Home visits or family conferences: Engage families of students with chronic absenteeism.	Admin Team Teachers Front Office Staff Paraprofessionals		Monthly	JCAMPUS Truancy Officer	Title I
Monitoring and Early Intervention Track attendance data daily: Identify patterns of tardiness or absences early. Tiered intervention: Provide additional support for students at risk of chronic absenteeism (mentoring, check-ins, incentives). Personalized follow-up: Contact families promptly when absences occur.	Admin Team Teachers Front Office Staff Paraprofessionals Truancy Officer		Weekly	Parent Event Sign Ins JCAMPUS	GF
Incentives and Recognition Classroom or school-wide celebrations: Recognize classes or individuals with high attendance. Stickers, certificates, or small rewards: Age-appropriate, motivating rewards for consistent attendance.	Admin Team Teachers Front Office Staff Paraprofessionals		Monthly	JCAMPUS Data Trackers	GF

Goal charts: Visual tracking of class attendance to encourage collective responsibility.					
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Student Opportunities - High Schools ONLY

<i>Provide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</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

STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
SEL and well-being data are reviewed quarterly to identify trends, adjust interventions, and ensure equitable support for all students. Students demonstrating high needs are prioritized for intensive supports, while all students benefit from universal SEL instruction.					
Families participate in SEL workshops, counseling resources, and home strategies to reinforce social-emotional learning. Community partnerships provide additional mental health resources, enrichment programs, and social-emotional support for families and students.					

Students with disabilities or identified social-emotional needs receive push-in and pull-out support, including social skills groups and individualized behavior plans.					
Collaboration among teachers, specialists, and families ensures that instruction is scaffolded and responsive to students’ developmental needs.					
School counselors and social workers provide small-group and individual sessions for students experiencing emotional, behavioral, or social challenges.					

MULTI-TIERED SYSTEM OF SUPPORT

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:

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: Authentic Family Partnerships		Indicator Focus Area 2: Explicit SEL Instruction	
S	Develop strong family-school partnerships by engaging families in student learning, decision-making, and school activities.	S	Implement explicit social-emotional learning (SEL) instruction across all PreK–2 classrooms, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
M	Track participation in family workshops, conferences, volunteer activities, and feedback surveys. Measure increase in family engagement compared to the previous year.	M	Measure SEL skill development using teacher observations, SEL checklists, behavior logs, and student self-assessments. Track participation in daily/weekly SEL lessons and engagement in class activities.
A	Provide multiple opportunities and formats (in-person, virtual, bilingual) to ensure families can participate. Support teachers with planning and resources to facilitate authentic partnerships.	A	Provide structured SEL lessons (e.g., Second Step, Zones of Regulation, or school-adopted curriculum) and teacher training to ensure consistent implementation. Use short, age-appropriate lessons embedded in daily routines.
R	Family engagement supports student achievement, social-emotional growth, and school culture.	R	SEL instruction supports students' emotional regulation, peer interactions, learning readiness, and overall school climate.
T	Goal to be accomplished by the end of the 2025–2026 school year, with quarterly checkpoints for participation and feedback.	T	Goal to be accomplished by the end of the 2025–2026 school year, with quarterly monitoring of implementation fidelity and student growth.

I	Ensure all families, including those with language, cultural, or scheduling barriers, can participate meaningfully.	I	SEL lessons will be adapted to meet diverse learners’ needs, including students with IEPs, ELLs, and different cultural backgrounds.
E	Provide targeted support and outreach to families of underserved populations to remove participation barriers and foster equity in engagement.	E	Ensure all students receive consistent SEL instruction and support, with additional interventions for students demonstrating higher social-emotional needs.
Goal Statement: By the end of the 2026–2027 school year, 85% of families of PreK–2 students will actively participate in authentic school-family partnership opportunities, including conferences, workshops, volunteering, and feedback surveys, as measured by sign-in logs, survey responses, and teacher documentation.		Goal Statement: By the end of the 2026–2027 school year, 85% of PreK–2 students will demonstrate growth in social-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, as measured by teacher observations, SEL checklists, and behavior tracking data.	

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	
• 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 II	
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. • 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 III	
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 and school psychologists.

- **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.

- **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.

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 PreK-2.

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?

For PreK–2, short, frequent, targeted sessions are most effective, with flexibility to adapt based on student progress and attention span.

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 - Follow directions	- Be prepared for class - Do your best work	- Take turns - Share	- Stay in assigned area - 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	Keep cafeteria clean	- Keep hands, feet, and objects to yourself - Wash/Sanitize and

		Hold the tray with both hands		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.

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:** Use the 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.

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.

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

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum, and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Workshops on Data and Assessments: Families attended sessions where staff explained **student performance data** (e.g., literacy DIBELS results, math benchmark data) and **curriculum frameworks**. Sessions were offered **in multiple languages** with translation support for EL families.

Curriculum Overview Sessions: Parents learned about grade-level standards and instructional materials, including how **The Writing Revolution** and math conceptual problem-solving are implemented.

Hands-On Activities: Parents participated in **mock data analysis and curriculum review exercises**, practicing how to interpret assessment results and identify areas for student support.

Flexible Participation: Sessions were offered **in-person, virtual, and during evenings** to accommodate diverse schedules. Families with disabilities were provided **accessible materials and supports** to ensure full participation.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Literacy and Social Studies Night	Literacy Team	November	Fall	Sign In Sheets Increased Student Achievement	Gen Funds
Math and Science Night	Math Team	Fall, Spring	Spring	Sign In Sheets Increased Student Achievement	Gen Funds

DIBELS Parent Workshop	Admin Team, Teachers	September	Fall	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
Open House	Whole School	Fall	Once a Year	Sign In Sheets	NA
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? How are you working with students this year? 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)
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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.

- **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.

Merrydale Elementary – Schoolwide Plan 2026-2027

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, check in-check out, social skills training, positive reinforcement, and utilize a reset room.

Community Involvement

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

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.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</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.	Admin Team	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

Merrydale Elementary – Schoolwide Plan 2026-2027

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

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</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